



BHARATHEEYA VIDYA NIKETHAN

College of Teacher Education

Affiliated to University of Calicut, Accredited by NAAC
Kallekkad (Post), Palakkad, Kerala 678006, Mob: 9497899276
Email: bvncte@gmail.com Web: www.bvnbedcollege.com

Report of best practice 1

Promoting Diversity, Equity, and Inclusion in Campus Life

The Institutional efforts / initiatives in providing an inclusive environment:

BVNCTE caters to the inclusive environment with diversity in terms of culture, region, linguistic, communal, and socioeconomic and other aspects through various co – curricular activities. All category of students is taken care to maintain social harmony by promoting various activities related to them. The ultimate harmony of the nation is attained based on the universal human values they learn and follow in every one's life. The process of value formation concerning the different stages of development and cultural highlighting contests the relationship between the individual and the society is promoted in the institution.

Efforts to handle Cultural diversity

BVNCTE accommodates the cultural diversity of students by encouraging them to exchange the cross-cultural ideas and celebrations of the festivals of different cultures and their values. The cultural festival greetings are exchanged by faculty and students during festivals like Onam, local festivals are celebrated with traditional flavour. Faculty and students exchange greetings during festival seasons of all religions; Ramadan, Bakrid, Christmas, Easter Sunday etc. The institution has committees to avert any kind of activity disturbing the communal harmony in the campus with zero tolerance. The institution promotes values concerned to be rooted in contemporary contexts on various social issues like gender equity and environmental sustainability are inculcate through, tree plantation drives, propagating saving of water, river beds, clean India campaign, non-use of plastics campaigns.

BVNCTE students conduct rallies to create awareness among the public on all the above issues. Students have participated in cleaning places of importance in and around the college.

Dr. Remika P.C.V
PRINCIPAL

Principal
Bharatheeya Vidya Nikethan
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Kallekkad, Palakkad





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Efforts to handle Regional diversity

BVNCTE always manages cultural diversity in religious differences. This includes schedule changes, dress code exceptions, and excused absences from programs that might be conflictive with the students and employee's beliefs. The institution has put in place a zero-tolerance policy to handle misconduct and misbehavior of students with ethnic groups. These include offensive jokes about ethnicity, gender or religion, slurs and any other intentional abusive behaviors.

Efforts to handle Linguistic diversity

The institution always ensures culturally inclusive communication with employees and students in order to manage a diverse workforce. All procedures, safety rules, and other important information are designed properly in order to overcome the language barriers.

Efforts to handle Communal diversity

The students and the faculty of all the communities and religions are a part of the institution which shows that the institute strives to provide conducive environment for all. We are proud to report that there are no incidents and complaints of communal classes in the campus.

Efforts to handle Socio-economic diversity

The institution has taken initiatives to accommodate students from socio-economic groups by providing fee concessions and scholarships in admitting students under management quota.

The institution offers a comprehensive curriculum that familiarizes students with the diverse landscape of Indian and international school systems.

A key component is the understanding of state-wise variations in school systems, including differences in infrastructure, teacher qualifications, and learning outcomes. The curriculum also delves into the evolving norms and standards in Indian education, particularly in areas like teacher training, curriculum development, and assessment practices.

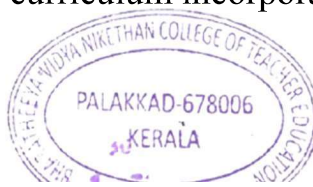
To develop a global perspective, the curriculum incorporates an international and comparative dimension.

Dr. Remika P. C. V

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Students are introduced to diverse education systems worldwide, examining their strengths, weaknesses, and innovative practices.

The second-semester general paper, EDU 11, delves deeper into the differential school systems across the country, providing nuanced understanding of state-wise variations.

Additionally, the elective course critically appraises the international and comparative aspects of school systems, enabling students to gain a broader perspective on global educational practices.

By understanding the diversity in school systems, students develop a critical understanding of educational policies, practices, and challenges.

The Practices:

a. Cultural Activities:

Regular organization of multicultural festivals, diversity days, and interfaith celebrations provide a platform for students to share their traditions and learn about others. Dialogue circles and film screenings on social justice issues are also conducted to provoke thought and discussion.

b. Student Clubs:

Clubs such as the women's club, NSS club, Eco club etc. are supported to lead initiatives. These student-led bodies organize awareness campaigns, peer mentoring sessions, and panel discussions to promote inclusive values.

c. Faculty Sensitization:

Faculty development programs were conducted to mould the faculties in an excellent professional levels

d. Inclusive Pedagogies

Addressing Unconscious Bias

Gender Equity and Safe Spaces

These sessions help educators reflect on their teaching approaches and adopt inclusive methodologies.

Dr. Renuka P. C. V
PRINCIPAL

Principal
Bharatheeya Vidya Nikethan
College of Teacher Education
Kallekkad Palakkad





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e. Accessible Infrastructure:

The campus ensures physical inclusivity by incorporating:

Wheelchair ramps and lifts

Tactile pathways for the visually impaired

Accessible restrooms

e. Diverse Curriculum:

The teacher education curriculum has been revised to include units on:

Multicultural Education

Disability Studies

Indigenous Knowledge Systems

Caste, Class, and Gender in Education

f. Inclusive Teaching Resources:

Faculty are encouraged to use visual aids, books, case studies, and digital content that represent varied social, cultural, and linguistic backgrounds. This makes learning more relatable and enriching for students from different walks of life.

Dr. Remika P. C. V

PRINCIPAL

Principal

Bharatheeya Vidya Nikethan
College of Teacher Education
Kallekkad, Palakkad



**BHARATHEEYA VIDYA NIKETHAN COLLEGE OF TEACHER EDUCATION
KALLEKKAD, PALAKKAD**

Attendance (Onam celebration)

COMMERCE

SL. NO.	NAME OF STUDENT	
1	ANAGHA V	X
2	ARCHANA K	X
3	ATHIRA K R	X
4	DURGA R MOHAN	X
5	GAYATHRI RAMESH	Absent
6	JAMSHEELA V B	X
7	MONISHA A M	X
8	NASEEHA P	X
9	PRASEETHA P	X
10	RENJITHA B	X
11	RESHMA U	X
12	SAJINA C C	Absent
13	SALINI C	X
14	SRUTHI R	X

ENGLISH

1	AISWARYA DEVI C	
2	AISWARYA M	X
3	ATHIRA B	X
4	DEVIKA V	X
5	GOPIKA P	X
6	JYOTHISH KUMAR R S	X
7	PRABHITHA K	X
8	SAHALA M S	Absent
9	SHRUTHI B	X
10	SHYAMINI P	Absent
11	SIYA V	Absent
12	SOORAJ K	X
13	SRUTHI A	Absent
14	SRUTHI D NAID	Absent

Dr. RENUKA PC V

Bharatheeya Vidya Nikethan
College of Teacher Education
Kallekkad, Palakkad - 676 006

MATHEMATICS

1	AKHILA M S	X
2	ANU R	X
3	ANUSREE R S	X
4	DRISYA K SREEKUMAR	X
5	FASILA K M	X
6	GOPIKADAS M	X
7	KAVYA SUBRAHMANIAN	X
8	K RABIYA	X
9	MIDHUN M	X
10	RAJESWARI P	X
11	RANJINI T R	X
12	SHAMITHA S	X
13	SUDHA T S	X

NATURAL SCIENCE

1	AKHILA K	X
2	ANISHA R	X
3	ANJU V C	Absent
4	ASWATHI N	X
5	DHANILA M	Absent
6	DHRISYA M	Absent
7	FARZANA M	X
8	ISABUL BISMIYA M	X
9	JEEVA A B	X
10	KRISHNAVENI E U	X
11	LISHAMOL L	X
12	SANGEETHA S	X
13	SIMLA P S	X
14	SULAKSHANA G NAIR	X
15	VIDHYA R	X

Dr. RENUKA P C V

Bharathiyar Nikethan



PHYSICAL SCIENCE		
1	AKHILA T R	X
2	ANJU S K M	X
3	ARCHANA MOHAN M	X
4	BHAVYASREE S	X
5	CHANDNI S	X
6	HARITHA A H	X
7	KARTHIKA P	X
8	NIMISHA N	X
9	PARVATHY M	X
10	PREETHI R	X
11	RAMYA U	X
12	REMANI P	X
13	REVATHY V	X
14	SONA ABRAHAM	X
15	SREELAKSHIMI B	X
16	SUMA V	X
17	VRINDA M	X
SANSKRIT		
1	AJMI S R	
2	AKHILA R	X
3	ANANDAKRISHNAN M S	X
4	ANJITA T M	X
5	ARYA P M	X
6	ATHIRA K	X
7	HARITHA C	X
8	JIJILI K M	X
9	KEERTHANA M V	X
10	KRISHNAKRIPA S	X
11	KRISHNA TEERTHA K K	X
12	PARVATHI V	X
13	RESHIMA R	X
14	SREEHARI K I	Absent
15	VISHNU A S	X

Dr. RENUKA P.C.V

Bharathiyar V. & Nikethan



SOCIAL SCIENCE

1	AKSHAYA S	X
2	ANJALI T S	X
3	CHANDANA C	X
4	DIVYA M S	X
5	JISHNA K	X
6	MANJU P	X
7	NIMISHA A	X
8	PREEJA C	X
9	RESMI R	X
10	RISANAMOL P A	X
11	RITHWIK P M	X
12	SALEENA K	X
13	SHILPA S	X
14	SREESHMA G	X
15	VIJITHA A V	X

✓
Dr. RENUKA P C V
Bharathdharma Vidyapeetham
College of Teacher Education
Kallekkad, Palakkad - 678 005



**BHARATHEEYA VIDYA NIKETHAN COLLEGE OF TEACHER EDUCATION
KALLEKKAD, PALAKKAD**

Attendance (Christmas Celebration)

COMMERCE

No	Name	
1	Adithya Sudheerkumar	X
2	Anjana P	X
3	Anupama A	X
4	Arya P S	X
5	Aseena U	X
6	Ashla K Baby	X
7	Aswanth P	X
8	Nesmiya E K	X
9	Ramesh K	X
10	R Keerthana	X
11	Sameema S	X
12	Shanitha K	X
13	Sivalakshmi P	X
14	Varsha S	X
15	Vinitha M	X

ENGLISH

1	Anjana H	X
2	Arya R	X
3	Ashika Sudhakar	X
4	Aswathi V	X
5	Fathima K S	X
6	Geethu K	X
7	Harsha Ramesh C K	Absent
8	Jisna Janardhanan C	X
9	Meghna K	Absent
10	Nandhu S Karun	Absent
11	Nashwa V M	Absent
12	Negha Prakash M	X
13	Saisubhaga T G	X
14	Sisira Suresh C N	X

Dr. REMIKA P.C.V



MATHEMATICS

1	Aiswarya T P	X
2	Anaswara K V	X
3	Aparna G	X
4	Greeshma K	X
5	Jaseena S	X
6	L K Pratheeksha	X
7	Remya V R	X
8	Sneha Sreenivas	X
9	Sona S	X
10	Sreelakshmi K S	X
11	Sujitha P	X
12	Uthara U	X
13	Vrinda P M	X
14	Yashira T M	X


NATURAL SCIENCE

1	Abhijna C	X
2	Aiswarya M	X
3	Anjana A	X
4	Anusree K V	X
5	Aswathi R	X
6	Chandni T	X
7	Devika Lakshmanan	Absent
8	Francina L	X
9	Kavya K P	X
10	Minnu Mol K	X
11	P H Arsha Fathimma	Absent
12	Shamna E	Absent
13	Sneha S	Absent
14	Srijena S	X
15	Vinisha K S	X

Dr. RENUKA P C V


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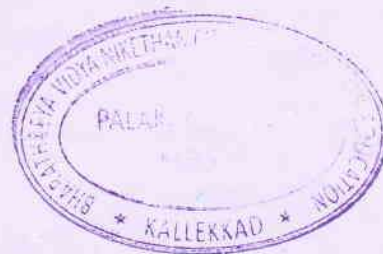
PHYSICAL SCIENCE		
1	Ananya Balkrishnan	
2	Anitha S	X
3	Anjitha C N	X
4	Arathy P S	X
5	Gopika K C	X
6	Induja Dinesh K	X
7	Jasmin M	X
8	Keerthi Lakshmi K K	Absent
9	Keerthy M	X
10	Nandana K	X
11	Nanditha V B	X
12	Rinsila N	X
13	Sajana M	X
14	Sneha P S	X
SANSKRIT		
1	Ajitha D	X
2	Akshaya A	X
3	Amritha P U	X
4	Anjana Menon K R	X
5	Anusree N K	X
6	Athira P S	X
7	Dhanya O K M	X
8	Jayasree S	Absent
9	Keerthana K	X
10	Navya O K M	X
11	Shahilath N	X
12	Sneha S	X
13	Sreelekha N K	X
14	Sreelekshmi S	X
15	Sulabha A A	X
16	Uma K S	X
17	Vishnu A N	X


Dr. RENUKA P.C V
 Principal
 Bharathiyar School, Nikethan
 College of Teacher Education
 Kallekkad, Palakkad - 678 006



SOCIAL SCIENCE		
1	Akhil K R	X
2	Arya B	X
3	Indhu M	X
4	Jyothisha M	X
5	Kiran Meera	X
6	Krishna Kripa B	X
7	Manju V V	X
8	Navya K B	X
9	Neethu A	X
10	Roshna N R	X
11	Semeemathasni M	X
12	Sneha Elizabeth C S	X
13	Soumya B	X
14	Sruthy Sunder	X


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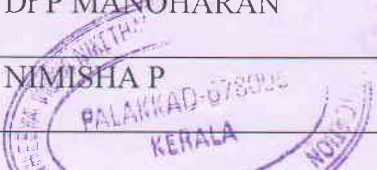
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Attendance sheet

Professional ethics programme for teachers

03.07.2023

Sl.No.	Name of the teacher	Signature
1	Dr RENUKA PC V	
2	ASA P	
3	REJANI KR	
4	PRIYA M	
5	LAXMI KUMAR PILLAI	
6	VEENA K M	
7	UP HARIDAS	
8	BABY A	
9	Dr NATESAN M V	
10	Dr UNNIKRISHNAN E. N	
11	Dr RAMACHANDRAN T S	
12	AJIMOL V S	
13	BABURAJAN C	
14	AJIMOL PA	
15	RAJITHA PA	
16	SUNIL KUMAR K V	
17	SANGEETHA P	
18	RAJENDRAN M	
19	Dr P MANOHARAN	
20	NIMISHA P	



Dr. P. Manoharan, P.C.V. I

SEMESTER II
A. THEORY COURSES
EDU 06: PERSPECTIVES ON EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40, Internal: 10)

COURSE OBJECTIVES

This course will enable you to

1. To understand education as a discipline
2. To define education
3. To develop an understanding of major philosophical divisions and their relevance to education
4. To identify the relationship between education and social factors
5. To develop an understanding of Indian and western philosophical schools

COURSE CONTENT

Unit I

Teacher and Education

- Education as a discipline - Education as bipolar and tri polar process - Child centered & life centered education -
- Teaching as a profession - Teaching- An art and Science - Teacher - Qualities and Competencies Teacher Ethics- Teacher as a Leader -Role and Responsibilities of Teacher
- Teacher as a Change agent and Nation builder- Teacher as Social Transformer - Role of education to curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism etc.

(10 Hours)

Unit II

Philosophy of Education

- Etymological and general meaning of Philosophy - Major Definitions
- major philosophical divisions - Axiology, Metaphysics, and Epistemology and its educational implications.
- Relation between education and philosophy
- Functions of philosophy.

(10 Ho

Unit III Sociology of Education

- Sociology – etymological meaning and definitions.
- Relationship between sociology and education.
- Educational sociology and its functions.
- Social Structure and Function - Social System and Education as socialization.
- Agencies of education – family, school, community, state and media.

(10 Hours)

Unit IV Schools of Philosophy

- Eastern schools – Vedas, Upanishads, Buddhism, Jainism, and Islamic philosophy - its aims, ideals, and its significance in education.
- Western schools- Basic ideals of Idealism, Naturalism, and Pragmatism and its educational implications.

MODE OF TRANSACTION

(20 Hours)

Lecture, Reading and reflection, discussion, seminar, debate

TASKS AND ASSIGNMENTS

Prepare a detailed report on the various agencies of education in the socialization process of an individual

REFERENCES

- Brubacher John. S (1962). Modern Philosophies of Education. New Delhi: Tata McGraw, Hill Publishing Co. Pvt. Ltd.
- Butter J. Donald (1951). Four Philosophies and Their Practice in Education and Religion New York: Harper and Brothers Publishers.
- Butter, J. Donald (1968). Four Philosophies and their Practice in Education and Religion. New York: Harper and Row.
- Chinara. B. (1997) Education and Democracy, New Delhi APH Dash, B.N. (2002). Teacher and Education in the Emerging Indian Society. 2 Vols. Hyderabad: Neelkamal Publication
- Curren Randall (2007). Philosophy of Education. U.S.A: Blackwell.
- Dash, B.N (2004). Education and Society. Delhi: Dominant.
- Dewey John (1916). Democracy and Education, New York: MacMillan.
- Dewey John (1938). Experience and Education. New York: Macmillan.

- Send your e-content to your teacher through email (10 Marks)

EDU.402. COURSE ON EPC 4: UNDERSTANDING THE SELF (30 Hours- 30 Marks)

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social-relational sensitivity and effective communication skills, including the ability to listen and observe (Hall & Hall, 2003). The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc.

Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one's childhood experiences – influences, limitations and potentials – while empathizing with other childhoods, and also the childhood experiences of one's peers. The following methodologies for the transaction of the course could be used in interactive sessions

Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.

Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.

Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves, and themselves in relation to their students and classroom situations.

Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions or not.

The exercise of developing reflective journals and providing regular feedback on those journals can also be used here

Broad areas	Introduction	Values and self image	Individual and collective selves	Connecting - self-society	Social interface
Main objectives	Trust building, for future exercises, laying ground rules, energizing	Opening self, reflection, culture for listening and accepting	Team building, respecting, tasks, sharing responsibility, addressing conflicts	Understanding social structures (stereotypes/ diversity / gender) and role of the individual	Becoming the change agent – designing and leading change / social action
Broad methodologies	Games, theatre activities, discussions	Reflections, story making, self-disclosure through art, dance and theatre	Nature walk/ field visit, adventure, Simulation exercises, collective art	Films, meeting people, small group tasks, theatre exercises	Participate or lead in real life intervention (within families/ college or community)

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials, which should be contextualized and updated periodically.

Suggested Tasks (5x 6=30 Marks)

Writing Tasks - (i) Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course critically evaluate oneself as a 'prospective teacher'
OR Essay: Identify one social issue/problem of key significance, and reflect on:
a) Ways in which current forms of 'schooling' may be contributing to sustaining this, and
b) how 'school education' and 'classroom practice' may be realigned to ameliorate this.

Workshop 1: A significant event or experience in life

Investigating the texture of one key event/experience (working with partners) –
sharing and assimilating a range of experiences

Workshop 2: Gender and upbringing

Suggested workshop themes

Telling our own 'gendered' stories
En-culturing 'gendered' roles in upbringing within different kinds of families – Case studies
Gender issues in school education – case studies
Gender issues manifest in contemporary public spaces – case studies
Responding to various forms of gender discrimination

Workshop 3: Deconstructing the messages of advertising (in the Audiovisual Media)

Suggested workshop themes

The expanding role of advertising in contemporary life. Sharing favourite advertisements and their impact on us. Looking from the other side: how psychology, research, technology and imagination combines to create a 'targeted commercial'
Viewing and analyzing a series of advertisements- Constructing an effective advertisement (group task)
How to be a critical and media-literate viewer of advertisements

Workshop 4: Theatre for awareness of body, self and the other

Suggested workshop themes

Sensitize students about their inherent potentialities. Components — activities related to body and mind, senses, emotions, imagination, concentration, Observation, introspection.

Workshop 5: Art and education

Suggested workshop themes

Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises; singing, creating music with different objects.

TOTAL

Score)

Programmes/

7

4

30

SEMESTER IV

A. Theory Courses

EDU 10-GENDER, SCHOOL AND SOCIETY

Maximum Marks: 50 (External: 40, Internal: 10)

Contact Hours: 50 (Instruction)

COURSE OBJECTIVES

1. To familiarize the concept of gender as a social construct
2. To identify important gender issues in schools and educational settings
3. To examine the recent issues associated with gender in school and society
4. To understand the inter-related functions of school and society

Unit I Gender as a Social construct

- Gender- distinction between gender and sex
- gender role- in family, caste, religion and culture
- patriarchy and gender
- status of women in different ages, ancient, medieval and colonial
- gender sensitivity
- gender stereotyping
- feminist perspectives, radical and liberal

Unit II Gender Issues in schools

10 hours

- Problems of women in contemporary India
- Experience of being a boy or girl- unequal access to education
- gender identity construction in school- distribution of roles and responsibilities in classroom and schools
- child rights violation among girls- role of schools, peers, teachers, curriculum, text books classroom processes, and student-teacher interactions in challenging gender inequalities
- Working towards gender equality in the classroom

15 hours

Unit III Recent Issues associated with Gender

- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).
- Safety at school, home and beyond- identification of sexual abuse/violence- verbalization of sexual abuse/violence-
- objectification of female body- propagation of popular beliefs through media- film, advertisements and songs- role of teachers, counselors, parents NGOs and other groups in reinforcing gender parity

15 hours

Unit IV – School and Society

- School as an agent of change- instrument of social change.
- Influence of type of management on the functioning of schools - Government, Aided, Un-aided and Minority, recognized and non-recognized schools.
- Role of School in a democratic Society- School as a miniature society, functions of schools in society.
- Responsibilities of society towards Education

10 hours

TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey/visit, Brainstorming sessions, Projects

TASKS AND ASSIGNMENTS

1. Collecting views from different newspapers on atrocities against girl students and prepare a report

OR

2. Visit a school and conduct interview with teachers and parents on problem faced by girl students

REFERENCES

- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
- Diana, F. (1989). *Essentially speaking feminism: Nature and differences*. New York: Routledge
- Chantal, M. (1983). *The sex/gender system and the Discursive construction of women's subordination*. Berlin Argument verlag
- Constance, P. (1989). *Feminism, Psycho analysis and the study of popular culture*. New York: Routledge
- Desai, M & Raj, K. (1999). *Women and society in India*. New Delhi. Ajantha Publications
- Ghai, Anita (2008). Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education Commission and after*, National University of Educational Planning and Administration: New Delhi
- Equeline, R. (1986). *Femininity and its discontents*. London: Verso

EDU. 12 CREATING AN INCLUSIVE SCHOOL

Maximum Marks: 50 (External: 40, Internal: 10)

Contact Hours: 50 (Instruction)

COURSE OBJECTIVES

This course will enable you to:

To explore the definition of 'disability' and 'inclusion' within an educational framework
1. To identify the dominating threads that contribute to the psychosocial construct of disability and identity.

2. To identify 'barriers to learning and participation' related to school education.

3. To bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school,

4. To appreciate inclusion as a 'dynamic approach of responding positively to pupil diversity
To appreciate individual differences not as problems, but as

5. To develop a disposition to see individual differences not as problems, but as opportunities for enriching learning.

6. To equip with methods that promote the integration of students with disabilities in the normal schools

7. To interrogate own beliefs and also of school teachers, to see how those influence the implementation of inclusion.

8. To develop:

i. The conviction that all children can learn and grow;

ii. A firm belief in positive and varied outcomes;

- iii. Realization that inclusion is a pedagogy that is ever evolving and constantly responding to the changing needs of learners.
 - iv. Practice of assessment that assesses skills and knowledge rather than content and that is open to a variety of assessment methods and time frames.
 - v. An inclusive environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers
8. To observe educational institutions to identify of the 'barriers to learning and participation' and to help schools move towards positive practices, cultures and policies

COURSE CONTENT

Unit I

Concept and Relevance of Inclusion

- Historical perspective of inclusive school
 - Concept of inclusive school- Understanding the Difference: Inclusive, Integrated and Segregated Education
 - definitions of mainstreaming and inclusion
 - History of Special Education Policy and Inclusion in India- need and importance of inclusive school in view of Right to Education in India
 - Inclusive schools as effective schools
 - Barriers to inclusion- measures taken by GOI for Inclusive Education for Disabled at Secondary Stage (IEDSS)
- (7 hours)

Unit II

Learner Diversity in schools

- Types of diversity (with reference to special issues in education)- gender - culture and language- marginalized- economic disparities- special ability groups
 - Hearing Impairment, Visual Impairment, Physical Impairment - Motor and Mobility Impairments, Cerebral Palsy, Developmental / Intellectual Impairment, Down's Syndrome.
 - Specific Learning Difficulties
 - Other Impairments and Disabilities
 - Social, Emotional and Behavioural Difficulties
 - Multiple Impairment
- (15 hours)

Unit III

Challenges in Inclusion

- Issues in Creating Inclusive Schools
 - Common Features for Successful Inclusion
 - characteristics of cultural and gender inclusion
 - characteristics of inclusive learning friendly Environment
 - Dealing with Diversity in the Classroom, Valuing and Encouraging Diversity Including Different Kinds of Thinking, Learning, and Bias in the Curriculum and Learning Materials
 - Gender and Teaching
 - Diversity and Disability
 - HIV/AIDS and Discrimination
- (8 hours)

Unit IV

Making Schools More Inclusive

- Organizational Supports for Change toward Inclusive Schooling-Promising Practices That Foster Inclusive Education- Access to the General Education Curriculum for All: The Universal Design Process- methods of involving parents and communities in schools- Need for Leadership and Collaboration in Developing Inclusive Schools-
 - Classroom practices in Inclusive school
 - Strategies for meeting diversity in the classrooms-Concept of resource teacher- Major Activities of resource teacher- the Collaborative teaching by regular and collaborative teachers- concept and method of Multilevel Instruction-Inclusive evaluation-
- (15 hours)

MODE OF TRANSACTION

Lecture, Discussion, School visits, Seminars, Debates

TASKS AND ASSIGNMENTS

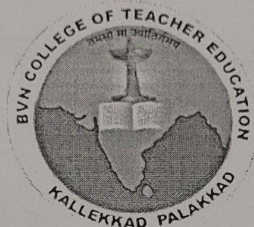
Visit one school of your neighbourhood and Consider the following

1. Consider the special education and general education teachers in the school. Identify experiences and expertise that these teachers can offer to others as inclusive programs are developed or improved.
2. Reflect on your understanding of inclusion. How is your understanding similar to or different from other teachers and administrators in the school?
3. A recent school change or improvement effort undertaken by the school focusing on resistance was encountered during this effort and measures taken by the school to address

TASK AND ASSIGNMENTS RELATED TO DIVERSITY

**BHARATHEEYA VIDYANIKETHAN
COLLEGE OF TEACHER OF EDUCATION**

KALLEKKAD (POST), PALAKKAD, KERALA, PIN: 678006
(AFFILIATED TO UNIVERSITY OF CALICUT, ACCREDITED BY NAAC WITH B GRADE)



File Name: . TASKS AND ASSIGNMENTS

20 22 - 20 24

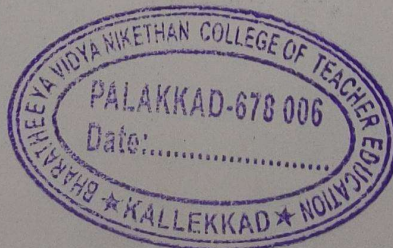
NAME OF THE TEACHER TRAINEE: ARCHANA K

OPTIONAL SUBJECT: COMMERCE ROLL NO.: 2

Certified Record

FACULTY IN CHARGE

PRIYA:M
Asst. Prof. in Commerce



PRINCIPAL

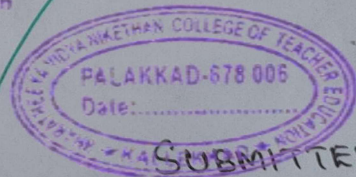
Dr. RENUKA. P.C V
Principal
Bharatheeya Vidya Nikethan
College of Teacher Education
Kallekkad, Palakkad - 678 006

EDUCATION IN CONTEMPORARY INDIA TASK & ASSIGNMENT

HISTORY OF SCHOOL

Dr Renuka P. CV

Principal
Bharatheeya Vidya Nikethan
College of Teacher Education
Kaliyakkad, Palakkad



SUBMITTED TO
RENUKA MISS
PRINCIPAL, BUN CTE

SUBMITTED BY

ARCHANA K
ROLL NO: 2
COMMERCE

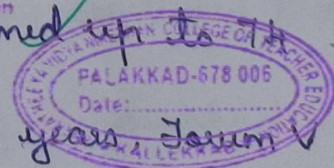
HISTORY OF GOVT. MOYAN MODEL GIRLS HIGHER SECONDARY SCHOOL, PALAKKAD

The history of Moyan Girls Higher Secondary School dates back to the year 1917 when the primary school at Vadakanthara was taken over by the Taluk board in October 1917. The school was shifted from Vadakanthara to Tharekkad, upgrading the school as a secondary school. With the upgradation, the mixed school at Vadakanthara became a girls high school.

The initial functioning of the school was monitored by British people. Mr. Morrison visited the school on 6/9/1918 when Mrs. C. Churamma Mannadissiar took charge as the first head mistress. This was followed by Mr. Evan's visit on 14/9/1918. Three days after which, the honorable Alexander Cardew of KCSIICS laid the foundation stone for the new building.

The new building (main building) then progressed with the introduction of Forum IV on 2/6/1919 with 4 pupils in the section. The entire strength of the school summed up to 74 students in primary section. In the succeeding years, Forum V and Forum VI were opened. The management of the school was

Principal
Bharathéya Vidya Nikethan
College of Teacher Education
Palakkad



transferred to the Malabar district board on 29/07/1920.

The land on which the school is built was generously donated by Mayan Kunhioman, native of Tellicherry. Mayan Kunhioman was born and brought up in a village called Cheruathur in Thalassery, Kannur district. He was a rich landlord. It was one of his dreams to start a girls school in Cheruathur. He wanted to promote girls education which was then in a bad shape. So, he deposited a huge amount of money at Madras DPI for starting up of school for girls. But, the Government of Madras found very low chances of girls going to school in Cheruathur then. This thought disappointed him. The famous college of that time was Govt. Victoria College, Palakkad, which was operated under the Madras DPI. The senior lecturers of this college were appointed as the heads in Madras DPI. At that time, a Swami of Palakkad working in Madras DPI approached him and suggested starting a school in Palakkad. Later, Madras DPI thought about it seriously and their analysis concluded that the school had a better chance of flourishing in Palakkad. The land where the school is built, was once a farm where

horses were reared. There was a doctor and his small clinic nearby. The government acquired this land and allotted this for the construction of the school. Finally, the school was built in 1918. Thus, a dream came true for Moyan Kunhiarnan. He used to visit the school occasionally, and look upon its affairs. The government as a felicitation to his legendary vision, named the school after him.

To add on to the functioning of the school, a clerk along with a needle work teacher was appointed after the school began operating, in 1920.

The British continued monitoring the school performances. The school was visited by A.G. Lyene and D.P. Smean in February 1923. Officials from Madras DPI also expressed their interest by sending their representatives to visit the school. Sri. S. Satyamurthi and V.V. Parameswaran Fyer visited the school in September the same year.

Four years later, one more building was opened in the school. Mrs. D. Leelavathi, principal, Queen Marys College Marion and Mrs. Louie de Leuchbeg Berlie were the eminent personalities who visited the school.

Forum 1 to VI was divided into two divisions in June 1943.

This year, the silver jubilee was celebrated with Dr. A.R. Menon

as the Chairperson and Smt. Chinamma Mannadissai as the

Headmistress. On 26/12/1947, Smt. Chinamma retired and

Mrs. S.F. Benjamin took charge of this great institution.

On 1st July 1948, the strength of the school reached 630

students for classes from 1 to VI. In 1950, Mrs. Ebyanisi was

appointed as headmistress. Then, an additional block of 3 rooms

in the western side of school compound were built.

On 2/7/1951, Smt. A. Parukuttyamma took charge from Mrs. Ebyanisi when retired after a service of about 1 year.

On 1/10/1957, the district board school was taken over by government. Two years later, Smt. A. Parukuttyamma retired on

31/3/1959 and Smt. Devakiamma, who was the headmistress of

G.G.H.S Alathur took charge on 10/6/1959. Again another

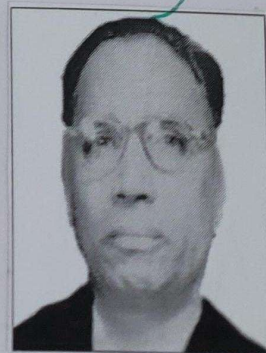
temporary thatched shed consisting of six classrooms (now

changed as new asbestos building) were built up in the

compound to accommodate the rapid growing strength of the school.

An old building with the compound was acquired by the school in June 1959. An additional block under LP scheme was constructed for the school in the playground. The block situated in the playground hence got converted to LP school and the necessary furniture of set up the school was provided. A newly constructed urinal plus latrine with 5 water tanks and pipe connection costing 7686.37 paise were handed over to LP school on 29/12/1961 [LP classes (I-IV) were separated and started as Moyan LP school with effect from June 1961]. There were no road in between the LP and the present High School during that period. Later on, road came in between the school building with LP on the western side and HS on northern side of the road.

Today, being the school with highest number of students in Palakkad district, students from neighbouring and far areas are flowing to Moyan Girls School. The strength of the school goes over 5000 and teachers are also increasing accordingly. The goodwill held by the school in its history and result is remarkable.



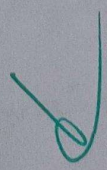
SHRI. MOYAN
KUNHIRAMAN

EDUCATION IN CONTEMPORARY INDIA

TASK AND ASSIGNMENT

TOPIC : CONDUCT A FIELD VISIT TO UNDERSTAND THE
SOCIAL AND CULTURAL DIVERSITIES AND PREPARE
A REPORT

SUBMITTED TO
RENUKA MISS,
PRINCIPAL,
BVN CTE



SUBMITTED BY
ARCHANA K
ROLL NO : 2
COMMERCE

CONCEPT OF DIVERSITY

India is a country of diversities. Many diverse cultures contribute to the richness of our community. There is no single agreed upon diversity definition. To some, it means tolerance, acceptance or attitude. To others, it means inclusion, racial or gender differences. It is defined in the dictionary as 'a state of unlikeness' or 'condition of being different'. Diversity includes everyone. This includes individual, group and cultural differences.

TYPES OF DIVERSITY

- Diversity in languages
- Regional diversity
- Diversity in physical features
- Religious diversity
- Class and caste diversity
- Racial diversity
- Tribal diversity

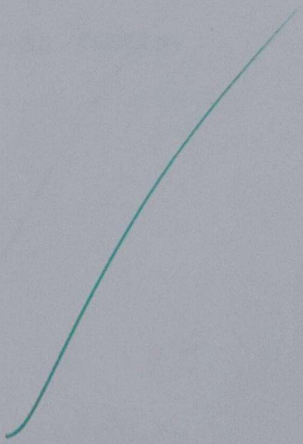
Valuing diversity means to include all groups at all levels from all backgrounds in the same manner without any discrimination in the community.

DIVERSITY IN OUR LOCALITY

India is a country of diversities. Manappullikavu is a small town located in the Palakkad district. The town is known for its rich cultural and language diversities which are reflected in its peoples' traditions and customs. In terms of religions, Manappullikavu is home to a diverse mix of people including Hindus, Muslims and Christians. This place has several temples which are considered the landmark of the region. The main Manappulli Bhagavathi Temple is considered an important temple within Palakkad town and lots of devotees even from far regions come here to worship the almighty. Manappullikavu is also known for its diverse cuisine, which is a blend of different regional flavours and cooking styles. Some of the popular dishes out here are Puttu, Bisiyani, Idiyappam etc which are widely available at local restaurants and street food vendors.

The diversity in terms of residents' religion is also visible in our locality. To the opposite of my house, resides a Christian family and to the left is occupied by a

Muslim family. There are also some Tamil speakers living in our colony who are basically from Chennai, Coimbatore and Trichi. They have been settled in Kerala for years. All these have led to a blend of different cultures and traditions. Here we have a lot of religious festivals and other cultural events. In short, our locality is a reflection of a diverse yet united community.



CONCLUSION

Diversity is an essential component of any civil society. It is more than a moral imperative; it is a global necessity. Everyone can benefit from diversity and diverse populations need to be supported so that they can reach their full potential for themselves and their communities. Respecting individual differences will benefit the community by creating a competitive edge and increasing productivity. Diversity management benefits associates by creating a fair and safe environment where everyone has access to opportunities and challenges.



**UNIVERSITY OF CALICUT
JCE7-OFFICE**

No. 65885/EPR-III-ASST-II/2021/PB

Calicut University.P.O

Dated: 25.05.2021

From

The Controller Of Examinations

To

The Principal,
Bharatheeya Vidya Nikethan College of Teacher Education
Kallekkad(PO),
Palakkad.

Sir,

Sub:- Granting permission to avail compensatory time to PH Candidate - Anila.P - BVN College of Teacher Education - reg.

Ref:- 1.Your letter No BVNCTE/03/APRIL/2021, dtd 09.04.2021.

2. UO No.183/2016/PB Dated 13-04-2016.

With reference to the above, I am to inform you that the following candidate is permitted to avail compensatory time of 20 minutes per hour for the ensuing IV Semester B Ed. examinations, April 2021.

Name	Register Number	Exam	Month/Year
ANILA.P	BVATTCM002	IV SEM B.Ed	April 2021

Necessary arrangements may be done in this regard as per rules.

Yours faithfully

Sheeba A

Deputy Registrar

(For The Controller Of Examinations)

Copy to

PA to CE



BHARATHEEYA VIDYA NIKETHAN

College of Teacher Education

Calicut University Affiliation No. GA1/G3/6750/2007-Vol II
NCTE Recognition : F.SRO/NCTE/B.Ed/ 2008-09/4192 Dated 26.08.08
Government Sanction : G.O. (Rt) No. 1071/09/H Edn. Dated: 17.07.2009
Accredited by NAAC with 'B' Grade

Kallekkad (Post), Palakkad, Kerala, PIN : 678 006, Mobile: 9497899276
E-mail : bvncte@gmail.com Web : www.bvnbedcollege.com

BVNCTE/04/DEC./2023

DATE : 11/12/2023

To
The Controller of Examination
University of Calicut
Calicut University P. O.
Calicut – 673 635

Respected sir,

Sub :- Request letter for compensatory time for PH Candidate – reg.

I am forwarding the request from Sameema S. Commerce Option (CAP ID : CAPB23BD00185) and Navya K. B. Social Science Option (CAP ID : CAPB23BD04334) 2023 admissions (2023-2025 batch) were admitted in PH Category, for the provision of compensatory time to write 1st semester B. Ed. Degree Regular Examination November 2023. Application from the students and copy of Medical Certificates are enclosed herewith. Kindly consider this and do the needful.

Thanking you,

Yours faithfully,

Dr. Penuke P.C.V. 11/12/2023
PRINCIPAL

Bh
Co
Bharatheeya Vidya Nikethan
College of Teacher Education
Kallekkad, Palakkad

ENCL:

1. Request letter from Sameema S. Commerce option (CAP ID CAPB23BD00185)
2. Request letter from Navya K. B. Social Science option (CAP ID : CAPB23BD04334)
3. Copies of Medical certificates of two students.



From

SAMEEMA S

1st year B.Ed (COMMERCE)

CAP ID : CAPB23BDD0185

BVNCTE, KALLEKKAD

To

THE PRINCIPAL

BVNCTE, KALLEKKAD

Respected MAAM

ഞാൻ Visually challenged കുട്ടിയായതിനാൽ

ദിനം രാവ്യം പഠിക്കാൻ കഴിയാത്തതിനാൽ ക്ലാസ്സിൽ പോകാൻ പറ്റാത്തതിനാൽ

അതുകൊണ്ട് ഞാൻ വിശദമായി അഭ്യർത്ഥിക്കുന്നു

എനിക്ക്



24/11/23

KALLEKKAD



Received and Forwarded to

The Controller of Examination

University of Calicut

Calicut University

Thanthi Palam

Malappuram

Dr. Renuka P. G. V. 

Principal

Bharathi Veda College of Teacher Education

Kallekkad, Palakkad

DISTRICT HOSPITAL, PALAKKAD

Date: 24/2/2010

No. 246/2000



STANDING DISABILITY ASSESSMENT BOARD CERTIFICATE

Signature/Thumb Impression of the Candidate

Certified that We the members of the Standing Disability Assessment Board at

DISTRICT HOSPITAL, PALAKKAD examined Smt. M. S. Subaima

Aged 24 Years

S/o/D/o M. A. Subaima

Residing at M. S. House, Pudukkaly Street, PO Nuran

Village Palakkad Taluk Palakkad

District Palakkad and found that he / she is Orthopedics/ENT/Psychiatry/Ophthalmic handicapped

(RR) Bursarobail wearing artificial eye
(RR) Partial amputation

The Partial / Permanent/Temporary/Disability is 40% (words Forty)

Belongs to MILD/MODERATE/SEVERE/TOTAL category.

Identification Marks 1. 10 black ink on Rt hand
2. 10 black ink on Rt middle finger

BOARD MEMBERS

Sl No.	Department	Name, Designation & Reg. No.	Signature
1	Physiatrist		
2	Orthopaedician	Dr. TAJAN. P. J. M.B.B.S (ORTHO) Asst. Surgeon & Bone Specialist District Hospital, Palakkad Reg. No. 20111.	
3	Ophthalmologist	Dr. R. VIJAYAKUMARAN B.Sc, M.B.B.S., D.O., EYE SPECIALIST CIVIL SURGEON Reg. No. 14595	
4	ENT Surgeon	Dr. T. RAJEEV M.B.B.S., M.S (ENT) Reg. No. 19549, Assistant Surgeon District Hospital, Palakkad.	

From

Navya. K.B , BED

Ist year social science

CAP ID: CAPB23BDO4334

BHARATHEEYA VIDYANIKETHAN
COLLEGE OF TEACHER EDUCATION, KALLEKKAD

To

THE PRINCIPAL
BHARATHEEYA VIDYANIKETHAN
COLLEGE OF TEACHER EDUCATION, KALLEKKAD

Respected NAM,

ഞാൻ പി. എച്ച് (PH) കാർഡറിയിൽ തെറിപ്പ്
അഡ്മിഷൻ കിട്ടിയ കുട്ടിയായ്. അയൽക്കാരൻ
ഒന്നാം സെമസ്റ്റർ പരീക്ഷാ പര്യടനത്തിൽ
കൂടുതൽ സമയം അനുവദിച്ചു അനുവദിച്ച്
വിനീതമായി അഭ്യർത്ഥിക്കുന്നു.



മേനി
വിശ്വനാഥൻ

27-11-2023

KALLEKKAD

Navya

NAYYA K.B

Received and
forwarded to The
controller of examination
University of Calicut
Dr. P. V. S. S. S.

Principal
Bharatheeya Vidya Nikethan
College of Teacher Education
Kallekkad, Palakkad

Date: 18/9/19

BOARD CERTIFIED

A handwritten signature in black ink, appearing to be "S. J.", written over a light-colored background.

Disability Assessment Board at

NAVYA. K. B.

Валковский

Aged 18 Years

Navapadaram, Alachankode

Chittur.

Taluk, Chittur

opedics / ENT/Psychiatry/Ophthalmic handicapped

Compensated deformities? Both Feet and Ankles are
Carrying a significant load (Connecticut State)



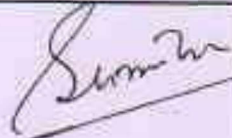


[Signature]

(words Twenty per cent)

DERATE / S

2. A Wild Scar On The Right Side Chin

BOARD MEMBERS

Sl. No	Department	Name, Designation & Reg. No.	Signature
1	Physiatrist	Dr. M. SURESH, M.B.B.S., M.D., (Physiatry) Reg. No. 14458 Consultant in Physiatry & Medicine District Hospital, Palakkad	
2	Orthopaedician	Dr. RADHAKRISHNAN.M. M.B.B.S., (Ortho) Reg. No: 14458 Medical Consultant Dist. Hospital, Palakkad.	
3	Ophthalmologist	Dr. K.G. SUMITRA M.B.B.S. Consultant Ophthalmologist TCMC - 19443 District Hospital, Palakkad	
4	ENT Surgeon	Dr. T. RAJEEV M.B.B.S., M.S. (E.N.T.) Reg. No: 19549 Consultant E.N.T. Surgeon, District Hospital, Palakkad,	
5	Psychiatrist	Dr. ABHINAV V, M.D., Reg. No: 14274 Psychiatrist District Hospital, Palakkad	

MILD	Less than 40%
-------------	---------------

MODERATE 40% and above



**UNIVERSITY OF CALICUT
JCE7-OFFICE**

No. 33558/EPR-III-ASST-II/2022/PB

Calicut University.P.O

Dated: 22.03.2022

From

The Controller Of Examinations

To

The Principal

Bharatheeya Vidya Nikethan College of Teacher Education

Kallekkad (PO)

Palakkad.

Sir/Madam,

Sub:- Compensatory time for Kaivalla P, BVN College of Teacher Education - Permission granted - reg.

Ref:- 1.Your letter No BVNCTE/05/Feb/2022 dated 25-02-2022.

2. UO No:183/2016/PB dated 13-04-2016.

3. Orders of the CE in the file of even no. dated 19.03.2022.

With reference to the above, I am to inform you that the following candidate is permitted to avail compensatory time @ 20 minutes per hour of examination for the ensuing First Semester B.Ed. examination November 2021.

NAME & Reg. No.	EXAMINATION	MONTH & YEAR
Kaivallya P (Reg No. BVAVT SK009)	I SEMESTER B.Ed.	NOVEMBER 2021

Yours faithfully

Sheeba A

Joint Registrar

(For The Controller Of Examinations)

Copy to

Kaivallya P.



BHARATHEEYA VIDYA NIKETHAN

College of Teacher Education

Calicut University Affiliation No. GA1/G3/6750/2007-Vol II
NCTE Recognition : F.SRO/NCTE/B.Ed/ 2008-09/4192 Dated 26.08.08
Government Sanction : G.O. (Rt) No. 1071/09/H.Edn. Dated: 17.07.2009

Kallekkad (Post), Palakkad, Kerala, PIN : 678 006. Phone : 0491-2971040, 2509976, Mobile: 9497899276
E-mail : bvncte@gmail.com Web : www.bvn-bedcollege.com

Ref. No.: BVNCTE/10/APR./2021

DATE: 20/04/2021

To
The Controller of Examination
University of Calicut
Thenjipalam P.O.
Malappuram – 673635.

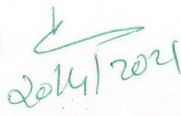
Respected Sir,

Sub:- Request letter for the appointment of scribe & Compensatory time for PH Candidate – reg.

I am forwarding the request from SUBHASH T. V. student of first semester B. Ed. Commerce option, to arrange a scribe as well as the time extension for First semester B. Ed. Degree Examination 2021. Request from Subhash T. V. and medical certificate are herewith enclosed. Kindly accord sanction for the same.

Thanking you,

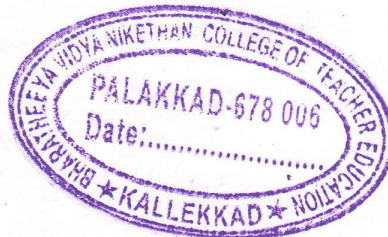
Yours faithfully,

Dr. Renuka B.C.V. 
PRINCIPAL

Principal
Bharatheeya Vidya Nikethan
College of Teacher Education
Kallekkad, Palakkad

Encl:-

1. Request letter from SUBHASH T. V.
2. Copy of Medical Certificate.



ROM

Subhash. T. V

Ist Semester B.Ed (Commerce)

Bharatheeya Vidya Nikethan

College of Teacher Education

Kallekkad (P.O), palakkad

Adm No: 1126

Cap ID: CAPB20BD20618

To

The principal

Bharatheeya Vidya Nikethan College of

Teacher Education

Kallekkad (P.O)

palakkad.

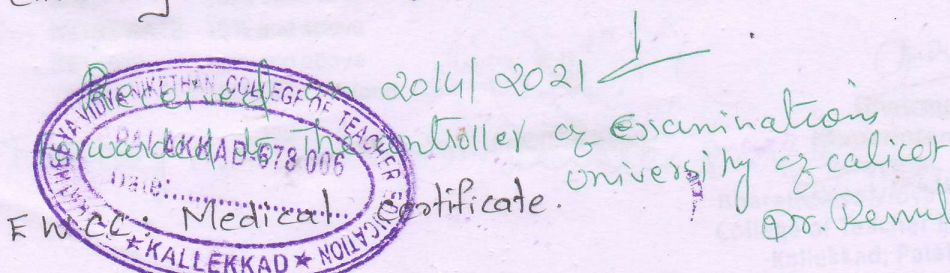
Respected Sir,

I may be permitted to use the service of
a scribe as well as the time extension for the first
Semester B.Ed degree examination as I am physically
challenged.

Kindly consider my request favourably. I am
enclosing here copy of medical certificate.

Yours faithfully

Subhash. T. V



Principal
Bharatheeya Vidya Nikethan
College of Teacher Education
Kallekkad, Palakkad

DISTRICT HOSPITAL, PALAKKAD

No. 10511/7

Date: 28/6/17



STANDING DISABILITY ASSESSMENT BOARD CERTIFICATE

Signature / Thumb Impression of the Candidate

Certified that We the members of the Standing Disability Assessment Board at

DISTRICT HOSPITAL, PALAKKAD examined Sri/Smt. SUBHASH.T.V

S/o./D/o. Sankaranarayanan Aged. 20 Years

Residing at Thirikkazhikkunnu Vazhiyam Sreekrishnapuram

Village Sreekrishnapuram Taluk Ottapalam

District Palakkad and found that he / she is Orthopedics / ENT / Psychiatry / Ophthalmic handicapped

B/E Congenital Nystagmus, microcornea
Coloboma of R.S. with retinochoroidal coloboma

The Partial / Permanent / Temporary Disability is 75% (words SEVENTY FIVE

Belongs to MILD / MODERATE / SEVERE / TOTAL category.

Identification Marks 1. A black mark front of neck

2. A black mark forehead near hairline

BOARD MEMBERS

Sl. No.	Department	Name, Designation & Reg. No.	Signature
1	Physiatrist	Dr: SANDHYA. P. R. M.B.B.S., M.D., D.P.M. & R. Reg. No: 20060 Consultant in Physical Medicine and Rehabilitation District Hospital, Palakkad	
2	Orthopaedician	Dr. RADHAKRISHNAN.M. MBBS, D-(Ortho) Reg. No: 18456 Medical Consultant Dist. Hospital, Palakkad.	
3	Ophthalmologist	Dr K G SUMITRA MBBS, DO Consultant Ophthalmologist TCMC - 14425 District Hospital Palakkad	
4	ENT Surgeon	Dr T. RAJEEV M.B.B.S, MS.(E.N.T.) Reg. No: 19349 Consultant Surgeon, Dist. Hospital Palakkad	
5	Psychiatrist	Dr. ABHIJITH. V. M.D Reg. No: 24274 Psychiatrist Medical Consultant Dist. Hospital, Palakkad	

MILD Less than 40%
MODERATE 40% and above
SEVERE 75% and above
TOTAL 100% and Profound

True copy attested by Dr. Sankar P. V. (Office Seal)

Chairman
(Superintendent)
Principal
Bharatheeya Vidya Nikethan
College of Teacher Education
Kallekkad, Palakkad

