

List highlighting M.Ed. students' mentors for Dissertation

Department of Education
REGIONAL INSTITUTE OF EDUCATION, MYSORE 570 006
LIST OF STUDENTS OF M.Ed. I-YEAR I Semester 2021-2022

Sl. No.	Name of the student	Guide
1	Manohar Soratur	Dr.V.CHANDRANNA
2	Shweta R	Dr.V.RAMDAS
3	Shihabudeen Np	Dr.T.V.SOMASHEKAR
4	Sirivaram Priyanka Rani	Prof.C.G. VENKATESH MURTHY
5	Tejas L	Prof.KALPANA VENUGOPAL
6	Renuga P K	Dr.T.V.SOMASHEKAR
7	Sumanth Gangadara	Prof.K.ANIL KUMAR
8	M Thasiya	Prof.KALPANA VENUGOPAL
9	Boya Sudhakar	Prof.K.ANIL KUMAR
10	Roushan Bano	Prof.G. VISWANATHAPPA
11	Shivarathna G R	Dr.V.CHANDRANNA
12	K Asha	Dr.T.V.SOMASHEKAR
13	Priyanka Rani Giri	Dr.I Jeyaraj
14	Ranjana Ik	Dr.V.RAMDAS
15	Deepa N	Prof.C.G. VENKATESH MURTHY
16	Sneha Joseph	Prof.G. VISWANATHAPPA
17	Janarthana Sivan R	Dr.Tahseen Taj
18	Dhanushya V	Dr.I Jeyaraj
19	Swathy S	Prof.KALPANA VENUGOPAL
20	Shyam Sundar B	Dr.SUJATA B HANCHINALKAR
21	Nikita Srivastava	Dr.SUJATA B HANCHINALKAR
22	Jaisleen Kaur Kaur	Dr.I Jeyaraj
23	Dharani Priya I	Dr.Tahseen Taj
24	Meyyapan A.B	Dr.Tahseen Taj
25	Kruthika Sharma	Dr.SUJATA B HANCHINALKAR


Head DE 7/4/2022

Copy To:

All the Faculty & Guides
All the M.Ed. Students


RIE, Mysore

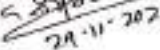
OFFICE NOTE

Sl.No.	School Name	Faculties
1	DMS School, Mysuru	Dr. Madhu B.
2	Baden Powell Public School	Dr. Vidya K N
3	Christ Public School, Mysuru	Ms. Chaitra K G
4	De Paul Public School, Mysuru	Mrs. Deepa I. Hungund
5	Mahajana School, Mysuru (State Board)	Dr. Rohini
6	Mahajana Public School, Mysuru	
7	Orchid's Public School, Mysuru	Mr. Varun V
8	Police Public School, Mysuru	Ms. Tahseen Taj
9	SVEI Public School, Mysuru	
10	SVEI School, Mysuru (State Board)	Dr. B Raghavendra
11	Pragati School, Mysuru	Mr. Harsha M
12	Gangotri Public School, Mysuru	Dr. Sarvesh Mourya
13	Royale Concord International School, Mysuru	Dr. Vareshang Tangpu
14	Mahabodhi Public School, Mysuru	Ms. A Saraswathi
15	Podar International School, Mysuru	Mrs. P K Meenakshi
16	CFTRI School, Mysuru	Mr. K Suresh Kumar
17	Hari Vidyalaya, Mysuru	Dr. L Bhavani Devi
18	Vijaya Vittala Vidyashala, Mysuru	
19	Rotary West School, Mysuru	Mr. Raghu V D
20	Ideal Jawa Rotary School, Mysuru	Mr. R Nandhakumar
21	St. Francis School, Mysuru	Dr. Umakanth Dammalapati
22	Nirmala High School, Mysuru	Mr. Suman Nova A
23	Deepa High School, Mysuru	Dr. Rajesh T
24	CHRIST Pubic and Mt Carmel School Nanjangud.	Mr. Sharanabasava

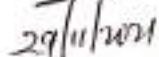
The above faculties who are deputed to respective schools to accompany internship students of VII semester BSc.B.Ed, MSc.Ed and BA.Ed and III semester B.Ed on 1st December 2021, TA /DA and local conveyance will be paid as per NCERT norms.

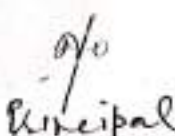
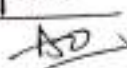


Internship Co-ordinator

Head DEE 
29.11.21

Dean (I) 
29.11.2021

ACO For approval please, the since these school are located at mysuru only only Recrd mileage allowance may be allowed from the Institute fund.


29/11/2021
ACO

Principal 
AO  30/11/21
AO  29/11

P.T.O

RIEM
Internship 2021-22
Student Allotment

1. DMS School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DS180039	LAKSHMI NARAYANA PERISETTY	BScBEd (PCM)
2	DS180042	MAHESH J	BScBEd (PCM)
3	DS180049	NILAVOLI A	BScBEd (PCM)
4	DS170073	V SRI SANDHYA GAYATHRI	BScBEd (PCM)
5	20BR0044	SUHASHINI R	BEd (PM)
6	DS180038	L K VIKASITHA	BScBEd (CBZ)
7	DS180054	PRAGNA M	BScBEd (CBZ)
8	DA180039	VEGGALAM NAVYA	BABEd
9	DA180033	SHIVASHANKAR VANNUR	BABEd

2. Baden Powell Public School

Sl.no	Register No.	Name of students	Course
1	DS180001	A P TANUJA	BScBEd (PCM)
2	DS180022	DONTHULA JAHNAVI	BScBEd (PCM)
3	DS180041	MADHUSMITHA MAJHI	BScBEd (PCM)
4	DS180071	SURABHI GUPTA	BScBEd (PCM)
5	20BR0001	AFREEN M	BEd (PM)
6	20BR0045	SUJA VARGHESE	BEd (PM)
7	DS180034	HITESH KUMAR NAYAKA T S	BScBEd (CBZ)
8	DS180016	BOMMA SATHYAVANI	BScBEd (CBZ)
9	DA180020	M NEEHARIKA	BABEd
10	DA180027	POTLLA CHURUVU KEERTHI	BABEd

3. Christ Public School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DC180005	KARTHIK GANGADHAR MESTRI	MScEd (C)
2	DP180008	M CHAARUMATHI	MScEd (P)
3	DM180002	ANJU A R	MScEd (M)
4	DS180058	R MALARVIZHI	BScBEd (PCM)
5	DS180074	VANCHITHA YADAV	BScBEd (PCM)
6	DS180030	GOWRI Y S	BScBEd (CBZ)
7	DS180028	GORLE BHARATHI	BScBEd (CBZ)
8	DA180004	ANUSHA BHAVI	BABEd
9	DA180024	PAVITRA CHANDRASHEKHAR KUNDAL	BABEd

4. De Paul Public School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DS180025	GANDU PRASANNA	BScBEd (PCM)
2	DS180012	ANUSHKA REJI	BScBEd (PCM)
3	DS180037	KOMMA REDDY PRAVALIKA	BScBEd (PCM)
4	DS180059	RANJINI P	BScBEd (PCM)
5	DC180011	SHALINI R	MScEd (C)
6	DP180010	MATAM SAHANA	MScEd (P)
7	DP180011	R SWETHA	MScEd (P)
8	DS180048	NIDHINA N K	BScBEd (CBZ)
9	DS180007	AKSHARA R V	BScBEd (CBZ)
10	DA180006	ARTI TIWARI	BABEd
11	DA180016	KOMMU JYOTHI	BABEd
12	DA180008	BOYA AKHILA	BABEd

5. Mahajana School, Mysuru (State Board)

Sl.no	Register No.	Name of students	Course
1	DS180004	AARTHY E	BScBEd (PCM)
2	DS180008	AKSHAY SIMHA H	BScBEd (PCM)
3	DS180021	DISHA H RAI	BScBEd (PCM)
4	DS180057	PRIYANKA S	BScBEd (CBZ)
5	DS180068	SHRUTI M TENKALI	BScBEd (CBZ)
6	DA180022	NETRA TOPEPPA KABBUR	BABEd
7	DA180031	SAI SANGAMITHRA K S	BABEd

6. Mahajana Public School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DC180004	GANDI HARI PRIYA	MScEd (C)
2	DP180012	RASHMI S	MScEd (P)
3	DS180031	GUNTAKA SUDHAMA	BSc. B.Ed (PCM)
4	DS180029	GOTHAI L	BSc. B.Ed (PCM)
5	DS180069	SONAL	BScBEd (CBZ)
6	DS180009	ALLOORI PRANATHI	BScBEd (CBZ)
7	DA180005	ARCHANA	BABEd
8	DA180032	SANANDA BISWAS	BABEd

7. Orchid's Public School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DC180013	THUMMALA HARSHITHA	MScBEd (C)
2	DP180014	SAGAR CHHIPA	MScEd (P)
3	DS180013	ARAVIND U K	BScBEd (CBZ)
4	DS180052	PASALA SATHWIKA	BScBEd (CBZ)
5	DA180035	SHRI GOURI R S MATHAD	BABEd
6	DA180026	POTHURAJU LAHARI	BABEd

8. Police Public School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DS180018	CHALLAPALLI LAKSHMI KIRANMAI	BScBEd (PCM)
2	DS180026	GEETHA G N	BScBEd (PCM)
3	DS180060	RASHMITHA M V	BScBEd (PCM)
4	DS180077	VINEELA PALLI	BScBEd (PCM)
5	DC180006	KARTHIKA K V	MScEd (C)
6	DS180010	ANJALI SHARMA	BScBEd (CBZ)
7	DS180011	ANUSHITHA K	BScBEd (CBZ)
8	DS180076	VEEBHUTI VAGDEVI	BScBEd (CBZ)
9	DA180030	S BHARAT PRABHU	BABEd
10	DA180002	ABHIRAMI P	BABEd

9. SVEI Public School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DS180036	KALAIARASI R C	BScBEd (PCM)
2	DP180004	BHARANI V	MScEd (P)
3	DS180047	NEERAJ EASAKARUN N	BScBEd (PCM)
4	20BR0009	BUSIREDDY ANUSHA	BEd (PM)
5	20BR0013	DHANYA S	BEd (PM)
6	20BR0032	PRAJAPATHIHEMA C	BEd (PM)
7	20BR0050	VADALI LAKSHMI SAHITHI	BEd (PM)
8	DS180062	ROSHAN ALEZANDER YERICHARLA	BScBEd (CBZ) -
9	20BR0042	SMRITY SHARMA	BEd (PB)
10	DA180012	GAYATHRI DIVAKARAN	BABEd
11	DA180015	KATAKAM SANDEEP	BABEd
12	20BR0022	KSHAMA	BEd (Hum)
13	20BR0003	ANJALI SANJAY	BEd (Hum)

10. SVEI School, Mysuru (State Board)

Sl.no	Register No.	Name of students	Course
1	DS180015	BHAVANA K S	BScBEd (PCM)
2	DC180003	CHANDAN KUMAR S	MScEd (C)
3	DM180013	SNEHA S	MScBEd (M)
4	DS180017	BRIJESH R	BScBEd (PCM)
5	DS180063	S ANANYA	BSc. B.Ed (PCM)
6	20BR0040	SHAMANTHAKAMANI	BEd (PB)
7	DS180051	NISHMA GANGAMMA K R	BScBEd (CBZ)
8	DS180067	SHRUTHI S	BScBEd (CBZ)
9	20BR0027	MANEESHA PRAKASH	BEd (Hum)
10	20BR0030	NIRUPADEPPA	BEd (Hum)

11. Pragati School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DM180015	VINAYAK M HUNASIKATTI	MScBEd (M)
2	20BR0017	HARSHITA R	BEd (PM)
3	20BR0020	KOYYADA SRILEKHA	BEd (PB)
4	20BR0023	M GANESHBABU	BEd (PB)
5	20BR0004	ANJANA NARAYANAN	BEd (Hum)
6	20BR0043	SRUTHI M S	BEd (Hum)
7	DA180014	JOYNER SEBASTIAN	BABEd

12. Gangotri Public School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DM180016	KALPANA BHATI	MScEd (M)
2	DP180015	SREE LAKSHMI P	MScEd (P)
3	20BR0025	MADHURI N S	BEEd (PM)
4	20BR0033	PRIYANKA V	BEEd (PM)
5	20BR0021	KRISHNAN A G	BEEd (PM)
6	20BR0006	ASHLY BABY	BEEd (PB)
7	20BR0052	VEGGALAM DIVYA	BEEd (PB)
8	DA180021	MAHESH BABU BUSI	BABEd
9	20BR0008	BANOTH RAMBABU	BEEd (Hum)
10	20BR0014	DIVAKAR PYDI	BEEd (Hum)

13. Royale Concord International School, Mysuru

Sl.no	Register No.	Name of students	Course
1	20BR0026	MANASIE M	BEEd (PM)
2	20BR0031	PARNASALA NANDA VAISHNAVI	BEEd (PM)
3	20BR0019	JAYANTH N V	BEEd (PM)
4	DP180009	MANJEET SINGH	MScEd (P)
5	DP180007	G RAGHANYA	MSc.Ed(P)
6	DS180045	N KARUNYA	BScBEEd (CBZ)
7	DS180053	PAVITHRA S	BScBEEd (CBZ)
8	20BR0051	VARSHA K	BEEd (Hum)
9	20BR0016	G GANGA	BEEd (Hum)

14. Mahabodhi Public School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DC180001	AKSHAY B NAIR	MScEd (C)
2	DP180003	ANUSREE ANIL	MScEd (P)
3	DP180006	DESAVATHI V S	MScEd (P)
4	DS180046	N MANOHAR	BScBEEd (PCM)
5	DS180050	NIRANJAN VADIGERI	BScBEEd (CBZ)
6	DS180079	VINOD M HOSAMANI	BScBEEd (CBZ)
7	DA180001	A S SRISHA	BABEd
8	DA180019	M AKSHAYA	BABEd
9	DA180022	MEENAKSHI K	BABEd

15. Podar International School, Mysuru

Sl.no	Register No.	Name of students	Course
1	20BR0007	ASHWATHI RAVI M	BEd (PM)
2	DP180002	ANANYA NAMBIAR	MScEd (P)
3	DS180040	M K SHALINI	BScBEEd (CBZ)
4	DS180064	S SREELAKSHMI	BScBEEd (CBZ)
5	20BR0037	S JAYA SREE	BEd (Hum)
6	20BR0005	ANN MARY MATHEW	BEd (Hum)

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16. CFTRI School, Mysuru

Sl.no	Register No.	Name of students	Course
1	20BR0011	D DHARANI	BEd (PM)
2	DP180001	AISWARYA K	MScEd (P)
3	DC180008	PEDDAPURAM PUSHPALEELA	MScEd (C)
4	DP180016	V KAVITHA	MScEd(P)
5	DS180075	VEDAVALLI SANJANA	BScBEd (PCM)
6	DS180073	TENZIN DAWA	BScBEd (CBZ)
7	DS180065	SHASHANK N RAO	BScBEd (CBZ)
8	20BR0018	JAYALAKSHMI JAYALAL	BEd (Hum)
9	20BR0029	MISBAH AYEMAN	BEd (Hum)
10	20BR0034	RENJUSHA S	BEd (Hum)

17. Hari Vidyalaya, Mysuru

Sl.no	Register No.	Name of students	Course
1	DM180005	DHARANIPOGU UDAYA BHARATHI	MScEd (M)
2	DC180010	ROSHINI V	MScEd (C)
3	DP180005	CHIKKANAYANAKAHALLI KRISHNA KIRAN	MScEd (P)
4	DP180013	RUPALI SAHU	MScEd(P)
5	DM180009	KOMPALLI JWALA SAI SUHAS	MScEd (M)
6	DA180029	R SIVARANJANI	BABEd
7	20BR0041	SHEELA P S	BEd (Hum)
8	DA180038	SRIPADA LAKSHMI SASI RAJA NIKITA	BABEd

B/P

18. Vijaya Vittala Vidyashala, Mysuru

Sl.no	Register No.	Name of students	Course
1	DS180024	ELIZABETH JOICE	BScBEd (PCM)
2	DS180056	PRITHA JANCY M	BScBEd (PCM)
3	DS180020	CHIRANJEEVI R	BScBEd (PCM)
4	20BR0012	DARSI NAGA RAJU	B.Ed(PM)
5	DS180066	SHIVANI YADAV	BScBEd (CBZ)
6	DS180033	HEMA MEENUGA	BScBEd (CBZ)
7	DA180013	HARSHA V S	BABEd
8	DA180025	POOJA N	BABEd
9	DA180007	ASHWIN KRISHNA VIGNESHWAR R	BABEd

19. Ideal Jawa Rotary School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DM180006	GREESHMA R	MScEd (M)
2	DS180061	RITHIKADEVI V M	BScBEd (PCM)
3	20BR0047	TOM THOMAS	BEd (PM)
4	DS180043	MEERA BABU	BScBEd (CBZ)
5	DS180005	AISHWARYA K	BScBEd (CBZ)
6	20BR0015	DUVVURI VENKATA SIRISHA	BEd (Hum)
7	DA180028	PUSHPA CHOUDHARY	BABEd

9/12

20. St. Francis School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DM180003	ANUSHKA RATH	MScEd (M)
2	DM180008	J ABIRAMI	MScEd (M)
3	DS180078	VINITHA SELVAMATHI M	BScBEEd (CBZ)
4	DS180032	HARINADH PALLI	BScBEEd (CBZ)
5	DA180017	KRISHNADHARA G	BABEd
6	DA180040	A SAI SRIJA	BABEd

21. Nirmala High School, Mysuru

Sl.no	Register No.	Name of students	Course
1	DM180001	AMRUTA VITTAL MUGAD	MScEd (M)
2	DC180012	SNEHA MARUTI DOMBAR	MScEd(C)
3	DS180044	MODEM SUPRIYA	BScBEEd(PCM)
4	20BR0048	V V NITHYAA SHRI	B.Ed (PM)
5	DS180019	CHANDANA M	BScBEEd (CBZ)
6	DS180035	K SHAINA KARIAPPA	BScBEEd (CBZ)
7	20BR0028	MARIYA JISMY JIGY	BEEd (Hum)
8	20BR0036	ROSHMI ANTONY	BEEd (Hum)
9	20BR0038	SARASWATHI M	BEEd (Hum)

10/12

22. Deepa High School, Mysuru

Sl.no	Register No.	Name of students	Course
1	20BR0049	VAARUNI H RAO	BEd (PM)
2	DC180015	VINAYAKA MUDADAGI	MScEd (C)
3	DS180070	SUPRIYA B	BScBEd (CBZ)
4	20BR0024	M PALLAVI	BEd (PB)
5	20BR0002	ANIL PANDA	BEd (PM)
6	DA180034	SHREYA J	BABEd
7	20BR0039	SETHU MARIA GEORGE	BEd (Hum)
8	20BR0046	THERESA MARY D	BEd (Hum)

23. Rotary West School, Mysuru

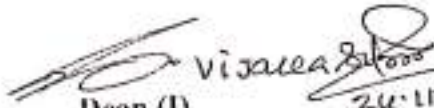
Sl.no	Register No.	Name of students	Course
1	DM180014	TARUN GUNDU	MScBEd (M)
2	DS180055	PRAJWAL H	BScBEd (PCM)
3	DM180007	HEMANT TIWARI	MScEd (M)
4	DM180012	RAHUL VARMA	MScEd (M)
5	20BR0035	REPUDI SUNILA	BEd (PB)
6	DS180080	YASA JAHNAVI	BScBEd (CBZ)
7	DA180011	GAJULA CHAKRADHAR	BABEd
8	DA180036	SIDDARTH J	BABEd

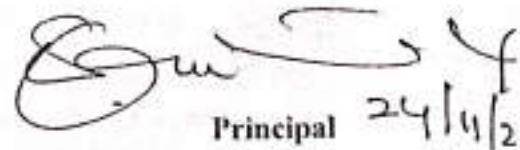
11/12

24. CHRIST Pubic and Mt Carmel School Nanjangood

Sl.no	Register No.	Name of students	Course
1	DS180014	ASHNA ROY	BSc. B.Ed (PCM)
2	DS180027	GOPIKA P	BScBEd (PCM)
3	DC180002	ANJANA C K	MScEd (C)
4	DM180010	MERLINE MARIYA MATHEW	MScEd (M)
5	DC180009	REEBA RACHEL ABRAHAM	MScEd (C)
6	DC180014	UTTHARA C B	MScBEd(C)
7	DS180024	ELIZABETH JASMINE JIGY	BScBEd (PCM)
8	DM180004	ASWINA J	MScEd (M)
9	DS180072	SWATHI K	BScBEd (CBZ)
10	DS180006	AISHWARYA LAKSHMI S	BScBEd (CBZ)
11	DA180009	CHANDNI P	BABEd
12	DA180003	ANAGHA GANGADHARAN	BABEd


Co-ordinator, Internship Committee


Dean (I) 24.11.2021


Principal 24/11/21

NAME - MAYANA MR
COURSE - I - YEAR B.ED.
YEAR - 2019-2021
CURRENTLY
TGT - SOCIAL SCIENCE,
DMS - MYSORE

FEEDBACK ON CAREER AND
PERSONAL COUNSELLING PROVIDED
DURING MY STUDY AT RIE-M.

Our study at Regional Institute of Education, Mysore exposed us to a plethora of knowledge about the field of education ~~and~~ both theoretically and practically. However, our experience here was not just confined to curriculum.

As students of RIE, we were privileged to have ready access to counselling by our friendly and informed teachers, both with respect to our careers and personal lives.

Very early on, we were exposed to various latest researches, workshops, and other activities which helped us think beyond the traditional constraints of career options after our B.Ed. We know were opened to the options of higher education, research and ed. tech opportunities while still studying.

I am now proud to say that our batch has students who have taken up

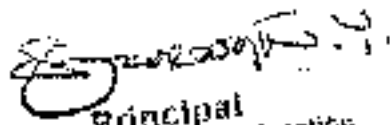
unconventional occupations in the field of education itself. I myself worked in an ed-tech start-up for about two years.

Personal Counselling

In addition to quality informed career guidance and counselling, our teachers were ever ready to put hand us a listening ear as and when needed.

Our batch is when COVID-19 hit and we were stranded in our homes for about one year. The institute helped us deal with the feeling of loneliness through online post-class counselling short sessions.

Later, we were also given due support to deal with examination stress, documentation and so on, both physically and psychologically so that we could attempt clear our exams with ease and go on with our career plans.


Principal
Regional Institute of Education
(N.C.E.R.T.)
Mysore - 570 009

Thus the Regional Institute of Education, Mysore takes due care of its students' well being and help them out with due guidance and counselling as and when needed.

Thank you

Narjuna P.K.

Observation Record

Name of the student teacher: *Kavya*

Date: *10-11-22*

Class: *VIII*

Period: *6th*

Cooperating Teacher:

Institute Supervisor:

Topic: *Flame and its structure*

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p>1. Introduction Method used to engage learners ; Connections to prior knowledge ,daily life situations and content ; Effectiveness of the methods used; interest and motivation developed</p>	<p>- Teacher initiated the class by recalling the prior knowledge</p>	<p>- Students were able to answer the questions</p>	<p>- Students were engaged in class.</p>
<p>Focus Questions/ Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>- Teacher asked focus question related to lesson.</p>	<p>- Students were not able to give answers.</p>	<p>- Teacher could have made student to answer</p>
<p>A. Development a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed; b) group and individual tasks; teachers role in facilitating the group and exploring activities c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p>	<p>- Connecting to the prior knowledge, teacher played video of burning of magnesium ribbon - Teacher used ICT skills as learning resources</p>	<p>- Students were eager in watching video.</p>	<p>- Teacher could have instructed students before playing the video.</p>

[Signature]

Principal
 Regional Institute of Education
 (N.C.E.R.T.)
 MYSURU - 570 006

<p>d) Opportunities provided for development of process skills/ linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>- No opportunities was created for students to demonstrate.</p>	<p>- students developed processing skill through video</p>	<p>- Teacher could have performed the activity in classroom or in Lab.</p>
<p>B) <i>Content competence</i>: adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions <i>Competence in subject specific skills and abilities</i>: develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>- Teacher was good at content competence.</p>	<p>- Students were able to answer the questions</p>	<p>- Teacher was competent in content.</p>
<p>C) <i>Questioning</i>: types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils higher order thinking abilities; handling pupils responses; providing scope for students to inquire</p>	<p>- Teacher asked lower order and higher order questions</p> <p>- few questions were redirected</p>	<p>- students gave various responses.</p>	<p>- Teacher could improve on framing question.</p>
<p>D) <i>Explanation</i>: opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>- Explanation was related to content, teacher gave opportunities for students to explain.</p>	<p>- Students were trying to give their examples while explaining.</p>	<p>- Teacher could have shown the real example through images.</p>

<p>4. Application: situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>- Teacher revisited the focus question</p>	<p>- Students were able to answer.</p>	<p>- Teacher could have asked application level questions.</p>
<p>5. Assessment Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>- Teacher assessed the class by orally questioning orally.</p>	<p>- Students orally answered the questions.</p>	<p>- Teacher could have reinforced students.</p>
<p>6. Review and closure Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment;</p>	<p>- Teacher reviewed the class by questioning.</p>	<p>- Students were answering</p>	<p>- Teacher could have engaged all students</p>
<p>7. Class room management Grouping of students; communication skills; skillful ways of creating appropriate learning environment; confidence; meeting learning needs of inclusive learners</p>	<p>- Teacher did not consider slow learners</p>	<p>- some students were sleeping and playing</p>	<p>- Teacher should ensure all students</p>

S. Srinivasulu Reddy

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Date: 10-11-22

Signature of the Institute Supervisor

Observation Record

Name of the student teacher: Priya

Date: 18-11-22

Class: VI


Period: 7th

Cooperating Teacher:

Topic: Electric Bulb

Institute Supervisor:

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p>1. Introduction Method used to engage learners ; Connections to prior knowledge ,daily life situations and content ; Effectiveness of the methods used; interest and motivation developed</p>	<p>- Teacher engaged the class by recalling the previous knowledge of students</p> <p>- Teacher asked focus question</p>	<p>- Students recalled the concepts</p> <p>- Students were able to answer the focus question</p>	<p>- Teacher engaged the students</p> <p>- It was good</p>
<p>2. Focus Questions/ Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>- Development of the lesson was good.</p> <p>- Teacher engaged all the students and showed electric bulb</p>	<p>- Students were curious to know about the electric bulb</p>	<p>- It was good</p>
<p>3. A. Development</p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p> <p>b) group and individual tasks; teachers role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use</p>	<p>- Development of the lesson was good.</p> <p>- Teacher engaged all the students and showed electric bulb</p>	<p>- Students were curious to know about the electric bulb</p>	<p>- It was good</p>

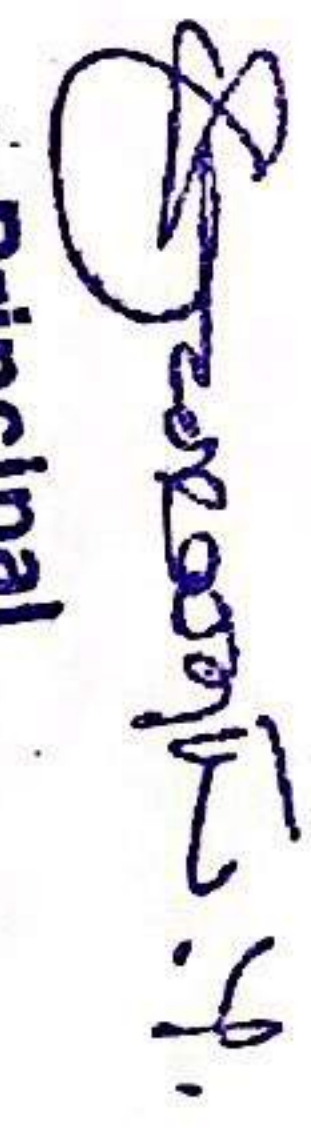

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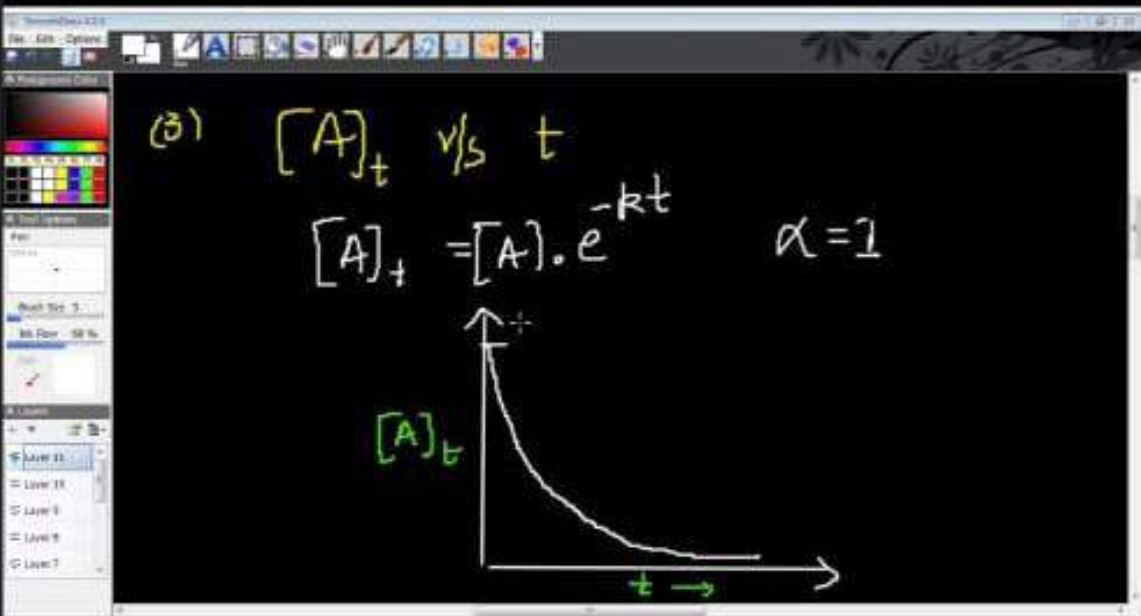
<p>d) Opportunities provided for development of process skills/ linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>- No opportunities were provided for development of process skills</p>		
<p>B) <i>Content competence</i>: adequacy ; ability to link and integrate between and among different concepts; identification and clarification of misconceptions <i>Competence in subject specific skills and abilities</i>: develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>- Teacher was competent in content but didn't clear few misconceptions regarding cfl.</p>	<p>- Almost all students are engaged in the class during explanation</p>	<p>- Teacher have cleared the misconceptions</p>
<p>C) <i>Questioning</i> : types and variety of questions asked(lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils higher order thinking abilities; handling pupils responses; providing scope for students to inquire</p>	<p>- Teacher asked lower order and relevant questions</p>	<p>- Students were able to answer the questions</p>	<p>- Teacher could have framed higher order question</p>
<p>D) <i>Explanation</i> : opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>- Explanation was appropriate - Teacher uses ICT skills and showed a video for better understanding of circuit</p>	<p>- Students were curious to know more about the topic after watching the video</p>	<p>- It was good.</p>

[Signature]

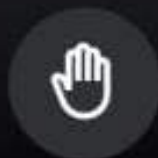
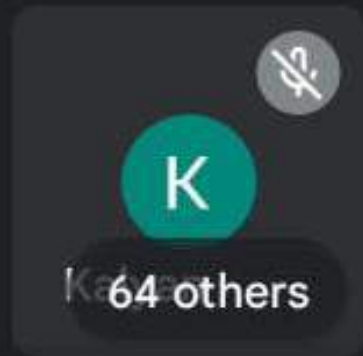
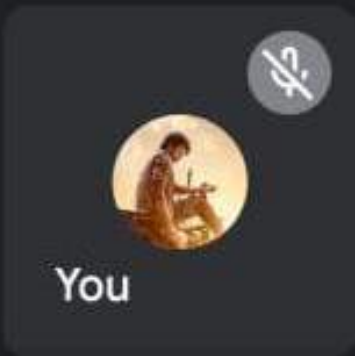
<p>4. Application: situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<ul style="list-style-type: none"> - Application phase was appropriate - Teacher revisited focus question 	<ul style="list-style-type: none"> - Students were able to answer 	
<p>5. Assessment Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<ul style="list-style-type: none"> - Assessment was done by oral questioning 	<ul style="list-style-type: none"> - Students gave appropriate answer 	
<p>6. Review and closure Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment;</p>	<ul style="list-style-type: none"> - Teacher asks students to summarize the lesson 	<ul style="list-style-type: none"> - students summarized the lesson 	<ul style="list-style-type: none"> - It was good
<p>7. Class room management Grouping of students; communication skills; skillful ways of creating appropriate learning environment; confidence; meeting learning needs of inclusive learners</p>	<ul style="list-style-type: none"> - Classroom management and communication was good 	<ul style="list-style-type: none"> - All the students were involved in the learning process 	<ul style="list-style-type: none"> - It was good as teacher was meeting the needs of <u>inclusion</u>

Date: 18-11-22


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 Signature of L. T.



Shri is presenting

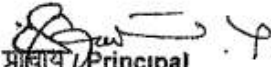


SYLLABUS SHOWING SUBJECT ENRICHMENT COURSES FOR VARIOUS STUDENTS DIFFERENTIAL NEEDS

BSE III. 6 E: Apiculture

Course Learning Outcomes (CLO's)

1. The Student teachers will be able to understand and observe the different techniques of bee keeping.
2. Understand the behaviour of bee biology understand the role of bees in pollination.
3. To understand the techniques of honey bee management and importance to man
4. To understand the diseases of preserving honey, economic importance and medicinal value.
5. To understand, observe the diseases of honeybees and prophylactic measures.
6. To develop entrepreneurial skills in beekeeping.
7. Apiculture its history, importance, types of bees, beehives, floral colander.
8. Quality of honey vs floralcolander.
9. Bee colony management.
10. Different methods of collective honey. Harvesting quality honey. Hive products.
11. Understand the reproduction honey bees, maintenance of beehive boxes selection of beehive equipment.
12. To provide hands on experience in bee keeping and skills of bee keeping.
13. Applications of the modern technology employee in beekeeping
14. Understanding the honey bee environment and life cycle.
15. Honey extraction methods
16. Study of predators on honeybees
17. Study of robber bees
18. Study of Morphology of worker, drone and Queen Bees.


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Skill Enhance Course I – Botony

BSE III. 6 B : Plant propagation, Nursery and Gardening.

Course Learning Outcomes (CLOs)

On Completion of the course, the student teachers will be able to demonstrate

1. Development and Management of Garden.
2. Cultivate vegetables in Kitchen Garden
3. Growing plants through appropriate techniques.
4. Identify seeds and Garden plants.


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Skill Enhancement Course SEC 2: Zoology
BSE IV.6E: SERICULTURE


On completion of the course, prospective teachers will be able to:

1. Understand types, classification, life cycle, morphology, silk gland, endocrine gland and distribution of silkworm; role of Central Silk Board, maintenance of mulberry plants, soil condition for mulberry plants.
2. Recognize the diseases, pests of silkworm and their control measures.
3. Attain skills in collecting disease free layings (DFLs), selecting races and species of silkworm, incubating the egg, hatching, brushing, feeding, moulting and spinning of silkworm, emergence of silk moth, pairing, despairing and laying of eggs.
4. Develop positive attitudes towards silkworm for their importance in the economy of the country.
5. Practice and perform laboratory and field experiments to possess skills of collecting, handling, observing, identifying, managing sericulture techniques and owning entrepreneurship.
6. Appreciate the modern techniques employed in sericulture.
7. Prepare models and teaching-learning materials in sericulture for classroom transaction.


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 GPS Map Camera

Mysuru, Karnataka, India

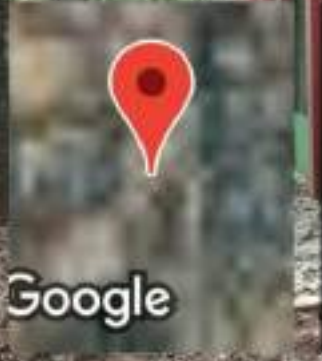
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Mysuru, Mysuru, Mysuru, Karnataka 570006, India

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COMMUNICATIVE ENGLISH COURSE CODE

ABILITY ENHANCEMENT COURSE 2A: ENGLISH BAE I. 5:

Language Proficiency in English

Credits 3 (2L+1T+0P) Contact hours per week: 4 Exam duration: 2 Hrs.

Max. Marks: 100 C1+C2:50

C3: 50

Objectives: students develop proficiency in English which equips them to:

(i) understand the demands of audience, subject, situation and purpose and the use of language for effective communication.

(ii) analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.

(iii) examine authentic literary and non-literary texts and develop insight and appreciation. (iv) gain an understanding of study and reference skills.

(v) plan, draft, edit and present a piece of writing.

COURSE CONTENT:

Unit I: Descriptive Grammar:

Tenses: Simple Present: Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action.

Simple Past: Past time reference, present time reference, future time reference, past continuous, past perfect, past, perfect continuous

Unit II: Skills in Communication:

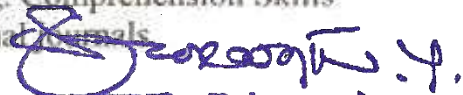
Negotiating a point of view – learning to talk persuasively so as to get across one's perspective.

Debating on an issue - agreeing / disagreeing.

Unit III: Study and Reference Skills:

Note making; Note - taking; Summary writing. Comprehension Skills

Extracts from literary, scientific and educational Journals


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Unit IV: Skills of Communication:

Advanced Writing Skills, writing advertisement copy; Writing a project proposal and writing Resume, sending an application.

Listening effectively; Talking about one self (likes, dislikes, interests, beliefs, personality traits, ambitions); Expressing an opinion about personal belief on a current issue. (Ability to speak fluently for 3-4 minutes. Focus would be on organised, logical, sequential presentation of thought through spontaneous speech).

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Suggested Activities:

(i) Politeness competitions-students with partners take turn sinusinga given number of utterances for negotiation / requests/complaints/small talk.

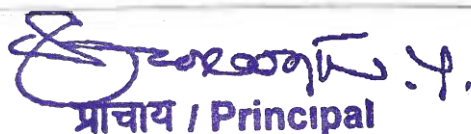
(ii) Students introduce themselves though using symbols/ metaphors.

(iii) Students collect newspaper/magazine cuttings on topical and/ or cultural issues of

interest-write and share their opinion with peers.

References:

1. Block, C.C. (1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
2. McKay. et al. (1995). *The Communication Skills Book*, 2nd Ed, New Harbinger Publications.
3. Hornby, A.S. (2001). *Oxford Advanced Learner's Dictionary*, OUP
4. Thomsan, A.J. & Martinet. (2002). *A Practical English Grammar*. OUP



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• **ABILITY ENHANCEMENT COURSE AEC 2B: ENGLISH**
BAE II. 5: Language Proficiency in English-II

Credits 3 (2L+1T+0P) Contact hours per week: 4 Exam duration: 2 Hrs.

Max. Marks: 100 C1+C2:50

C 3:50

Objectives: Students develop proficiency in English which equips them to:

(i) understand the demands of audience, subject, situation and purpose and the use of language for effective communication.

(ii) analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.

(iii) examine authentic literary and non-literary texts and develop insight and appreciation. (iv) gain an understanding of study and reference skills.

(v) plan, draft, edit and present a piece of writing.

50

COURSE CONTENT:

Unit I: Descriptive Grammar:

Function of Auxiliaries; Modals; Question form

Clauses: Noun Clause; Reported Speech and Change of Voice.

Unit II: Development of Language Competence:

To be based on the use of multiple texts which address issues of multiculturalism, gender, racism and texts which relate with current issues and contemporary trends. Short stories, comic strips, cartoons and animations (both print and non-print media) to be used. Speeches of famous persons, diaries, travelogues can also be used.

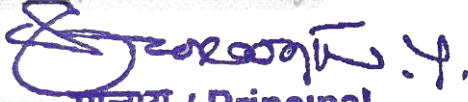
Unit III: Writing for Functional Purposes:

Letter-writing (Professional / Personal)

Creative Skills in Writing: Writing dialogues, poems and essays

Unit IV: Basic Phonetics:

Sounds of English language, intonation and transcription using IPA.


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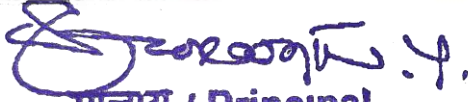
References:

1. Chan. et al. (1997) *Professional Writing Skills*, San Anselma, CA
2. Fiderer, A. (1994) *Teaching Writing: A Workshop Approach*. Scholastic.
3. Block, C.C. (1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
4. Mckay. et al. (1995). *The Communication Skills Book*, 2nd Ed. New Harbinger Publications.
5. Merriam, E. (1964). *It Doesn't Always Have to Rhyme*. Atheneum.
6. Hyland, Ken (2004) *Second Language Writing*. University of Michigan Press.
7. Graves, D (1992). *Explore Poetry: The reading /writing teacher's companion*. Heinemann
8. Stone Douglas (1999). *Difficult conversations: How to discuss what Matters Most*, New York.: Penguin Books.
9. Gabor Don (2001). *How to start a Conversation and Make Friends*. New York, Fireside.

Credits: 3 (2L + 1T+0P) Contact hours per week: 4 Exam Duration: 2 Hrs.

Marks: 100 C₁ + C₂: 50 C₃: 50

BAE III. 5 English

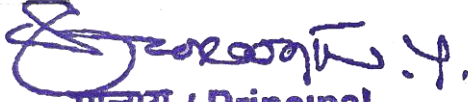

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Objectives: Students develop proficiency in English which equips them to:

- (i) understand the demands of audience, subject, situation and purpose and the
- (ii) use of language for effective communication.
- (iii) analyse language in context to gain an understanding of grammar, vocabulary,
- (iv) spelling, punctuation and speech.
- (v) examine authentic literary and non-literary texts and develop insight and appreciation.
- (vi) gain an understanding of study and reference skills.
- (vii) plan, draft, edit and present a piece of writing.

Transaction Mode:

Lecture-cum-discussion, interactive session, group dynamics, role-play, peer-assessment, self-valuation.


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1. ABILITY ENHANCEMENT COURSE AEC 2C: ENGLISH

Credits: 3 (2L+ 1T+0P) Contact hours per week: 4 Exam Duration: 2 Hrs.

Marks: 100 C₁+ C₂: 50 C₃: 50

BAE III. 5 English

Objectives: Students develop proficiency in English which equips them to:

- (i) understand the demands of audience, subject, situation and purpose and the
- (ii) use of language for effective communication.
- (iii) analyse language in context to gain an understanding of grammar, vocabulary,
- (iv) spelling, punctuation and speech.
- (v) examine authentic literary and non-literary texts and develop insight and appreciation.
- (vi) gain an understanding of study and reference skills.
- (vii) plan, draft, edit and present a piece of writing.

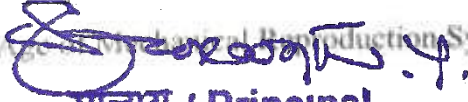
Transaction Mode:

Lecture-cum-discussion, interactive session, group dynamics, role-play, peer-assessment, self-valuation.

COURSE CONTENT:

Unit I: Prose:

Walter Benjamin: Experience, Art in the Age of Mechanical Reproduction, Sylvia Townsend Warner: The Phoenix


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Unit II: Poetry:

1. P.B. Shelley - Ode to a Skylark
2. Alfred Lord Tennyson - Lotus Eaters
3. E.D. Browning - How Do I Love Thee (from Sonnets from the Portugese)
4. Walter De La Mare - The Ghost
5. Hopkins - Thou Art Indeed Just My Lord
6. Wilfred Owen - Anthem for Doomed Youth
7. William Shakespeare – (Sonnet- 18)- Shall I Compare Thee to a Summer's Day?
8. Robert Browning - Porphyria's Lover
9. R.S. Thomas - Song for Gwydion
10. Auden - Refugee Blues

Unit III: Drama:

Anton Chekov: *The Bear* Shakespeare: *Othello*

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Unit IV: Fiction:

Somerset Maugham: *The Razor's Edge* Emile Bronte- *Wuthering Heights*

Continuous Assessment:

Assessment will be based on tutorials (seminars, projects etc.) tests & assignments. C1-10 (test) +15 (seminars, projects, assignments etc.) =25
C2-10 (test) +15 (seminars, projects, assignments etc.) =25
Total =50

References:

1. Merrriam. E (1964). *It Doesn't Always Have to Rhyme*. Athenacum.
2. Hyland. Ken (2004). *Second Language Writing*, University of Michigan Press.
3. Graves. D (1992). *Explore Poetry: The reading/writing teacher's companion*. Heinemann


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4. Stone Douglas (1999). *Difficult conversations: How to discuss what Matters Most*, New York. Penguin Books.
5. Gabor Don (2001). *How to start a Conversation and Make Friends*, New York, Fireside.

• **ABILITY ENHANCEMENT COURSE 2D: ENGLISH BAE
IV. 5 ENGLISH**

Credits 3 (2L+1T+0P) Contact hours per week: 6 Exam duration: 3 Hrs.

Max. Marks: 100 C1+C2:50

C 3:50

Objectives: Students develop proficiency in English which equips them to:

(i) understand the demands of audience, subject, situation and purpose and use of language for effective communication.

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(ii) analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.

(iii) examine authentic literary and non-literary texts and develop insight and appreciation. (iv) gain an understanding of study and reference skills.

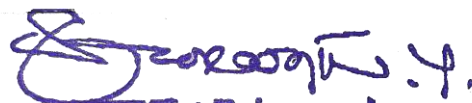
(v) plan, draft, edit and present a piece of writing.

Transaction Mode:

Lecture-cum-discussion, interactive session, group dynamics, role-play, peer-assessment, self-valuation.

COURSE CONTENT:

Unit I: PROSE:



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- (i) J.B. Priestley: *Travel by Train*.
(ii) Bertrand Russell: *Knowledge and Wisdom*

Unit II: POETRY:

- (i) T.S. Eliot: *Hollow Men*
- (ii) Wordsworth: *The Solitary Reaper*
- (iii) Pablo Neruda: *The Portrait in the Rock*
- (iv) William Shakespeare: *True Love*.
- (v) William Blake: *A Poison Tree*.
- (vi) William Wordsworth: *Lucy Gray*.
- (vii) Robert Frost: *The Road Not Taken*
- (viii) Emily Dickinson: *There is a certain slant of light*

Unit III: DRAMA:

- (i) Ionesco: *Rhinoceros*
(ii) Harold Pinter: *The Dumb Waiter*

Unit IV: FICTION:

- (i) D.H. Lawrence: *Sons and Lovers*
(ii) Gabriel Garcia Marquez: *One Hundred Years of Solitude*

Continuous Assessment:

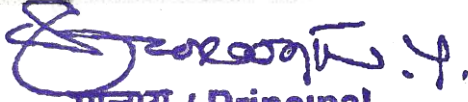
Assessment will be based on tutorials (seminars, projects etc.) tests & assignments.

C1-10 (test) +15 (seminars, projects, assignments etc.) =25

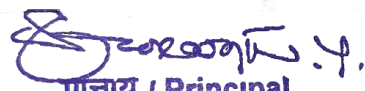
C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

References:


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1. Cambridge Companion to British Romanticism
2. Pelican Guide to *English Literature - Dickens to Hardy to Lyrical Ballads*
3. *Norton's Anthology*, Volume.2 | -7, 139
4. Mathew Arnold- *Culture and Anarchy*
5. Dickens- Novel '*Changing Face of City*'
6. Meenakshi Mukherjee - *Jane Austen*
7. William Congrev- *Excerpts from London Gazette*
8. Brown, John Russel, and Harris, Bernard(ed.)- *Restoration Theatre* (London, 1965)
9. Richetti, Jolin, *The Cambridge Companion to Eighteenth Century Novel* (Cambridge, 1996)
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RIEMED -TC1: SELF-DEVELOPMENT WORKSHOP

Credit: 1

Marks: 25 (Internal Assessment)

Duration: One Week Workshop

Rationale:

The aim of this tool course is to help students in developing understanding about themselves and developing themselves as a professional, through conscious ongoing reflection. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable students 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 the students to develop sensitivity toward issues like gender biases, children with special needs (intellectual and physical), disadvantaged groups to make class inclusive. At the same time, they will develop problem-solving skills to deal with these issues.

During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation also 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 meditation, and will learn to use in different contexts.

The following methodologies for the transaction of the course could be used in interactive sessions:

- Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.
- Reflective discussions on a movie/documentary on relevant issues
- Discussion on how to imbibe teacher qualities and nurture his/her self as a teacher
- Organization of activities for self-expression (exhibiting strengths and abilities)
- Providing feedback on their reflective journals/diaries
- Practicing yoga and meditation for physical and mental well- being

Note: The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required.

Objectives:

- To enable the students understand that the "development of self" is a resource to exercise their professionalism.
- To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- To help them develop sensitivity towards social-cultural diversities crucial in making teaching-learning environment conducive/congenial to the learner.
- To demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being

COURSE THEMES:

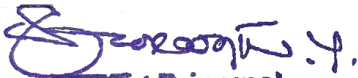
Theme 1: Understanding the Self

Theme 2: *Self management in stressful/emotional (sad as well happy)/conflicting Situations*

Theme 3: Developing 'Self' in harmony with nature

Theme 4: Developing 'Self' as a professional (Teacher Educator)

Theme 5: Self and Social Responsibilities


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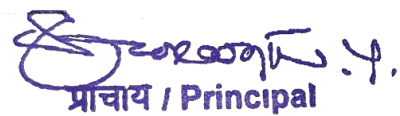
Department of Education
Regional Institute of Education, Mysore-06

F.No.14 (B)/DE/RIEM/2017-20
Dated: 31.05.2022

M.Ed.II-semester Self Development Workshop- Presentation
Date 06/06/2022----- Time 9.30 AM to 1.00Pm

Sl.No	Name of Students	Examiners
1	BOYA SUDHAKAR	Prof.Kalpana Venugopal Mrs.Meenakshi Venue – Bio methods Lab
2	DEEPA N	
3	I DHARANI PRIYA	
4	JAISLEEN KAUR SONDHI	
5	JANARTHANA SIVAN R	
6	K ASHA	
7	KRUTHIKA M SHARMA	
8	M THASLIYA	
9	MANOHAR T SORATUR	
10	MEYYAPPAN A B	
11	NIKITA SRIVASTAVA	
12	PRIYANKA RANI GIRI	
13	R SHWETA	
14	RANJANA I K	
15	RENUGA P K	Dr.Tahseen Taj Ms.P.V Manjula Venue – E Learning Lab
16	ROUSHAN BANO	
17	SHIHABUDEEN N P	
18	SHIVARATHNA G R	
19	SHYAM SUNDAR B	
20	SIRIVARAM PRIYANKA RANI	
21	SNEHA JOSEPH	
22	SUMANTH GANGADARA	
23	SWATHY S	
24	TEJAS L	
25	V DHANUSHYA	

Students are hereby informed that they should make 10 minutes Power Point Presentation with respect to Self Development Workshop Activities undertaken by them in Semester I,


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COMMUNICATIVE ENGLISH COURSE CODE

ABILITY ENHANCEMENT COURSE 2A: ENGLISH BAE I. 5:

Language Proficiency in English

Credits 3 (2L+1T+0P) Contact hours per week: 4 Exam duration: 2 Hrs.

Max. Marks: 100 C1+C2:50

C3: 50

Objectives: students develop proficiency in English which equips them to:

- (i) understand the demands of audience, subject, situation and purpose and the use of language for effective communication.
- (ii) analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.
- (iii) examine authentic literary and non-literary texts and develop insight and appreciation.
- (iv) gain an understanding of study and reference skills.
- (v) plan, draft, edit and present a piece of writing.

COURSE CONTENT:

Unit I: Descriptive Grammar:

Tenses: Simple Present: Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action.

Simple Past: Past time reference, present time reference, future time reference, past continuous, past perfect, past, perfect continuous

Unit II: Skills in Communication:

Negotiating a point of view – learning to talk persuasively so as to get across one's perspective.

Debating on an issue - agreeing / disagreeing.

Unit III: Study and Reference Skills:

Note making; Note - taking; Summary writing. Comprehension Skills
Extracts from literary, scientific and educational journals.


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Unit IV: Skills of Communication:

Advanced Writing Skills, writing advertisement copy; Writing a project proposal and writing Resume, sending an application.

Listening effectively; Talking about one self (likes, dislikes, interests, beliefs, personality traits, ambitions); Expressing an opinion about personal belief on a current issue. (Ability to speak fluently for 3-4 minutes. Focus would be on organised, logical, sequential presentation of thought through spontaneous speech).

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Suggested Activities:

(i) Politeness competitions-students with partners take turn sinusinga given number of utterances for negotiation / requests/complaints/small talk.

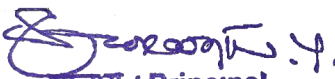
(ii) Students introduce themselves though using symbols/ metaphors.

(iii) Students collect newspaper/magazine cuttings on topical and/ or cultural issues of

interest-write and share their opinion with peers.

References:

1. Block, C.C. (1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
2. McKay. et al. (1995). *The Communication Skills Book*, 2nd Ed, New Harbinger Publications.
3. Hornby, A.S. (2001). *Oxford Advanced Learner's Dictionary*, OUP
4. Thomsan, A.J. & Martinet. (2002). *A Practical English Grammar*. OUP


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• **ABILITY ENHANCEMENT COURSE AEC 2B: ENGLISH**
BAE II. 5: Language Proficiency in English-II

Credits 3 (2L+1T+0P) Contact hours per week: 4 Exam duration: 2 Hrs.

Max. Marks: 100 C1+C2:50

C 3:50

Objectives: Students develop proficiency in English which equips them to:

(i) understand the demands of audience, subject, situation and purpose and the use of language for effective communication.

(ii) analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.

(iii) examine authentic literary and non-literary texts and develop insight and appreciation. (iv) gain an understanding of study and reference skills.

(v) plan, draft, edit and present a piece of writing.

50

COURSE CONTENT:

Unit I: Descriptive Grammar:

Function of Auxiliaries; Modals; Question form

Clauses: Noun Clause; Reported Speech and Change of Voice.

Unit II: Development of Language Competence:

To be based on the use of multiple texts which address issues of multiculturalism, gender, racism and texts which relate with current issues and contemporary trends. Short stories, comic strips, cartoons and animations (both print and non-print media) to be used. Speeches of famous persons, diaries, travelogues can also be used.


Unit III: Writing for Functional Purposes:

Letter-writing (Professional / Personal)

Creative Skills in Writing: Writing dialogues, poems and essays

Unit IV: Basic Phonetics:

Sounds of English language, intonation and transcription using IPA.


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References:

1. Chan. et al. (1997) *Professional Writing Skills*, San Anselma, CA
2. Fiderer, A. (1994) *Teaching Writing: A Workshop Approach*. Scholastic.
3. Block, C.C. (1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
4. Mckay. et al. (1995). *The Communication Skills Book*, 2nd Ed. New Harbinger Publications.
5. Merriam, E. (1964). *It Doesn't Always Have to Rhyme*. Atheneum.
6. Hyland, Ken (2004) *Second Language Writing*. University of Michigan Press.
7. Graves, D (1992). *Explore Poetry: The reading /writing teacher's companion*. Heinemann
8. Stone Douglas (1999). *Difficult conversations: How to discuss what Matters Most*, New York.: Penguin Books.
9. Gabor Don (2001). *How to start a Conversation and Make Friends*. New York, Fireside.

Credits: 3 (2L + 1T+0P) Contact hours per week: 4 Exam Duration: 2 Hrs.

Marks: 100 C₁ + C₂: 50 C₃: 50

BAE III. 5 English


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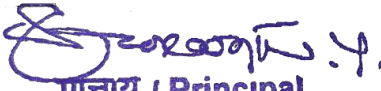
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Objectives: Students develop proficiency in English which equips them to:

- (i) understand the demands of audience, subject, situation and purpose and the
- (ii) use of language for effective communication.
- (iii) analyse language in context to gain an understanding of grammar, vocabulary,
- (iv) spelling, punctuation and speech.
- (v) examine authentic literary and non-literary texts and develop insight and appreciation.
- (vi) gain an understanding of study and reference skills.
- (vii) plan, draft, edit and present a piece of writing.

Transaction Mode:

Lecture-cum-discussion, interactive session, group dynamics, role-play, peer-assessment, self-valuation.


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1. ABILITY ENHANCEMENT COURSE AEC 2C: ENGLISH

Credits: 3 (2L + 1T+0P) Contact hours per week: 4 Exam Duration: 2 Hrs.

Marks: 100 C₁ + C₂: 50 C₃: 50

BAE III. 5 English

Objectives: Students develop proficiency in English which equips them to:

- (i) understand the demands of audience, subject, situation and purpose and the
- (ii) use of language for effective communication.
- (iii) analyse language in context to gain an understanding of grammar, vocabulary,
- (iv) spelling, punctuation and speech.
- (v) examine authentic literary and non-literary texts and develop insight and appreciation.
- (vi) gain an understanding of study and reference skills.
- (vii) plan, draft, edit and present a piece of writing.


Transaction Mode:

Lecture-cum-discussion, interactive session, group dynamics, role-play, peer-assessment, self-valuation.

COURSE CONTENT:

Unit I: Prose:

Walter Benjamin: Experience, Art in the Age of Mechanical Reproduction
Sylvia Townsend Warner: The Phoenix


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Unit II: Poetry:

1. P.B. Shelley - Ode to a Skylark
2. Alfred Lord Tennyson - Lotus Eaters
3. E.D. Browning - How Do I Love Thee (from Sonnets from the Portugese)
4. Walter De La Mare - The Ghost
5. Hopkins - Thou Art Indeed Just My Lord
6. Wilfred Owen - Anthem for Doomed Youth
7. William Shakespeare – (Sonnet- 18)- Shall I Compare Thee to a Summer's Day?
8. Robert Browning - Porphyria's Lover
9. R.S. Thomas - Song for Gwydion
10. Auden - Refugee Blues

Unit III: Drama:

Anton Chekov: *The Bear* Shakespeare: *Othello*

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Unit IV: Fiction:

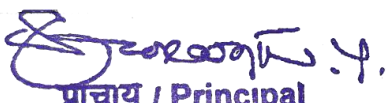
Somerset Maugham: *The Razor's Edge* Emile Bronte- *Wuthering Heights*

Continuous Assessment:

Assessment will be based on tutorials (seminars, projects etc.) tests & assignments. C1-10 (test) +15 (seminars, projects, assignments etc.) =25
C2-10 (test) +15 (seminars, projects, assignments etc.) =25
Total =50

References:

1. Merrriam. E (1964). *It Doesn't Always Have to Rhyme*. Athenacum.
2. Hyland. Ken (2004). *Second Language Writing*, University of Michigan Press.
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4. Stone Douglas (1999). *Difficult conversations: How to discuss what Matters Most*, New York. Penguin Books.
5. Gabor Don (2001). *How to start a Conversation and Make Friends*, New York, Fireside.

• **ABILITY ENHANCEMENT COURSE 2D: ENGLISH BAE
IV. 5 ENGLISH**

Credits 3 (2L+1T+0P) Contact hours per week: 6 Exam duration: 3 Hrs.

Max. Marks: 100 C1+C2:50

C 3:50

Objectives: Students develop proficiency in English which equips them to:

(i) understand the demands of audience, subject, situation and purpose and use of language for effective communication.

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(ii) analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.

(iii) examine authentic literary and non-literary texts and develop insight and appreciation. (iv) gain an understanding of study and reference skills.

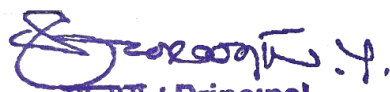
(v) plan, draft, edit and present a piece of writing.

Transaction Mode:

Lecture-cum-discussion, interactive session, group dynamics, role-play, peer-assessment, self-valuation.

COURSE CONTENT:

Unit I: PROSE:


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- (i) J.B. Priestley: *Travel by Train*.
(ii) Bertrand Russell: *Knowledge and Wisdom*

Unit II: POETRY:

- (i) T.S. Eliot: *Hollow Men*
- (ii) Wordsworth: *The Solitary Reaper*
- (iii) Pablo Neruda: *The Portrait in the Rock*
- (iv) William Shakespeare: *True Love*.
- (v) William Blake: *A Poison Tree*.
- (vi) William Wordsworth: *Lucy Gray*.
- (vii) Robert Frost: *The Road Not Taken*
- (viii) Emily Dickinson: *There is a certain slant of light*

Unit III: DRAMA:

- (i) Ionesco: *Rhinoceros*
(ii) Harold Pinter: *The Dumb Waiter*

Unit IV: FICTION:

- (i) D.H. Lawrence: *Sons and Lovers*
(ii) Gabriel Garcia Marquez: *One Hundred Years of Solitude*

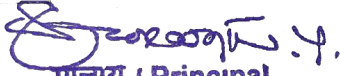
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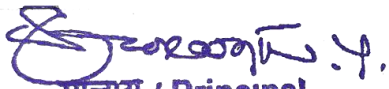
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C2-10 (test) +15 (seminars, projects, assignments etc.) =25

Total =50

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F.No.14 (B)/DE/RIEM/2017-20
Dated: 31.05.2022

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Students are hereby informed that they should make 10 minutes Power Point Presentation with respect to Self Development Workshop Activities undertaken by them in Semester I,


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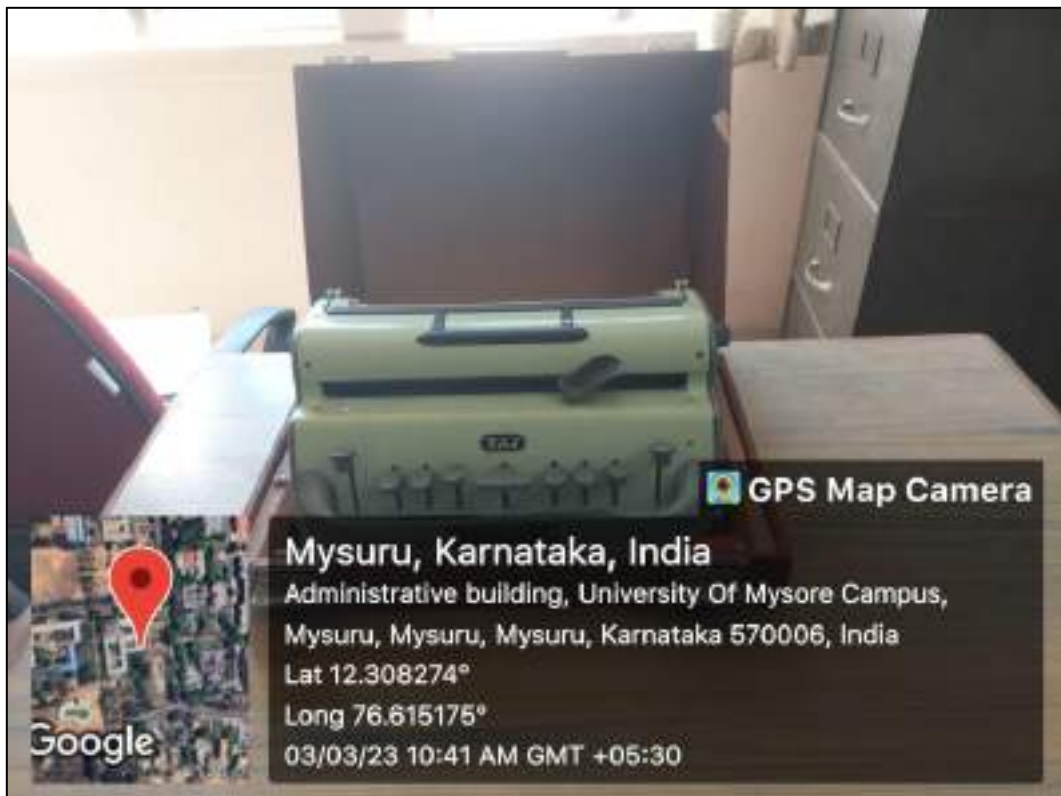
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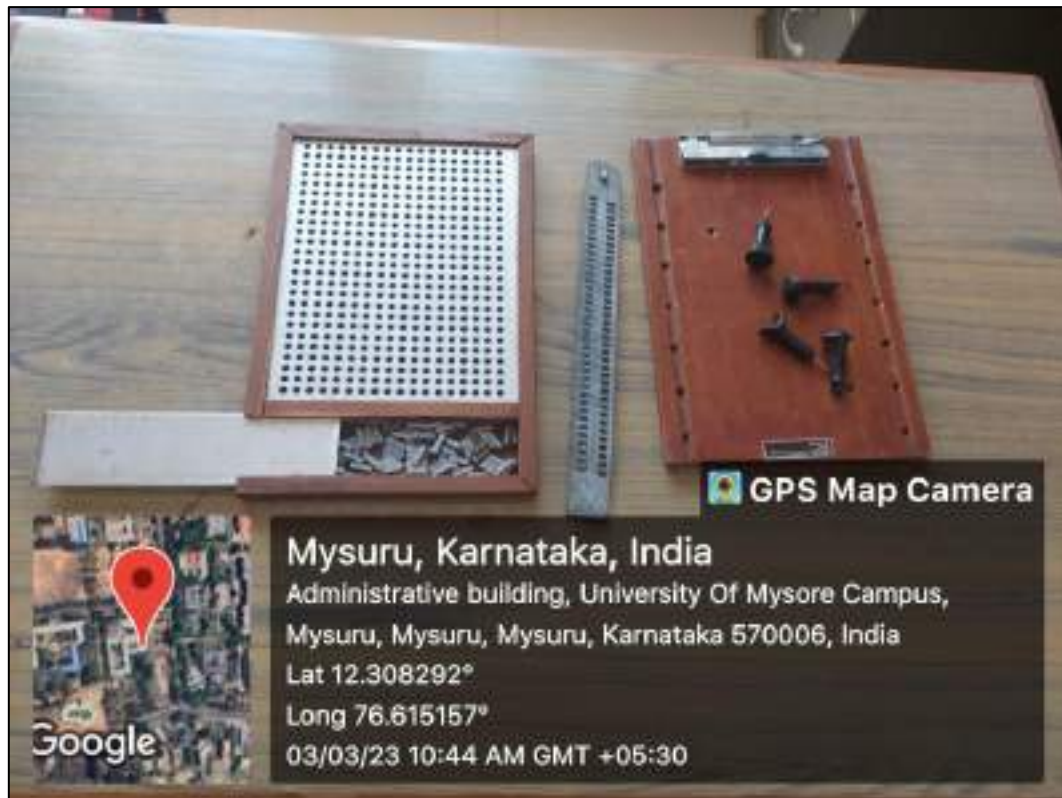
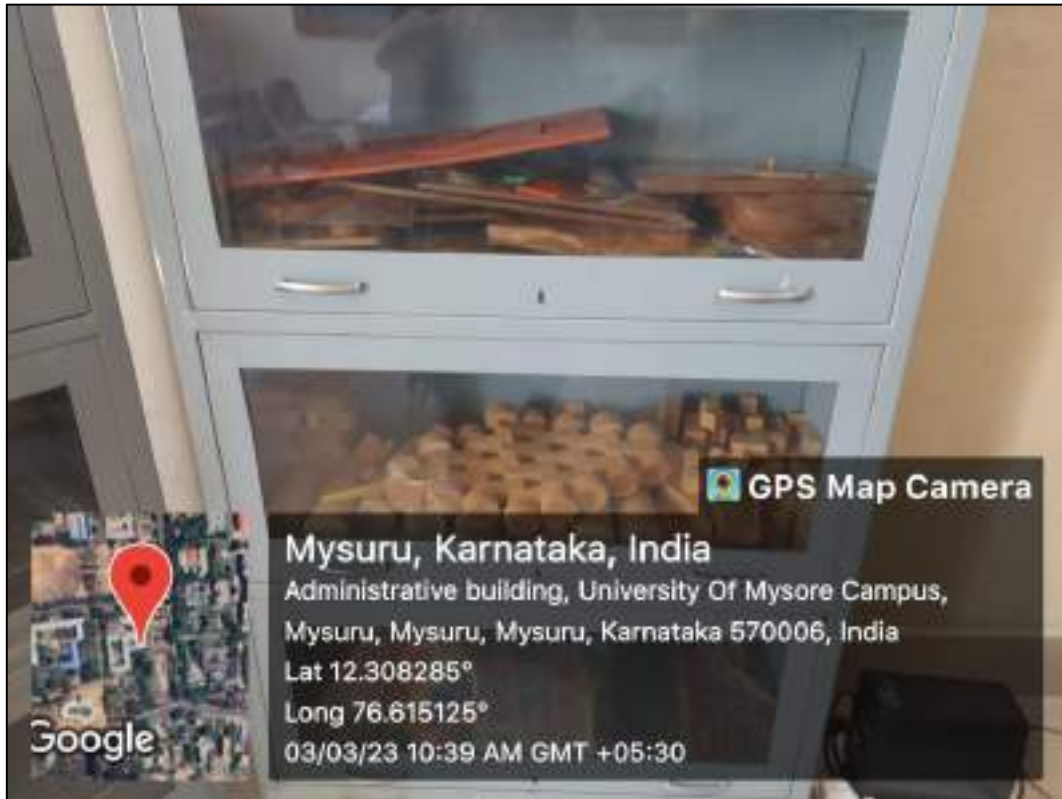
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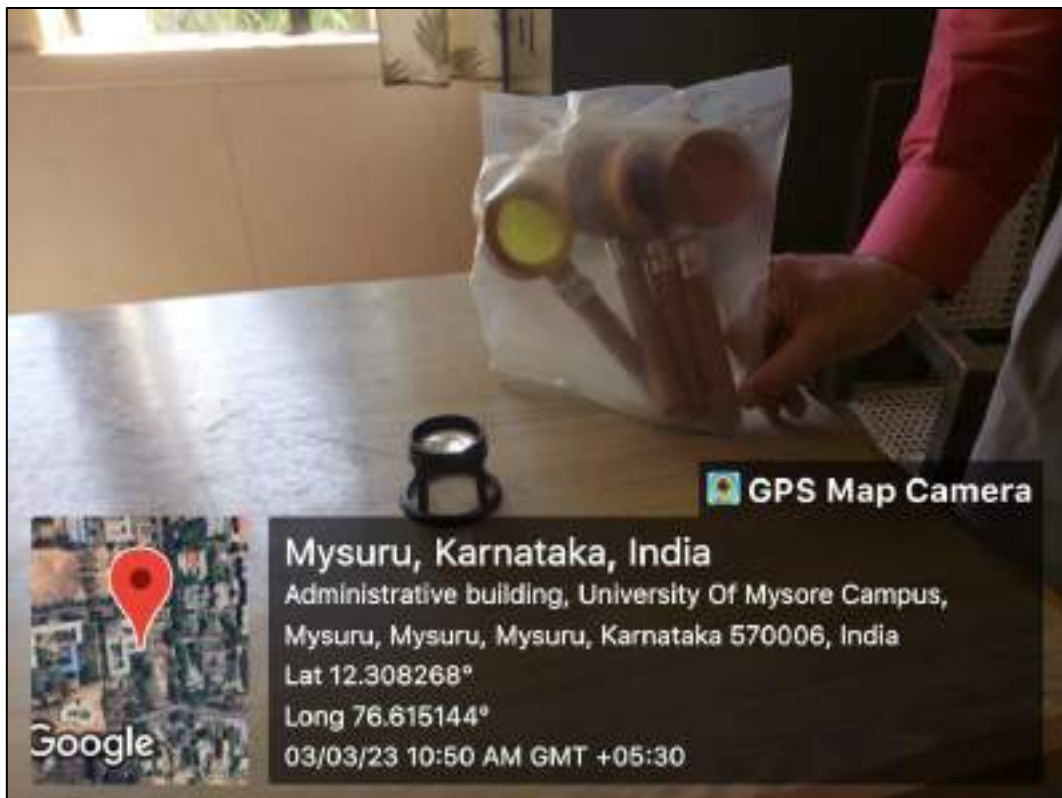
COLLABORATIVE TASK




2.2.2.6. Assistive Devices and Assistive Structures









 GPS Map Camera



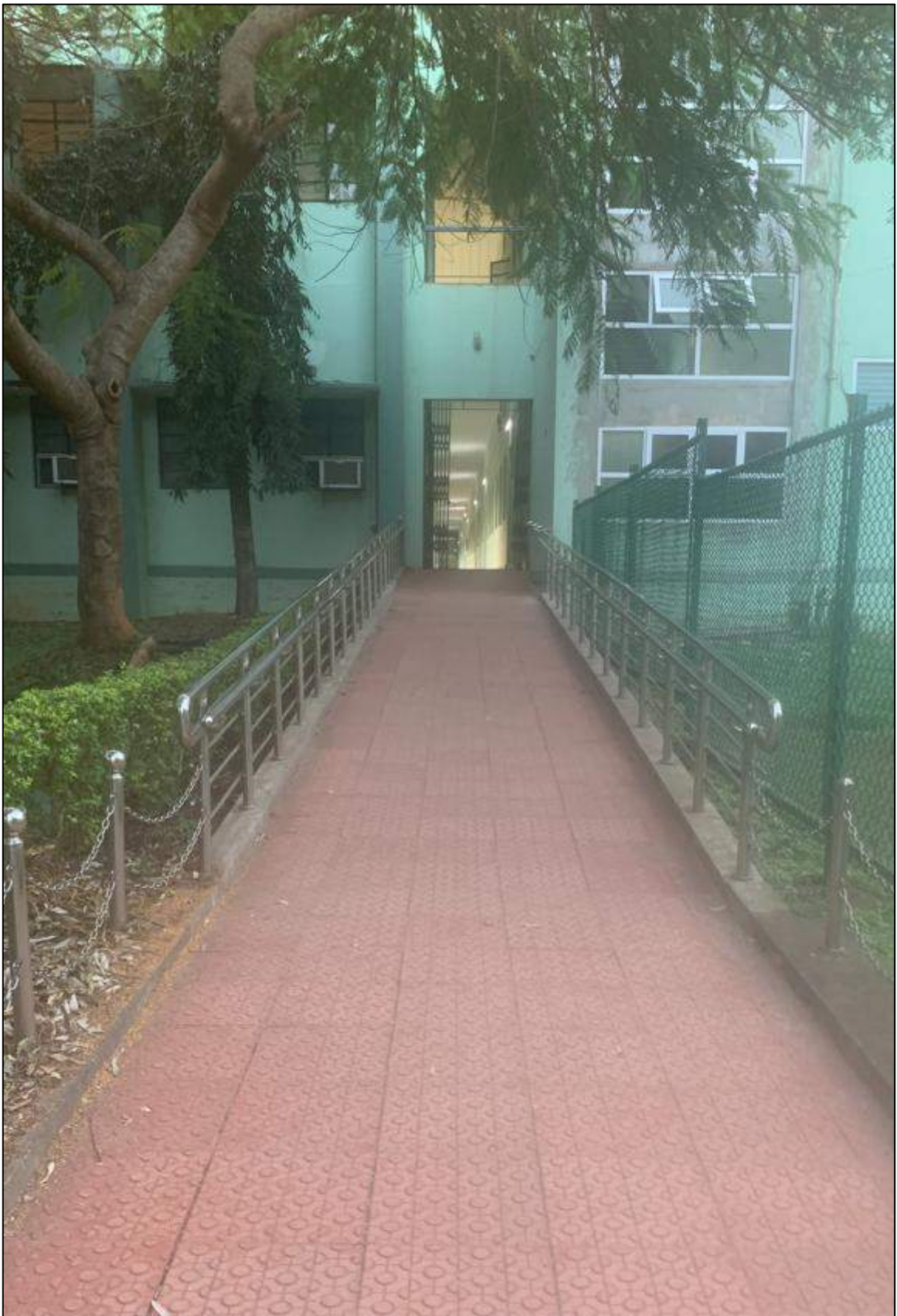
Mysuru, Karnataka, India

Administrative building, University Of Mysore
Campus, Mysuru, Mysuru, Mysuru, Karnataka
570006, India

Lat 12.30778°

Long 76.614493°

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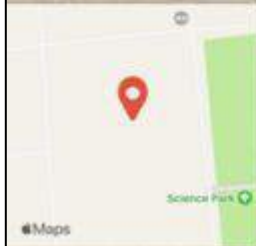
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Mysuru,KA,India

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MULTI LINGUAL INTERACTIONS AND INPUTS



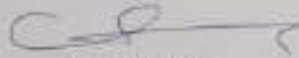
REGIONAL INSTITUTE OF EDUCATION, MYSURU - 570 006

No.07/15/RIEM/2021-22

Date: 26.09.2022

CIRCULAR

This is to inform that on 26th September 2022, Hindi Palkonda Celebration - 2022 Vaidikitya function is organized in Tada Randa at our Institute. In this connection the II semester of B.Sc, B.Ed, M.Sc.Ed, B.A, B.Ed, B.Ed & M.Ed and X semester M.Sc.Ed classes are suspended on 26.09.2022 from 3:30pm onwards to facilitate the students to attend the programme.



Dean of Instruction

Copy to

1. P.S to Principal office for information
2. The Heads of Departments DE / DEE / DEM / DESEE
3. The In-charge lecturers: Botany / Zoology / Chemistry / Physics / Mathematics
4. I/c Academic Section
5. Notice Board



हिंदी पखवाड़ा समारोह - 2022

दिनांक - 26 सितंबर 2022



पुरस्कार वितरण सह समापन समारोह

स्थान: एपी हॉल, टेलीवीसी जी ब्लॉक

समय:- अपराह्न 4:00 बजे से 5:30 बजे तक

मुख्य अतिथि:- डॉ. परमानंद सिंह

क्षेत्रीय निदेशक

केन्द्रीय हिंदी संस्थान, मैसूर

अध्यक्षता:- प्रो. ए. सुकुमार

संयोजक- हिंदी कारोवर्ड, क्षेत्रीय शिक्षा संस्थान, मैसूर

हिंदी पखवाड़ा समारोह -2022

पुरस्कार वितरण सह समापन समारोह
दिनांक - 26.09.2022

कार्यक्रम विवरणिका/programme schedule

- स्वागत गीत/welcome Song -
अपराह 4:00 बजे
- स्वागत वक्तव्य व रिपोर्ट प्रस्तुति/welcome speech &
Report Presentation - अपराह 04:05 बजे
- मुख्य अतिथि का वक्तव्य/Chief Guest's speech -
अपराह 4:15 बजे
- अध्यक्षीय भाषण/Presidential Remarks -
अपराह 4:30 बजे
- पुरस्कार वितरण/Prize distribution -
अपराह- 4:40 बजे
- धन्यवाद ज्ञापन /note of thank-
सायं 5:15 बजे

जलपान/Refreshments
सायं-5:30 बजे से

स्थान/venue -
एवी हॉल (AV Hall)

