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SIGNATURE OF THE PRINCIPAL**

2021-2022

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2021-2022

പൊതുവിൽ
ഇതിൽ
നമുക്കു
പരിധിവരെ
ചരിത്ര
ങ്ങളെക്കുറി
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നേരം, ഒരു
പോയതും
കന്യകാ
യേശു
തുജിച്ച
തിക്കാനും
ചെതന്യം
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കാരമോ
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മുഖർ ചില
സേപ്പിതാവ്,
യിക്കുന്നു.
നൂറു
നിലെ മുഴു
വി. യു. സേ
പുപോലും
നെയി

12. തൊഴിൽ മേഖലയിലെ സമർപ്പണം

-ഡോ. അലക്സ് ജോർജ്ജ് കാവുകാട്ട്

ആഗോള കത്തോലിക്കസഭ 2020 ഡിസംബർ 8 മുതൽ 2021 ഡിസംബർ 8 വരെ വി. യു. സേപ്പിതാവിന്റെ വർഷമായി ആചരിക്കുകയാണ്. വാഴ്ത്തപ്പെട്ട 9-ാം പീയൂസ് പാപ്പ വി. യു. സേപ്പിതാവിനെ കത്തോലിക്കാസഭയുടെ രക്ഷാധികാരിയായി പ്രഖ്യാപിച്ചതിന്റെ 150-ാം വാർഷികത്തോടനുബന്ധിച്ചാണ് ഫ്രാൻസിസ് പാപ്പ ഈ വർഷാചരണം പ്രഖ്യാപിച്ചത്. 'പിതൃഹൃദയത്തോടെ' എന്ന അപ്പസ്തോലിക ലേഖനത്തിന്റെ ആറാം അധ്യായമായി 'തൊഴിൽ ചെയ്യുന്ന ഒരു പിതാവ്' എന്ന ലേഖനം മാതൃകാതൊഴിലാളിയായ വി. യു. സേപ്പിതാവിനെക്കുറിച്ച് ചേർത്തിട്ടുണ്ട്. തൊഴിൽ മേഖലകൾ വലിയ വെല്ലുവിളികൾ നേരിടുന്ന ഈ ആധുനിക കാലഘട്ടത്തിൽ യുവാക്കളും മുതിർന്നവരുമായ ആരുംതന്നെ തൊഴിലില്ലാത്ത അവസ്ഥയിൽ കഷ്ടപ്പെടാതിരിക്കാൻ തൊഴിലാളികളുടെ മധ്യസ്ഥനായ വി. യു. സേപ്പിതാവിന്റെ മാധ്യസ്ഥം യാചിക്കാൻ ഫ്രാൻസിസ് പാപ്പ ഈ ലേഖനത്തിലൂടെ മാർഗ്ഗദർശനം നൽകുന്നു.

ആഗോള തൊഴിലാളി ദിനമായ മെയ് ഒന്നിനാണ് തിരുസഭ തൊഴിലാളികളുടെ മധ്യസ്ഥനായ വി. യു. സേപ്പിതാവിന്റെ തിരുനാൾ ആചരിക്കുന്നത്. 1955 മെയ് 1-ന് പന്ത്രണ്ടാം പീയൂസ് പാപ്പായാണ് വി. യു. സേപ്പിതാവിനെ തൊഴിലാളികളുടെ മധ്യസ്ഥനായി പ്രഖ്യാപിച്ചത്. സത്യത്തിനായി ധീരമായി നിലകൊണ്ടവനും നീതിമാനായ

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MAINSTREAMING OF CHILDREN WITH ADHD

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ABSTRACT

Inclusive education is the need of the hour. It envisages a classroom of multiplicity and guarantees chances for groups who have traditionally been marginalized. It not only provides platform for the children with disabilities but also for speakers of minority languages too. The main aim of inclusive education is mainstreaming. UNESCO defines "inclusive education as the process of reinforcing the capacity of education systems to welcome and reach out all learners". Inclusive classroom contains pupils who require special care and attention. There are nine types of exceptional learners. They are creative learners, gifted, underachievers, slow learners, mentally challenged, learning disabled, physically disabled, socially and culturally disadvantaged and delinquent children. ADHD (attention deficit hyperactivity disorder) is one of the most common mental disorders affecting children. ADHD also affects many adults. Symptoms of ADHD are inattention (not being able to keep focus), hyperactivity (excess movement that is not fitting to the setting) and impulsivity (hasty acts that occur in the moment without thought). We should be able to meet the needs of all the children in the classroom and pave the way for a positive social climate of the classroom.

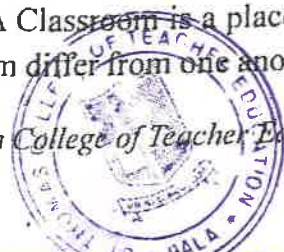
This paper tries to present the main struggles of children with ADHD (Attention deficit hyperactivity disorder). The paper also highlights the importance of creating a positive inclusive classroom climate for these children. It is high time to think of mainstreaming these children. There should not be any marginalization. We should support the special children; just love them and care them.

Key words: Inclusive education, exceptional learners, mainstreaming and ADHD.

INTRODUCTION

We all are born with a purpose to fulfill in this world. Hence, we are blessed with certain unique potentials or abilities that differ from each other in various ways. These various abilities in each man make us unique and it is impossible to imitate another person. The average person or people with unique potentials differ in their Intelligence Quotient (IQ). An average IQ of normal people varies from 85-110. People with IQ above this range are categorized as Genius, gifted children etc. Surely, the above-mentioned people can contribute too many inventions and discoveries. However, there are children born with IQ less than or very less than the above said range, they come under many categories like mentally retarded which again is classified as mild, moderate, and severe, learning disability etc.

A Classroom is a place of multiplicity that moulds the future generations. Children in the classroom differ from one another in their own ways. Each child is unique. There are children who



EXISTING AND EVOLVING LEARNING BARRIERS TO FUNCTIONAL INCLUSION

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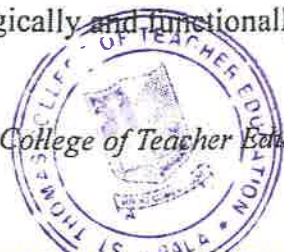
ABSTRACT

Learning is a continuous and comprehensive process that enhances the learners. Education and its learning itself are evolving and improving. Thus, learning has existing as well as emerging barriers. The study spread light on providing inclusive education, involving the differently-abled students and the weaker sessions of society. Inclusive education can be achieved with the involvement of differently-abled students, which can be obtained by implementing a curriculum that encompasses the significance of learning materials, technological environment, enlightened teachers, and peer group learning strategies. Inclusive education can only be obtained after solving the learning barriers of differently-abled students. Modes of communication during the covid pandemic have changed the learning methodologies which created a sudden switch that affected the learning methods. This has also affected the emotional stability of the learners. Studies show that stress and anxiety among the students have increased as compared to the pre-covid era. The key role of teachers has shifted from providers to mentors. Teachers monitoring the mental and physical health of students will help them overcome this learning barrier. Since family is a social group that evolves together physically, mentally, emotionally, financially, and culturally, any drawbacks in these areas affect the functioning of the family which directly affects the learning of the students. Language is supposed to be taught efficiently from the pre-primary classes. If not learned properly, this affects the whole future learning of the students. Proper communication is the key to learning. Other than all of these, the cultural disparity is very common in India since we practice different cultures. Students hailing from different cultural scenarios find it difficult to cope with students from cultural diversity. Enriching the skills of teachers, improvising curriculum, empowering and enhancing the technical skills are few among the main aspects that ensure the enactment of inclusive education. Along with that the health condition of students, the inefficiency of teachers, and previous learning barriers affect the students. Barriers can be eliminated with the effective involvement of teachers, parents, and the students themselves. Mindfulness, proper communication, and efficient interaction with the students will hopefully lessen the barriers to learning.

Keywords: Inclusive education, Differently-abled students, Mainstreaming, Covid pandemic, Emotional barriers, Language barriers, Cultural diversity, Communication and Previous learning barriers.

INTRODUCTION

India is awaiting a much progressive and effective inclusive education, recently after the National Education Policy (NEP 2020). Inclusion, by the word itself, says that education need not be compartmentalized, rather it can follow multilevel teaching strategies to include the involvement of differently-abled students. Inclusiveness shouldn't just be in words, but we have to practice it psychologically and functionally. Studies made by N. Janardhana, D. Muralidhar, D. M. Naidu, I.



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Women Empowerment- Breaking Gender Barricades with Education

Densy John & Dr. Alex George

"To awaken the people, it is the women who must be awakened. Once she is on the move, the family moves, the village moves, the nation moves."

- Pt. Jawaharlal Nehru

Introduction

One of the most difficult tasks in this world is to define a woman. From the socio-cultural conventions and stereotypes, we can assume that they give her a fluid nature. The vital attrib-



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