

MANAS

Speaks

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Children's Mental Health Matters!

#ChildMentalHealth

CHILDREN'S MENTAL HEALTH

Childhood Trauma

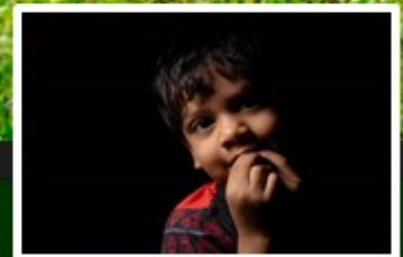
IVF Child

Giftedness

All about ADHD

Temper Tantrums

The Academy of
Psychology



THE ONLY JOURNEY IS THE JOURNEY WITHIN

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MANAS *Speaks*

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Manas Speaks is a monthly magazine from Manas-The academy of psychology, to publish a wide range of conceptual articles relating to different perspectives on methodologies in psychological research and to support student communities to strengthen their knowledge.

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Author Guidelines

We accept submissions through email. You may send us manuscripts for the following submission categories: Any submission related to psychology, short stories, book review, movie review, psychology concepts, case studies, cartoons, memes or a specific genre. Content should be related to psychology, your manuscript must be in one of the following file forms word, pdf and jpeg. please send content related pictures if you are interested. All manuscripts should be in 12 point type, with at least one-inch margins, and sequentially numbered pages. The author's name, address, telephone number, and email address should be typed at the top of the first page. Contributors are asked to include a brief biographical note with their submissions. Submissions may be sent to us at any time, year-round. Manas speaks is a non-profit magazine with the ambition of encouraging good literary work. We desire is to connect readers and writers, and we strongly encourage anyone interested in submitting work to read the magazine before submitting. You may read the magazine for free. If you enjoy reading it and wish to submit it, we hope that the reading is strengthening your mental muscles. we are strongly committed to publishing debut and emerging writers.

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"The secret in education lies in respecting the student."

- Ralph Waldo Emerson

Inclusive education has been defined at various ways that addresses the learning needs of the differently abled children. The development of special education field has involved a series of stages, during which education systems have explored different ways of responding to children with disabilities, and to students who experience difficulties in learning.

Inclusive Education refers to a model wherein students with special needs spend most or all of their time with non-special (general education) needs students. It is built on the notion that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions, leading to further success in life. Fully inclusive schools, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human differences. It is one of the most effective ways to promote an inclusive and tolerant society. Richard Wilkinson and Kate Pickett, wrote, "Student performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish".

In past 20 years, the issue of inclusion has had a huge impact on development in thinking and practice in the education of children with Special Educational Needs (SEN) both in India and overseas. Legislation of most countries encourages regular schools to adopt a more inclusive approach to education. Today, in India there is a growing importance to provide equal opportunities of education for all. One of the important aims of schools in India has become to include students with special needs in the regular classrooms. Inclusive education is very closely

linked to the Right to Education Act, 2009. As mentioned above, Inclusive education supports equal education to each and every child without any sort of discrimination on any grounds. Likewise, The Right to Education Act, 2009 also stands for such type of education. It clearly indicates free and compulsory elementary education to all children of the age group 6-14 years.

Till 1990s, 90 percent of India's estimated 40 million children in the age group- 4-16 years with physical and mental disabilities are being excluded from mainstream education. They have consistently discouraged children with disabilities from entering the nation's classrooms. Social justice and equity which are dominant sentiments of the Constitution of India demand that India's 35 million physically challenged, if not the 5 million mentally challenged, children should be given preferential access into primary and secondary schools. Fewer than five percent of children who have a disability are in schools. Remaining nine-tenths of them are excluded. Against this backdrop of continuous neglect, there is an urgent need to find ways for developing potential of this large proportion of challenged children.

Another important aspect of Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion. A few instances: Accessible modes of transport, with ramps, for children who are wheelchair users. Introducing new methods of teaching, using audio books for dyslexic children who find it difficult to read and write. Instead of teaching students who use sign language separately, teachers and staffs can put in some effort to learn sign language in order to communicate with those students.

Benefits of Inclusive Education

Inclusive education can prove beneficial for both disabled and non-disabled children. All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities. When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. As we know, Schools are important places for children to develop friendships and learn social skills from their peers. Children with and without disabilities learn with and from each other in inclusive classes. Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment. Such initiatives give both the disabled and non-disabled students a large platform of opportunities. They enjoy field trips and after-school activities together. They participate in student government together. And they attend the same sports meets and plays.

Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging. Students and their parents participate in setting learning goals and take part in decisions that affect them. And school staff have the training, support, flexibility, and resources to nurture, encourage, and respond to the needs of all students.

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