

# 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:**

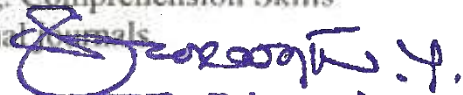
Negotiating a point of view – learning to talk persuasively so as to get across one's perspective.

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.

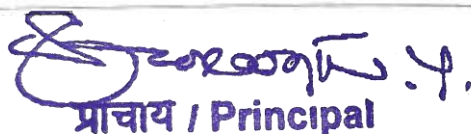
(iii) Students collect newspaper/magazine cuttings on topical and/ or cultural issues of

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.
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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**

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(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.

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**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.

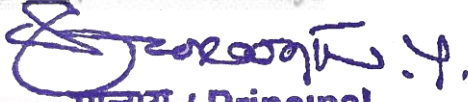
**Unit III: Writing for Functional Purposes:**

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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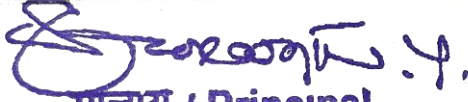
## References:

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
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7. Graves, D (1992). *Explore Poetry: The reading /writing teacher's companion*. Heinemann
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Marks: 100 C<sub>1</sub> + C<sub>2</sub>: 50 C<sub>3</sub>: 50

BAE III. 5 English

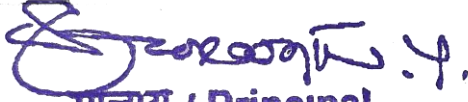
  
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- (v) examine authentic literary and non-literary texts and develop insight and appreciation.
- (vi) gain an understanding of study and reference skills.
- (vii) plan, draft, edit and present a piece of writing.

**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 C<sub>1</sub>+ C<sub>2</sub>: 50 C<sub>3</sub>: 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.
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- (vi) gain an understanding of study and reference skills.
- (vii) plan, draft, edit and present a piece of writing.

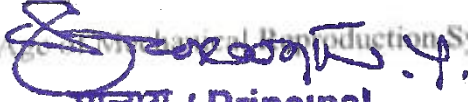
## Transaction Mode:

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:

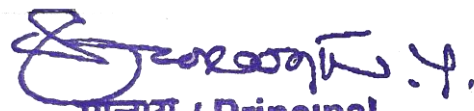
Somerset Maugham: *The Razor's Edge* Emile Bronte- *Wuthering Heights*

## 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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• **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.

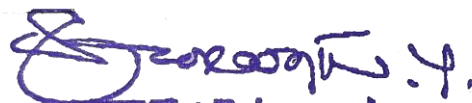
(v) plan, draft, edit and present a piece of writing.

**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:

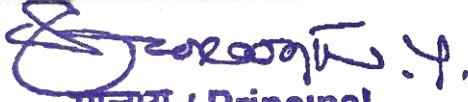
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C1-10 (test) +15 (seminars, projects, assignments etc.) =25

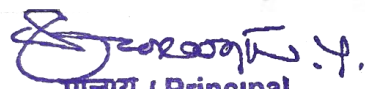
C2-10 (test) +15 (seminars, projects, assignments etc.) =25

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 1-7, 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, 93 1965)
9. Richetti, John, *The Cambridge Companion to Eighteenth Century Novel* (Cambridge, 1996)
10. Addison and Steele - *Spectators Papers*
11. Cambridge Companion to *English Poetry- Donne to Marvel*
12. *Restoration Theatre* - ed. Brown, John Russel
13. *Background Prose Reading* - Papers 6,7 & 8; worldview, an imprint of book land publishing co.



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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:

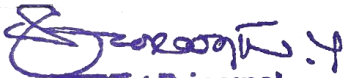
Theme 1: Understanding the Self

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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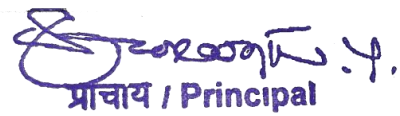
Department of Education  
Regional Institute of Education, Mysore-06

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	J AISLEEN 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	Dr.Tahseen Taj  Ms.P.V Manjula  Venue – E Learning Lab
15	RENUGA P K	
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,

  
ಪ್ರಾಚಾರ್ಯ / Principal

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### **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.

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**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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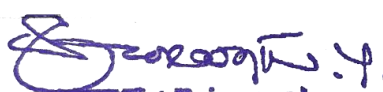
## References:

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 C<sub>1</sub> + C<sub>2</sub>: 50 C<sub>3</sub>: 50

BAE III. 5 English

  
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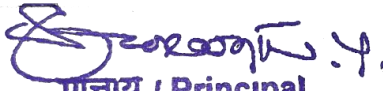


**Objectives:** Students develop proficiency in English which equips them to:

- (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 C<sub>1</sub> + C<sub>2</sub>: 50 C<sub>3</sub>: 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
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- (iii) analyse language in context to gain an understanding of grammar, vocabulary,
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- (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.

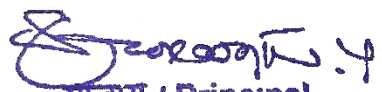
### Transaction Mode:

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:

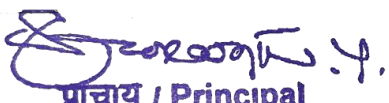
Somerset Maugham: *The Razor's Edge* Emile Bronte- *Wuthering Heights*

## 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.

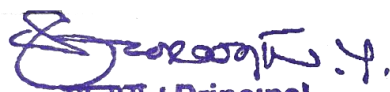
(v) plan, draft, edit and present a piece of writing.

**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*

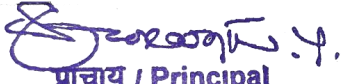
### Continuous Assessment:

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

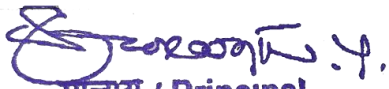
C1-10 (test) +15 (seminars, projects, assignments etc.) =25  
C2-10 (test) +15 (seminars, projects, assignments etc.) =25

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, 93 1965)
9. Richetti, John, *The Cambridge Companion to Eighteenth Century Novel* (Cambridge, 1996)
10. Addison and Steele - *Spectators Papers*
11. Cambridge Companion to *English Poetry- Donne to Marvel*
12. *Restoration Theatre* - ed. Brown, John Russel
13. *Background Prose Reading* - Papers 6,7 & 8; worldview, an imprint of book land publishing co.

  
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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	Dr.Tahseen Taj  Ms.P.V Manjula  Venue – E Learning Lab
15	RENUGA P K	
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,

  
ಪ್ರಿನ್ಸಿಪಾಲ್ / Principal

ಕರ್ನಾಟಕ ಶಿಕ್ಷಣ ಸಂಸ್ಥಾನ / Regional Institute of Education  
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