

SIES COLLEGE OF ARTS, SCIENCE AND COMMERCE, (AUTONOMOUS), SION (W), MUMBAI - 400 022 NAAC SSR - CYCLE 4: 2018-2023

Metric No. 5:

5.2: Student Progression

5.2.2:

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years (e.g.: NET/SLET/ Civil Services/State government examinations etc.)

STUDENT SCORECARDS / PASSING CERTIFICATES / RESULTS OF THE STATE / NATIONAL / INTERNATIONAL LEVEL QUALIFYING EXAMINATIONS FOR THE ACADEMIC YEAR 2018-2019

This is to certify that the attached documents have been verified and found to be true.

Principal
SIES College of Arts, Science &
Commerce (Autonomous)
Sion (West), Mumbai - 400 022.

MUMBAI AUD 022

College Seal



SIES COLLEGE OF ARTS, SCIENCE AND COMMERCE, (AUTONOMOUS),

SION (W), MUMBAI -400 022

NAAC SSR - CYCLE 4: 2018-2023

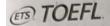
Metric No. 5: 5.2.2

Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

List of students qualified year wise with details of examination in the academic year 2018-19

Name of the qualifying student	Year of Qualifying	Level of Exam	Name of comptetetive examination
Aarya Dashputre	2018-19	International level	TOEFL

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TOEFL® (Test of English as a Foreign Language™) Internet-based Test (TOEFL IBTTM) Examinee Score Report

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Name: dashputre, aarya atul

Email: aaryadashputre24@gmail.com

Gender: F

India

Date of Birth: 24 Mar 1998

Registration Number: 0000 0000 3440 1651 Test Date: 08 Dec 2018 Sponsor Code:

1126183006710 dashputre, aarya atul aashiyana, modkeshwar nagar near royal appartment off shri hari kute marg tidke colony nashik, maharashtra 422002



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Inst. Code | Dept. Code Country of Birth: India

Native Language: MARATHI

Test Center: ITIILWE - Prometric Testing Private Limited

Test Center Country: India

----- Security Identification -----

ID No.: xxxxxxxxxxxxxxxxxx4825

ID Type: Passport

Issuing Country: India

Reading Skills **Your Performance** Test takers who receive a score at the INTERMEDIATE level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is Test takers who receive a score at the INTERMEDIATE level typically have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary; Intermediate Reading have a very good understanding of grammatical structure; can understand and connect information, make appropriate inferences, and synthesize information in a range of texts but have more difficulty when the vocabulary is high level and the text is conceptually dense: can recognize the expository organization of a text and the role that specific information serves within a larger text but have some difficulty when these are not explicit or easy to infer from the text; and can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense Listening Skills Level **Your Performance** Test takers who receive a score at the INTERMEDIATE level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms or colloquial or figurative language), complex grammatical structures, and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty. When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not Listening Intermediate understand how information is being used (for example, to provide support or describe a step in a complex process): recognize how pieces of information are connected (for example, in a cause-and-effect relationship); understand, though perhaps not consistently, ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and synthesize information from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation.



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