College of Arts, Science & Commerce (Autonomous)

SIES

RISE WITH EDUCATION

NAAC REACCREDITED - 'A' GRADE

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.

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

(ETS) **TOEFL.**

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

Name: dashputre, aarya atul
Last (Family/Surname) Name, First (Given) Name Middle Name

Email: aaryadashputre24@gmail.com

Gender: F

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
India

Country of Birth: India
Native Language: MARATHI
Test Center: ITIILWE - Prometric Testing Private Limited
Test Center Country: India

Inst. Code — Dept. Code

TOEFL Scaled Scores	
Reading	19
Listening	19
Speaking	22
Writing	20
Total Score	80

40

Reading Skills	Level	Your Performance
Reading	Intermediate	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 limited. 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; • 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
Listening	Intermediate	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 reinforced; • 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.