



ST. XAVIER'S COLLEGE
(AUTONOMOUS)
5, Mahapalika Marg, Mumbai - 400 001,
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2.2.1 LEARNING LEVELS

❖ **Language Lab**

- Sample Coursework and Data Sheets for 2019 - 2020
- Sample Coursework and Data Sheets for 2018 - 2019
- Sample Coursework and Data Sheets for 2017 - 2018
- Sample Coursework and Data Sheets for 2016 - 2017
- Sample Coursework and Data Sheets for 2015 - 2016

❖ **Honours Programme**

- Honours Programme Guidelines
- Honours Activities Report



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2.2.1 LEARNING LEVELS

❖ 2019-20

- Student Writing Samples
- Student Attendance for Workshops and services offered in Language lab
- Assessment Paper Sample

❖ 2018-19

- Courses Offered for AY 2018-19
- Attendance for 2018-19
- Language Lab activities Report
- Student activity worksheet samples
- Student Feedback samples

❖ 2017-18

- Language lab course material
- Attendance for 2017-18
- Student activity worksheet samples

❖ 2016-17

- Language lab course material
- Attendance for 2017-18
- Student activity worksheet samples

❖ 2015-16

- Language lab course material
- Student activity worksheet samples



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2019-20



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17th June, 2017.

Writing

Reports

Reports

essays,
assignments
and reports

Recall the last time you wrote a report - now think of the motive that lured you: well; definitely it must have proposed to a particular friend to reach glowing reviews; or perhaps kicking up with a fun. Mental tasks like these allow you to permit purpose and secondly gets you to acquire a skill! Having varying varieties for practically everything now; of course the courses, contents, styles & grounds for reports, tasks assigned & fencerish pitches for reports differ drastically.

Some describe the thirst for knowledge in a way that the curiosity of the applied mindsets turn into beliefs and in the process of maturing the individual, works as an appetite for self critique but here is where analysis lacks - and it does really - it really does. Confronting issues can't solve them; jumping to conclusions ~~start~~ won't ever move a certain bar (forget raising it) - to move the ladder up; stimulating the work in issue isn't the last thing one could resort to!



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- I understand only a little - say I understand German - Now the young woman wants to ask him are you an American.
- listen & repeat the word referring to Nationality.
- Say you are American - Here's how to say you are → listen & repeat
- say you are - say you are an American - & Now try to ask are you an American - ASK do you understand German - ASK are you an American - Here's how to say yes listen & repeat =
- ASK are you an American - Answer yes - ASK do you understand German - Answer yes - yes a little - Only a little - ASK do you understand - Answer NO = I understand NO English - You understand a little German - Now sit back & listen to German conversation the same one you heard in the beginning of the lesson just a few minutes ago.
- listen to it again - Now imagine you are the person sitting next to a German woman - you want to begin a conversation so what do you say - she doesn't answer
- so try asking her if she understands - ask her if she understands German - still no answer - Now ask her if she understands English - How did she tell you that she doesn't understand English - How did she ask you if you understand German - Tell her you understand a little German
- tell her only a little - she wants to ask you if you are an American how did she say it - Tell her yes - she will ask you a question try to answer it truthfully - she will ask you another question answer it using the expression a little - Now try this conversation again say excuse me - she doesn't answer - ask her if she understands English - How did she tell you that she doesn't understand





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English - How did she ask you if you understood German -
- Tell her you understood a little German - Tell her
only a little - She then ask you if you are a American
- Tell her yes - Answer her next few questions - & that's
True - Now you do understand a little German - Don't be
Concerned if you not made every response correctly
- all that you learned here will be reviewed in future
units - If you ~~master~~ master about 80% of the material
you are already to move on to the next tomorrow
otherwise you shouldn't invest another half hour
~~or~~ so doing this unit over again. This is the
end of the unit 1. This is the end of the today's
lesson - when you continue with next unit tomorrow
pls begin with Pract no. 2



Hinke

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Lesson 1. (German)

⊕ Zayed 22-1-2020

This is unit 1 of Penzance German 1. Listen to this German conversation. Introduce ~~the~~ ^(German) English.

In the next few minutes you will ~~no~~ learn not only to understand this conversation but you take part in it yourself. Imagine an American man sitting next to a German woman, he wants to begin a conversation so he says "Excuse me", the German speaker going to repeat this part by part starting from the end. You have to repeat each part after him trying to make your pronunciation sound exactly like his. Let's start with last part. Be sure you repeat it aloud. ~~try~~ try it again after this speaker, now try this.

Now, let's have first part, (continue repeating).

How do you say excuse me in German?

Now he wants to ask her if she understands his English. First the word English. Listen & Repeat.

Pay attention to the beginning of the word.

How do you say English in German?

Say excuse me.

You should repeat after the speaker gives the right response. Try to make your pronunciation sound like his. Now he wants to ask do you understand? Here's the word understood. just listen.

Say understood. Here's how to say "you understood"

Do you remember how to say English?

Say again you understood. & Now try to say you understood in English

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Say again you understand. Many statements can be made into a question simply by turning them around & giving them a questioning tone. Once again say you understand.

Now try to ask do you understand.

Say excuse me, ask me if I understand, ask me if I understand English.

The woman answers NO!!! (listen & repeat).

How do you say NO. Say excuse me. How do you ask someone if he understands. The man says I understand.

Continue repeating after German speaker say I understand. Try to say I understand English.

Listen to I understand & you understand together.

Say you understand, say I understand, say excuse me

ASK do you understand; Ask the young woman do you understand English. How did she answer? NO? Now she wants to say 'I understand no English' - say I understand.

- say I understand no English - say no English - I understand no English - say excuse me - ask "Do you understand?"

- "Ask me if I understand English" - Answer NO - How do you say NO English - Now say 'No I understand no English'

- Now hear the name of the German language, listen & repeat

- say German meaning the German language - say I understand

- say I understand German - Now tell me that you understand German - Now tell me that you understand NO German.

- say you understand German - ask me if I understand German - say no I understand NO German - ask me again

if I understand German - Here's how to say a little bit

listen & repeat - repeat the word for only - say only a little

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Book Report Writing

Lecture: SCS

Time: 2:40 - 3:30 Class: SYBSc

Date: 22/11/19

Name of Student	Signature	Name of Student	Signature
1 SHIVAM KUMAR	Shivam		
2) VATSAL PATEL	Vatsal		
3 STEPHEN SELVARAJ	Stephen		
4 YOVEL PRINCE	Yovel		
5 Jovan Johna	Jovan		
6 Anand Suresh	Anand		
7 PALASH SONI	Palash		
8 SAHIL BASTAWALA	Sahil		
9 Sanjay Dhole	Sanjay		
10 Shauka Balani	Shauka		
11 Gurneet Delle	Gurneet		
12 Vika Sai Nandhu	Vika		
13 Nandan Abirba	Nandan		
14 cheha D'costa	Cheha		
15 Rhea D'costa	Rhea		
16 Anna Kaulin	Anna		
17 Merin Antony	Merin		
18 JOEL ZACHARIAS GUZMAN	Joel		
19 Sambhita P. Santhosh	Sambhita		
20 Sayak Mallick	Sayak		
21 Archite Kulkarni	Archite		
22 Anwar Habbib	Anwar		
23 Shreyansh Kastogi	Shreyansh		
24 Yashwanth	Yashwanth		
24 YANNILK KURTADU	Yannilk		
25 PALAK KHANNA	Palak		
26 NIHAAR THAKKAR	Nihaar		





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13/11/2019		CLASS	UID	ACTIVITY	IN	OUT	SIGNATURE
1.	Bhargu	FyBSc-IT		Speech prac	8:00		Bhargu
2.	Sarah	SYBA	181008	Book review	10:00	11:20	Sarah
3.	Sarina	SYBA		"	10:00	"	
4.	Dipak	LLB		Condensation	8:00	12:00	
5.	Shanaya	SYJC		Book review	8:30	10:30	
6.	Prakhar	TYBSc		Conversation	8:30	"	
7.	Rohit	HDiploma		Conversation	8:00	12:00	
8.	Ishika Verma	FYJC		Mentoring			
9.	Lara Akouza	"		convers	10:30		Lara
10.	Janica Vaz	"		conver.	10:30		Janica
11.	Nagsaj Sutar	FYBA	191381	SIP	9:15	9:30	
12.	Ashka	FYJC(MB)		Mentoring	9:30	10:00	
13.	Ishika	FYJC(Aug)		CONVERSATION	9:25	10:00	
14.	ANKIT	TYIT	175034	English	10:00	10:30	
15.	Jean	SYJC		French	10:15	10:20	Jean
16.	Fanis					"	
17.	Annette.	SYBA	181011	Conversations/psychology	10:46	"	Annette
18.	Ryan	SYBA		Conversation	10:46	"	Ryan
19.	Sarah	SYBA	181011	G.P	11:00	11:20	
20.	Sarina	SYBA	181126	Conversation	11:00	11:20	Sarina
21.	Yuji Kobayashi	SYBA	(SOKA)	Conversation	11:00	11:30	Yuji
22.	Ashraya Anthony	Jr (XIC)	Roll no -4	Writing Skills	11:30	12:00	Ashraya
23.	Sunil Chaurasiya	VIII STD	(SIP)	Conversation	11:30	12:00	
24.	Nikhil Mishra	FYBSc	192502	conversation	11:45		Nikhil
25.	Ayush Soni	FYBSc	192485	conversation	11:45		Ayush
26.	Mr. Parvaz	SYJC			11:50	12:00	Parvaz
27.	Nilesh	"			"	12:00	Nilesh
28.	Ashraya A	Jr (XIC)	Roll no-4	writing skills	1:30		Ashraya
29.	DM	TYBA	171237	Reasoning	1:40		DM
30.	Abhishek	FYBSc II	192556	G.D	1:50		Abhishek
31.	ANKIT KUMAR	Ty IT	175034	G.D	1:50		ANKIT
32.	Reeba Vohra	FYJC		G.D	1:55		Reeba
		SYBA			2:40		Reeba



Handwritten signature of the Principal



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Sr No	NAME	CLASS	UID	ACTIVITY	IN	OUT	SIGNATURE
34	Nikhil Mishra	FYBSc	192502	story	3:10	3:30	Nikhil
35	Akanksha	FYBA	191261		3:00		Akanksha
<u>20-11-19</u>							
1	Dipak	LL.B		Grammar	8:10		Dipak
2	Ravindra	E+Bum	17CL	Conversations	8:30		Ravi
3	Rohit	Hindi diploma		Grammar	8:30		Rohit Singh
4	Joel	SYBA	181060	Conversations	8:00		Joel
5	ANEST	Ty IT	175034	Conversations	8:40		Anest
6	Bianca	SYJC		Conversations	8:45	9:50	Bianca
7	Shanaya	SYJC			8:55	9:15	Shanaya
8	Shalini Dubey	SYBA	181077	Grammar	8:55	9:15	Shalini
9	Lora Dsouza	FYJC		" Ment.		10:30	Lora
10	Janice Vaz	FYJC		" Ment.			Janice
11	Jean	SYJC		French	10:11	10:29	Jean
12	Ashna	FYJC		ment.	10:11	10:30	Ashna
13	Bsc-IT	FY Bsc-IT	19108		10:30	11:20	Bsc
14	Vijay Khant	TYBA(H.S)	20156	Consultation	10:40		Vijay
15	Bheru	Fy. Bsc IT		At Grammar Protection	10:30		Bheru
16	Soni	F.YBA	181136		10:40		Soni
17	Ayush	F.YBSc	192485	G.D.	10:25		Ayush
18	Carolina	FYJC		Germany	11:46		Carolina
19	Reeba	FYJC		Con.	11:46		Reeba
20	Dhruv	FYJC		Con.	11:46		Dhruv
21	Sagar	"			11:30		Sagar
22	Susyakant	"			11:40		"
23	Akhshok	FY BSc IT	195256	G.D.	1:15		Akhshok
24	ANKIT KUMAR	Ty-IT	175034		1:45		Ankit
25	Rebekah Berez	SYBA	181321	Reading	1:00		Rebekah
26	Nikhil Mishra	FYBSc	192502	G.D.	1:40		Nikhil
27	Vedanti Hindurao	FYJC		G.D.	2:15		Vedanti
28	Ryota Sugawa	SYBA		G.D.	2:15		Ryota
29	Yuji Kobayashi	SYBA		G.D.	2:15		Yuji



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Khan Green
Khan Naxia
FYJC/B
FYJC/B

Khan
Naxia

Sl/Sl/19	CLASS	UID	ACTIVITY	IN	OUT	sign	
Ganah	SYBA	181008	writing	8:10		<i>Ganah</i>	1
Dipate	LL.B			8:10		<i>Dipate</i>	2
Ayush	FYBSc	192485	G.D	8:15	9:30	<i>Ayush</i>	3
Rebekah	SYBA	181321		8:30		<i>Rebekah</i>	4
Joel	SYBA	181060	Reading	8:25		<i>Joel</i>	5
Rohit	Hindi/Dir		Reading	8:50	12:00	<i>Rohit</i>	6
Nikhil	FYBSc	192502	Reading	8:50	9:30	<i>Nikhil</i>	7
Ayesta	MScI	188316	Reading	8:15		<i>Ayesta</i>	8
Jean	SYJC	20	French	9:01	10:14	<i>Jean</i>	9
Shangpa	SYJC	14	Japan self study	9:00	9:15	<i>Shangpa</i>	10
Janis	FYJC		Mentoring	9:28	10:30	<i>Janis</i>	11
Lora	FYJC		Mentoring	9:28	10:30	<i>Lora</i>	12
Pamala	Exp/Bom	172	Language	9:30		<i>Pamala</i>	13
Naimu	FYJC			9:45	10:30	<i>Naimu</i>	14
ANRIT	Ty	1728034	On FARMER	9:00	10:37		15
Nikhil	FYBSc	192502	Reading	10:40	11:15	<i>Nikhil</i>	16
Ayush	FYBSc	192485	conversations	10:40	12:00	<i>Ayush</i>	17
RENEE	SYBA	181121		10:50	12:00	<i>RENEE</i>	18
SARINA	SYBA	18136		10:50	11:20		19
SARAH	SYBA	181008		10:50	11:20		20
Nikhil	FYBSc	192502	Reading	11:40		<i>Nikhil</i>	21
Susyant	SYBA	181020		11:50			22
Clarence	SYBSc	182308	Conversation	11:30		<i>Clarence</i>	23
RENEE	SYBA	181121		12:45	1:20	<i>RENEE</i>	24
AYUSH	FYBSC	192485		12:45	1:20		25
Rebekah	SYBA	181321	Reading Malayalam	12:45		<i>Rebekah</i>	26
Vishnu	SYBA	181360	reading	11:45		<i>Vishnu</i>	27
Miji	SYBA				1:20	<i>Miji</i>	28





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CLASS	UID	ACTIVITY	IN	OUT	SIGN	NAME
SYBA		Conversation	12:55	1:20	Ryeta	Ryeta Sagar
MSCI	198316	Reading	12:45		John	Anjeshka
FYBSc II	198256	Conversation	2:20	2:40	Abhishek	Abhishek
(SYBSc - SCG Lecture for Maths students on Book Report writing)						
Time: 2:40 to 3:30 pm						
02-11-19						
1			8:10		Dipak	Dipak
2	198316	Spoken English	8:30		Bini	Karinda
3	198256		8:50	9:15	Sharada	Sharada
4	198316	Self study	9:02		John	John
5	198256					
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S.no	Name	Class	UID	Activity	IN	OUT	Sign
22/11/19							
1.	Dipak Gaikwad	LL-B			8:10		Pipari
2.	Rohit Singh	Hindi D			8:58	12:00	Rohit
3.	Ravindra	Kr. Dram	172	Forum Rep	8:10		Ravi
4.	ISHIKA KHOLLAM	FYJC	33340	PRESENTATION	8:15	9:30	Khollam
5.	Shanaya A.C.	SYJC		Self study	8:50	9:15	Shanaya
6.	Jean I.C.	SYJC		Self study	9:05	9:37	Jean
7.	Nagraj	FYBA	181381		9:10		
8.	Nashin	FYJC		Take Test	9:28	9:35	Nashin
9.	RENEE	SYBA	181121	Self Study	9:44	10:30	Renée
10.	Vrunda	SYBA	181279	self study	9:45	10:30	VRUNDA
11.	Sagar	SYBA		Self study	9:45	10:30	Sagar
12.	Suryakant	SYBA	31028	listening	10:15		Suryakant
13.	Ruturaj	FYBA		G.D	10:15		Ruturaj
14.	Shruti Bhati	FYBSc-IT	1932188	Activity and Games	10:3	11:20	Shruti
15.	Vijay	TYBA	120156	G.D	10:35		Vijay
16.	Inbait	TYBSc		Hindi	10:40		Inbait
17.	Abhishek	FYBSc IT	195256	Grammar	10:40		Abhishek
18.	Sarah	SYBA	181008	grammar	10:50		Sarah
19.	Renee	SYBA	181121	Grammar	10:50		Renée
20.	Savana	SYBA	181136	Grammar	10:50		Savana
21.	ISHIKA	FYJC	33340	Presentation	11:40	12:00	Khollam
22.	Abhaya Roy	FYBSc	192370	Self defence	11:40	12:00	Abhaya
23.	Anna Naice	FYBSc	192657	Language	11:40	12:00	Anna
24.	AYUSH	FYBSc	192485	Reading	11:45		Ayush
25.	NEHA	FYBSc	192502	Reading	11:45		Neha
26.	Ananya A	XIC	4	Writing	1:00	1:5	Ananya
27.	Riya Sagar	SYBA		Conversation	1:37		Riya
28.	Trishu (Coburn)	SYBA		Conversation (3:21)			Trishu



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S.no.	Name	Class	UID	Activity	IN	OUT	Sign	S.no.
29	Abhishek	FYBSc IT	192502		2:15		Abhishek	23
30	Nikhil	FYBSc	192502		2:15		Nikhil	24
31	Ayush	FYBSc	192485	G.D.	2:30		Ayush	25
32	Agga	SYBSc	182065	German	2:45	3:10	Agga	26
33	Renisha	SYBSc	182445	Self-learning	2:45	3:10	RLP	27
34	Mrinalini	FYBA	191204	SIP	02:00	03:00	Mrinalini	28
23/11/19	1) Shalini	SYB.A	181077	grammar	8:10	8:40		3
	2) Dhaval	TyBvoc - T	119229	grammar	8:13	10:10	Dhaval	3
	3) ISHIKA	FYJC	33340	PRESENTATION	8:10	10:10	Shallam	2
	4) Drak Galkwad	LL.B		Grammar	8:20		Pipick	24
	5) RYOTA SUGIURA	SYBA		Reading	8:57		Ryota	
	6) Shanaya Ar.	SYJC			8:50	9:15	Shanaya	
	7) Sarvesh	TyBsc	111004	grammar	9:20	9:40	Sarvesh	
	8) Sarah Ballecks	SYBA	181008		9:40	11:20	Sarah	
	9) Ravindra	Ed.Bom		Grammar	8:30		Ravi	
	10) Ashna Shetty	FYJC	253	Mentoring	9:45		Ashna	
	11) Nareni	FYJC		Take Test	9:50	10:20	Nareni	
	12) Jean	SYJC		Self-study	10:00		Jean	
	13) Renee	SYBA	121	self-study	9:40		Renee	
	14) Sarina	SYBA	136	self-study	9:40		Sarina	
	15) Vedanti	FYJC		Japanese	10:30	11:00	Vedanti	
	16) Shanaya	SYJC			10:30	11:20	Shanaya	
	17) Nikhil	FYBSc	328	reading	10:40	11:15	Nikhil	
	18) Ayush	FYBSc	281	G.D.	10:40	11:15	Ayush	
	19) Agga	SYBSc	182065	German	10:40	11:35	Agga	
	20) Renisha	SYBSc	182445	Self-study	10:40	11:22	RLP	
	21) Varsh	SYBMS	184071	G.D.	9:40		Varsh	
	22) Vrinder	SYBA	181279	GMAT	9:40		Vrinder	
	23) Apek	LL.B					Apek	



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S.no	Name	Class	UID	Activity	IN	OUT	Sign
23	Anna Maria	F4BSC	192657	Language	12:38	1:00	<i>[Signature]</i>
24	Shraye Roy	FYBSC	192370	Japanese Reading	12:38	1:00	<i>[Signature]</i>
25	Renee Rosario	SYBA	181121		1:56	3:00	<i>[Signature]</i>
26	Ayuth	FYBSC	192485	G.D.	2:00	3:30	<i>[Signature]</i>
27	Nikhil	FYBSC	192502	G.D.	2:00	3:30	<i>[Signature]</i>
28	Abhishek	F4 BSc II	195256	G.D.	2:00	3:30	<i>[Signature]</i>
29	Akanksha	FYBA	191264	G.D.	2:00		<i>[Signature]</i>
30	Shanaya	SYJC		G.D.	2:45		<i>[Signature]</i>
31	Vedanti	FYJC		G.D.	3:00	3:30	<i>[Signature]</i>
34	Zareen	FYJC		G.D.	2:40	3:30	
29/11/17	Sacub B.	SYBA		Story telling	8:10	8:50	<i>[Signature]</i>
2	Sarina L.	SYBA	18113	"	8:10	8:50	<i>[Signature]</i>
3	Shalini Dubey	SYBA	18107	Reading Skill	8:20	9:40	<i>[Signature]</i>
4	Ravindra	B-BA	171	Spoken English	8:15		<i>[Signature]</i>
5	Jidnyasa Rao	MSc-I	198	Reading Skill	8:15		<i>[Signature]</i>
6	Aysha	MSc-I	18316	Reading	8:15		<i>[Signature]</i>
7	Renee	SYBA	181121		8:30	9:50	<i>[Signature]</i>
8	Shanaya	SYJC			8:50	9:15	<i>[Signature]</i>
9	Sarvesh	TYBSC	172204	Interview	8:50		<i>[Signature]</i>
10	Snigdha	TYBSC	172305	Interview Skills	8:50		
11	Jace	SYJC		Mentor	8:55	10:05	<i>[Signature]</i>
12	ISHIKA	FYJC	33340	Reading	9:15	9:50	<i>[Signature]</i>
13	Janis	FYJC			9:25	10:30	<i>[Signature]</i>
14	LOTA	FYJC			9:25	10:30	<i>[Signature]</i>
15	Dipak	LL-B		Grammar	9:30		<i>[Signature]</i>
16	[Name]	[Class]		[Activity]	[IN]	[OUT]	[Sign]
18	Sacub	SYBA	181008		9:10	10:30	<i>[Signature]</i>
17	Renee	SYBA	181121		1:10	10:30	<i>[Signature]</i>
18	Sarina	SYBA	181136		1:10	10:30	
19	Rohit	Hindi diploma 1			10:10		<i>[Signature]</i>



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S.no.	Name	Class	UID	Activity	IN	OUT	Sign	S.no.
20.	Bheshu	FY BSc IT	195288	Computer	10:20	11:20	Bheshu	10
21.	ISHIKA	FYJC	33340	READING	10:35	11:10	Ishika	11
22.	Ana	F488C	192851	language	10:35	11:40	Ana	12
23.	Shanaya	SYJC		Controlling	11:20	12:00	Shanaya	13
24	Dhruv	FYJC			11:40		Dhruv	14
25	Nikhil	FYBSc	192502	C.D	11:45		Nikhil	15
26	Ayush	FYBSc	192485	C.D	11:45		Ayush	16
27	Rona	SYBA	18101		11:00	3:04	Rona	17
28	Sarah	SYBA	181008		1:00	3:00	Sarah	18
29	AUREA	SYBA	181089	Language	12:50	1:50	Aurea	19
30	Aditi	FYJC	407	Language	1:08	1:45	Aditi	20
31	Vareem	FYJC		language	1:10		Vareem	21
32	Ivan	SYJC			1:25	1:42	Ivan	22
33	Shanaya	SYJC			1:25	1:42	Shanaya	23
34	Abhishek	FY BSc IT			2:17		Abhishek	24
35	Ayush	FYBSc	192485		2:30		Ayush	25
36	Akanksha	MBA	91264	SIP	2:30	3:30	Akanksha	26
37	Vijay (Kobayashi)	SYBA			2:50	3:20	Vijay	27
38	Ryota Sugawa	SYBA			2:50		Ryota	28
33	Shaikh Hussain	SY BSc	197006	Language	2:45	3:30	Hussain	29
34	Aru-HASHIM	SY BSc	197001	language	2:50	3:30	Aru-Hashim	30
26/11/19	Sarah B	SYBA	181008	moniker	8:10	8:45	Sarah	31
2	Ruturaj	TYBA	171149	Debate	8:10	"	Ruturaj	32
3	vijay	TYBA	120156	grammar	8:10	9:40	Vijay	33
4	Ravindra	F488C	ITE	Language	8:15	"	Ravindra	34
5	Dipak	LL.B		Grammar	8:15	8:50	Dipak	35
6	Dhruv	FYJC		"	8:15	10:30	Dhruv	36
7	Ashna	FYJC		"	9:30	"	Ashna	37
8	Janis	FYJC		Mentoring	10:15	"	Janis	38
9	Lora	FYJC		Mentoring	10:15	"	Lora	39



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S.no.	Name	Class	UID	Activity	IN	OUT	Sign
10	Jean	SYJC	20	Self study	9:02	10:10	Jean
11	Naveet	M.Sc Ph	199108	Conversation	10:00	10:16	Naveet
12	Abhishek	FY BSc IT	195256	"	10:35		Abhishek
13	Dhruv	FYJC		Exercises	10:35		Dhruv
14	Vinay	TYBA	120156	"			
15	Renee	SYBA	181121	Conversation	11:00	12:00	Renee
16	Sarina	SYBA	181136	-11-	11:00	11:20	
17	Sarah	SYBA	181008	-11-	11:00	11:20	
18	Rohit Singh	Hindi diploma		Reading	11:00		Rohit
19	Akanksha	FYBA	191264	SIP	11:20		Akanksha
20	Jean	SYJC		Self study	11:27		Jean
21	Riya	SYDA		Conversation	11:29		Riya
22	Anna	FYBSC	1926	Reading	11:45	12:00	Anna
23	Ayush	FYBIC	192485	Reading	11:45	12:01	Ayush
24	Nikhil	FYBIC	192507	Reading	11:45	12:01	Nikhil
25	Austin Kogler	SYBSC		Writing skills	11:30		
26	Vrunda	SYBA	18127	GMAT	11:20	12:00	Vrunda
27	Renee	SYBA	-1	Reading	1:10	3:00	Renee
28	Abhishek	FY BSc IT	195256	Conversation	1:28	3:30	Abhishek
29	Riya	SYBA		Self study	1:25		
30	Yaji	SYBA		"	1:25		Yaji
31	Sarah B	SYBA	181008		2:00	3:30	Sarah
32	Reeba Shaikh	FYJC			2:05		Reeba
33	Zareen Khan	FYJC			2:05		Zareen
34	Shanaya	SYJC			2:40	2:50	Shanaya
35	ABU-HASHIM	SYBSC	197001		2:40	3:30	Abu Hashim
36	Ayush	FYBSC	192485	Audience	2:50		Ayush
37	Vaishali	FYBA	191255	UPSC	2:00	3:00	Vaishali
38	Shreya Anthony	XIC	RN 4	Writing skills	2:30	3:30	Shreya
39	Abhishek						Abhishek



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27/1/23

Sr no	Name	Class	UID	Activity	IN	OUT	Sign	Sr no
1	Anjali	XII th			8:30			32
2	Dina	11 th		Grammar	8:30			33
3	Parvathi	11 th		Grammar	8:30			34
4	Shwanya	11 th			8:50	9:15		35
5	Jean	11 th			8:50	9:15		36
6	Renee	11 th		Summative	8:50			37
7	Bianca	11 th		G.D	10:30	11:30		38
8	Isa	11 th		French	10:30	11:30		39
9	Aurora	11 th	18107	Language	11:40			40
10	Lizara	11 th	18108	Language	11:40			41
11	Pooja	FYJC	18109	Reading	11:40			42
12	Renee	FYJC	18110		11:40	12:00		43
13	Umaria	11 th	18111		11:40			44
14	Nikhil	FYJC	18112		11:40			45
15	Shwanya	11 th			11:40			46
16	Jean	11 th			11:40			47
17	Kalra	FYJC	18113		11:40			48
18	Vandana	11 th	18114		11:40	12:00		49
19	Nikhil	FYJC	18115		11:40			50
20	Anjali	FYJC	18116		11:40			51
21	Trishna	FYJC	18117		11:40			52
22	Shamika	FYJC	18118	French	11:40			53
23	Enrica	FYJC	18119	IT	11:40			54
24	Sanskriti	FYJC	18120	Japanese	11:40			55
25	Iskra	FYJC	18121	German	11:40	1:00		56
26	Ashra	FYJC		French	11:40	1:00		57
27	An Aditi	FYJC	317	Japanese	11:40			58
28	Vishal	FYJC	19170	Japanese	11:40	12:00		59
29	Rishi	FYJC	18122	Language	11:40			60
30	Rishi	FYJC			11:40			61
31	Shwanya	FYJC	18123	Language	11:40	12:00		62





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Sr. No	Name	Class	UID	Activity	In	Out	Sign
32	Pooja	2017	192173	Loggng	2:35	2:45	
33	Rohan	FYJC		Loggng	2:45	3:00	
34	kar	2016		Math	1:50		
35	Pooja	2018		CB	1:30	2:10	
36	Yash	2016		Loggng	2:10		
37	Sonal B	SYBA	181008	Reading	8:00	7:45	
38	Ayush	FYJC	192485	Reading	8:30	8:45	
39	Nikhil	FYBC	192502	Reading	8:05	8:45	
40	Ganesh	TyBSc	192504	Reading	8:00	8:45	
41	Shalini	2016	181077	Reading	8:00		
42	Disha	2018		Reading	8:45	9:30	
43	Kharayal	SYBA		Loggng	8:45	9:30	
44	Jan	2018		Loggng	8:30	9:30	
45	Suzan	CYBA	181016	Loggng	9:45		
46	Cheru	FYBSc	182500	Loggng	10:30	11:15	
47	Sasha	2016	182007	Loggng	10:35	11:05	
48	Rishi	2018	192502	Loggng	10:30	11:05	
49	Ayush	FYJC	192485	Reading	10:55	12:00	
50	Alexand	SYBSc	182505	Verba	11:15		
51	Soham	FYBC	192504	Exam	11:15		
52	Pooja	2016	182007	Loggng	11:10	11:40	
53	Suzan	SEYBA	181016	Loggng	11:05	11:40	
54	Aruna	SYBA	181017	Loggng	11:00	11:20	
55	Reeba	FYJC		Reading	11:25		
56	Chandni	SYBA	181016	Loggng	11:30	11:45	
57	Conelina	FYJC		Reading	11:25		
58	Manu Rajaram	FYBSc	192501	SIP	11:25	12:00	
59	Vedanti	FYJC		Discussion	11:30	12:00	
60	Nupur	2016		Discussion	11:30	12:00	
61	Disha	FYBSc		Discussion	11:30	12:00	



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S.No	Name	Class	UID	Activity	In	Out	Sign.	S.No
26	Nikhil	FYBSc	192502	Reading	11:45	1:00	Nikhil	12
27	Ravi Chhajariji	SYBA		Language	12:50			13
28	Manu Raghavan	FYBSc	192501	Language	1:17	2:05	Manu	14
29	Aryabh	FYBSc	192485		1:20		A	15
30	Nikhil	FYBSc	192502		1:20		Nikhil	16
31	Shanaya A.C.	SYJC			1:25		Shanaya	17
32	Ahanksha	FYBA	191264	SIP	1:40		Ahanksha	18
33	Naganaj	FYBSc	191381		1:45		Naganaj	19
34	Jaan	SYJC			1:20		Jaan	20
35	Aysha	MSc I	198316	Reading	2:00		Aysha	21
36	Riya Suresh	SYBA		Conversation			Riya	22
37	Rohit Singh	Hindi III			2:15	3:20	Rohit	23
38	Fareen	FYJC			2:40		Fareen	24
39	ARUN-HASHIM	SUBSc	97001		2:20		Arjun Hashim	25
40	Vedanti	FYJC			2:00		Vedanti	26
41	Flavia	SYBA	181311	Reading	2:25		Flavia	27
42	Anugaha S.	SYBA	181409	Reading	2:25		Anugaha	28
43	Sharon B	SYBA	181355	Reading	2:25		Sharon	29
44	Shanaya	SYJC			2:25	3:00	Shanaya	30
29/11/19								
1	Rituraj	TYBA	172124	Conversation	8:05		Rituraj	31
2	Dipak	LL.B		Grammar	8:10	9:30	Dipak	32
3	Aysha	MSc I	198316	Reading	8:30		Aysha	33
4	Shanaya	SYJC			8:50	9:15	Shanaya	34
5	Ravindra	Exp. cum		Spoken English	8:30		Ravindra	35
6	Namrata	MSc I	199310		8:50		Namrata	36
7	Nagraj	FYBA		Study				37
8	Sachin B.	SYBA	181008	Reading	8:55	9:40	Sachin	38
9	Sarina L.	SYBA	181136	Book review	8:55		Sarina	39
10	Vinoda	SYBA	181279	GMAT	9:00		Vinoda	40
	Navneet	MSc FYS	AtroPhysics	Book review	9:00		Navneet	41





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S.No	Name	Class	UID	Activity	In	Out	Sign
12	Poojit Singh	Hindidigba		Reading	9:20		Poojit
13	Janis	FYJCA&B	33536	mentoring	9:30	10:20	Janis
14	Kora	FYJC A&B	33268	mentoring	9:30	10:20	Kora
15	Jean	SUJC Arts A		mentor	9:00	9:20	Jean
16	Sagar-Max	SYBA	181366	Reading	10:00	10:30	Sagar
17	Anjali	Sybrmm	183050	English	10:10		Anjali
18	Akanksha	FYBA	191264		10:33	12:00	Akanksha
19	Om	TYBA	171237	SOCIO	10:40	120	Om
20	Sukanta	BYBA		study	10:20		
21	Sharaya	BYJC			10:45	11:20	Sharaya
22	Zareer	FYJC		11:00			Zareer
23	Jean	SUJC		11:20	1:50		Jean
24	Reeba	FYJC		11:30			Reeba
25	Akshay Roy	FYBSc	19232	Lang	11:10	3:11	Akshay
26	Anna Maria Shetye	FYBSc	192652	Lang	1:10	3:13	Anna
27	Akanksha	FYBA	191264		12:40		Akanksha
28	Nagaraj	FYBA	191381		12:40		
29	Ruturaj	TYBA	171149	review	12:50		
30	Ashwin	FYBSc	172321	seminar of course	1:00	2:30	Ashwin
31	Ryota Sugawa	SYBA			14:20	3:30	Ryota
32	Manu Raghavan	FYBSc	192501	SIP	14:15	15:30	Manu
33	Abhishek Rastogi	FYBSc IT	192286	Interview	2:30	3:30	Abhishek
34	Savo Bhatn	FYBSc	192261	SIP	14:25	14:45	Savo
35	Sajith Raja	FYBSc	192339	Workshop	14:27	3:30	Sajith
36	Jyoti Chakrasili	SYBA		Workshop	17:30	3:30	Jyoti
37	Akanksha Dabre	FYBA	191264		2:50	3:30	Akanksha
38	Smigdhha Bhatia	FYBSc	172305	Interview	2:55	3:29	Smigdhha
39	Reeba Shukla	FYJC		T	2:50	3:30	Reeba
40	Pranav Jha	FYBSc	192111	GRE prep	3:05	3:30	Pranav
41	Miya Malik	FYBSc	192645	GRE prep	3:05	3:30	Miya
42	Simran Sakka	FYBSc	192510	GRE	3:05	3:30	Simran



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30/11/19

S.No	Name	Class	UTD	Activity	In	Out	Sign	
1.	Dipak	BIS.LL.B 2 nd	0-24	Grammar	8:20	12:00	Sign	
2.	ANKIT	Ty-TT	175034	Book Review	8:20	9:30		
3.	Tanveer	SXJC	Roll No.	Reading	8:50		Sign	21
4.	Jean	S4JC	Roll No.	Education	8:50	9:30	Sign	
5.	Prayona	F4JC			8:50		Sign	
6.	Kora	F4JC	33268	Grammar	8:30		Sign	
7.	Janis	F4JC	33536	Grammar	8:30		Sign	
8.	Vijay	TYBA	120156	conversation	9:20		Sign	
9.	Ruturaj	TYBA	171149	conversation	9:20			
10.	Jidnyasa	MBCI	109819	Reading skills	9:20	9:30		
11.	Ayesha	-11-	109816	"	"	"		
12.	Manmohan	-11-	109818	"	"	"		
13.	Ramul	BA	LLB	Rev	8:00	9:30	Sign	
14.	Akanksha	F4BA	191264	S. Menton	10:30		Sign	
15.	Nagaraj	F4BA	191381	"	"	"	Sign	
16.	RENEE	S4BA	181121	P. ...	11:00	11:20	Sign	
17.	Vijay	TYBA	120150	SI ...	11:00	11:20	Sign	
18.	Dhanashree	S4BA	181286		10:30	11:20		
19.	Sonia	S4BA	181126	G.D	11:00	11:30		
20.	Sarah	S4BA	181008	G.D	11:00	"		
21.	Renee	S4BA	181121	G.D	11:00	"		
22.	Jean	S4J	20	Education	10:35	11:27	Sign	
23.	Austin	24BSc	182226	GRE	11:30		Sign	
24.	Ayush	F4BSc	192485	Writing skills	11:45		Sign	
25.	Anna	F4BSc		Language	2:00		Sign	
26.	Abhishek	F4BSc	195256	songs	2:10		Sign	
27.	Ayush	F4BSc	192485	songs	2:30	2:30	Sign	
28.	Nikhil	F4BSc	192502	Convo songs	2:45		Sign	
29.	Vedanti	F4JC		songs	2:45			



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SNO	Name	Class	UID	Activity	In	Out	Sign
	Yaswanth	FYJC	23722	Song			
	Ankit	TY IT	1750534	Songs			
1)	Nikhil	FYBSC	192502	Reading	8:15	8:50	
2)	Sarah B	SYBA	161008	article	8:15	9:40	
3)	Bianca	SYJC		GD	8:30	9:55	(Chelliah)
4)	Ajush	FYBSc	192485	diff study	8:15	8:50	
5)	Shalini	TYBA					
6)	Bianca	JC					
7)	Noel	FYBSC	192356	3PC class	8:30		
8)	Renee	SYBA	181121	Reading	8:35	9:40	
9)	Dipak	BLS LLB v 1st	8-25	Grammar	8:40		(Rajan)
10)	Ravindra	Eng		Engls	8:40		(Rajan)
11)	Shalini	Gramm	18107	Spoken	8:40	8:40	
12)	Sasha	SUBSC	1821	ATS	8:50	9:00	(Rajendra)
13)	Shanaya	SYJC		Finance	8:45	8:55	
14)	Rohit Singh	Hindi			8:58		(Rishi)
15)	Austin Vampha	Sukoun	SYBA	GD	8:00		(Renee)
16)	Janis	FYJC	33536	Mentoring	9:25	10:15	(Raj)
17)	Lora	FYJC	33268	Mentoring	9:25	10:15	(Lora)
18)	Riho	TYBA	199502	Language	9:50	10:20	(Riho)
19)	Vedanti	FYJC	33310	Vocabulary	9:50	10:15	(Vedanti)
20)	Ishtika	FYJC	33340	Vocabulary	9:50	10:15	(Shollan)
21)	Dheer	FYBSc-IT	195228	Grammar	10:30	11:20	(Aneez)
22)	ANKIT	TY-IT	175037	GRAM	10:25	10:35	
23)	Anyali	SYBMM	183060	English	10:35		
	Chhanastri	SYBA	344	English	10:35		
24)	Dhanu	FYJC		English	10:35		
25)	Kunal	FYJC		"	"		(Kunal)
26)	Nilesh	FYJC		"	"		(Nilesh)
27)	Aurea	SYBA	181089	English (GRIE)	11:00	11:20	(Aurea)





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S.No	Name	Class	UID	Activity Priority	In	Out	Sign	S.No
28	Suzan	SVBA	181086	Language	11:04	11:18	[Signature]	8
29	Devayani	SYBA	181066	Language (Argument)	11:05		[Signature]	7
30	Shruti	SYBSC	181087	Language	11:05	12:00	[Signature]	10
31	Chanissa	SYBA	181152	CAI Papers	11:05	11:25	[Signature]	11
32	Pragya	FYBSC	192370	Language	11:33	12:00	[Signature]	12
33	Aakus	FYBSC	192161	Language	11:34	12:00	[Signature]	13
34	Himanshi	TyBSc	172332	Writing Skills	11:00	11:35	[Signature]	14
35	Abhay	FYBSC	192613	Language	11:00	12:00	Absent	15
36	Abu Hashim	SYBSC	197001	Language	11:30	12:00	[Signature]	16
37	ANKIT	ANKE Ty-IT	175084		1:15	3:30	[Signature]	17
38	RENEE	SYBA	181121		1:15	3:30	[Signature]	18
39	Sarah B	SYBA	181008		1:15	3:30	[Signature]	19
40	Ayush	FYBSC	192485	Grammar	2:15	3:30	[Signature]	20
41	Manan	FYBSC	12111	GRE	2:30	3:30	[Signature]	21
42	Abhishek	FYBSC	192336		2:30	3:30	[Signature]	22
43	Jai	SYBA			2:30	3:30	[Signature]	23
44	Anjali Sam	MSC	19006	ELIS	2:35	3:30	[Signature]	24
45	Ashly Johnson	MSC	199009	ELIS	2:39	3:30	[Signature]	25
46	Himanshi	TyBSc	172332	Writing skills	2:38			26
47	Riya	SYBA					[Signature]	27
48	Nikhar	FYBSC	192502		3:00		[Signature]	28
49	Annamaria	MSCBDA	199008	Writing skills	3:00		[Signature]	29
50	ABU-HASHIM	SYBSC	197001	Grammar	3:10		[Signature]	30

4/12/19

- 1) Dipak BLS LLB 0229 Grammar 8:50 [Signature]
- 2) Bianca SYJC CD 8:30 [Signature]
- 3) Ravindra ExBum 102 4th English 8:30 [Signature]
- 4) Riho TYBA 199502 Language 8:55 9:10 [Signature]
- 5) Vijay TYBA 120156 Quiz Q 8:55 [Signature]
- 6) Jean SYJC French 9:05 [Signature]
- 7) Sarina SYBA 181136 [Signature]





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Sign	SN	Name	Class	UID	Activity	In	Out	Sign
	8	Aurea	SYBA	181089	GRE	11:10		
	7	Luzan	SYBA	181016	Grammar	11:10		
	10	Sarahi Basua	SYBA	181009		11:10	12:00	
	11	Bheto Bhati	FYBscIT	192286	Grammar	11:20	12:10	Bheto
	12	Akanksha	FYBA	191264		11:20	12:00	Akanksha
	13	Riya	SYDA			11:25		Riya
	11	ANKIT Ken	Ty-IT	175034		11:30	12:10	ANKIT
	15	Ayush	FYBSc	192485	Reading skills	11:45		Ayush
	16	Solan	FYBSc	192504	Exam (German)	11:25		Solan
	17	Cleance	SYBSc	182308	GRE	11:40		Cleance
	18	Sharmaino	FYBSc	192089	GRE	11:40	12:00	Sharmaino
	19	Sambhita	SYBSc	182308	Exam	11:40	12:10	Sambhita
	20	Nilesh	IT		Exam	11:45	12:10	Nilesh
	21	Vrunda	SYBSc	181276	Exam	11:20	12:00	Vrunda
	22	Rohit Singh	Hindi		Exam	10:40	12:00	Rohit
	23	Kunal Makani	FYJC		" "	10:40	12:00	Kunal
	24	Shruti Pandey	FYJC		" "	10:40	12:00	Shruti
	25	Nikhil Mishra	FYBSc	192502	Reading	12:45	2:40	Nikhil
	26	Ayush	FYBSc	192485	Reading skills	1:10	2:40	Ayush
	27	Shreya	XIC	4	Writing skills	1:30	2:00	Shreya
	28	Tyji	SYBA			1:30		Tyji
	27	Riya	SYDA		Self Study	1:30		Riya
	30	Jean	SYJC		French	1:30	1:50	Jean
	31	Shamaya	SYJC		G.D	1:30	1:50	Shamaya
	32	Anna	FYBSc		Lang.	1:50	2:35	Anna
	33	Ashayee	FYBSc		Lang.	1:50		Ashayee
	34	Saloni	FYBSc		Lang (German)	2:00	2:40	Saloni
	35	Carisse	FYBSc		Lang (Japanese)	2:00	2:40	Carisse
	36	ZEON	FYJCSri		Lang. [French]	2:05		ZEON
	37	Sian	FYJCSci		Lang (Canada)	2:05		Sian
	38	Aditi	FYJC		Lang (Jap)	2:05	2:40	Aditi



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SNo.	Name	Class	UID	Activity	In	Out	Sign	SNo.
39	Akanksha	FYBA	191264		2:10	3:30	<i>Akanksha</i>	22
40	Dhruv	FYJC			2:20		<i>Dhruv</i>	23
41	Kunal	FYJC Sci		Eng Book Reading	2:20		<i>Kunal</i>	24
42	Devika	FYBSc	192116	Spanish	2:30		<i>Devika</i>	25
43	Hritika	FYJC	33548	Japanese	2:44	3:19	<i>Hritika</i>	27
44	Jidnyasa	MSc I	198319	Reading	2:50	3:19	<i>Jidnyasa</i>	28
45	Aditi							29
5/12/16 (Thursday)								
1)	Ayush	FYBSc	192485	Reading	8:30	9:50	<i>Ayush</i>	30
2)	Prathamesh	M.Sc.I	198305	English	8:30	9:35	<i>Prathamesh</i>	31
3)	Dipak	BLS LHR	1924		8:30	10:11	<i>Dipak</i>	32
4)	Aditi A.D.	MSc-I	198311	Mentor Reading	8:35	9:35	<i>Aditi</i>	33
5)	Bianca	SYJC			8:35	10:10	<i>Bianca</i>	34
6)	Shanaya	SYJC			8:40	9:30	<i>Shanaya</i>	35
7)	Riho	TYBA	99502	Language German	8:50	9:20	<i>Riho</i>	36
8)	Emone	FYBSc	92250	Language	9:25	9:30	<i>Emone</i>	37
9)	Anna Maria	FYBSc	192657	Language	9:25		<i>Anna</i>	38
10)	Dinesh	MSc-I	198320	Speech	9:00			39
11)	Namrata	MSc-I	198318	Work	9:25	9:55	<i>Namrata</i>	40
12)	Jean	SYJC		Mentor	9:00	9:45	<i>Jean</i>	41
13)	Ankit	TYBScIT		Mentor to Dinesh	9:20			42
14)	Lora	FYJC	33268	Mentor/pt	9:45	11:00	<i>Lora</i>	43
15)	Janis	FYJC	33536	Mentor/pt	9:45	11:00	<i>Janis</i>	44
16)	Hritika	FYJC	33548	Japanese	9:57	10:36	<i>Hritika</i>	45
17)	Ashly	MScBBA	199009	IELTS	9:57	10:40	<i>Ashly</i>	46
18)	Anjaliy	MScBBA	199006	IELTS	9:57	10:40	<i>Anjaliy</i>	47
19)	Vedanti	FYJC		Grammar	10:05	11:05	<i>Vedanti</i>	48
20)	Navneet	MSc PHY	199108	Collocations	10:06	11:05	<i>Navneet</i>	49
	Dinesh	MSc I	198320	Vote of thanks	9:00		<i>Dinesh</i>	50





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SNO.	Name	Class	UID	Activity	In	Out	Sign
22	Aurea	SYBA	181089	GRE	10:15	11:15	<i>[Signature]</i>
23	Charissa	SYBA	181152	CAT	10:15	11:15	<i>[Signature]</i>
24	Suzan	SYBA	181086	Vocab.	10:15	11:15	<i>[Signature]</i>
25	Rohit Singh	Hindi diploma		Reading	11:18	11:20	<i>[Signature]</i>
27	ISHIKA	FYIC	33340	Conversation	10:40	11:20	<i>[Signature]</i>
28	Abhishek	FY BSc IT	195256	Reading	10:45	11:20	<i>[Signature]</i>
28	Vijay	SYBA	120156		10:45		
30	ANNA	FYJC	33498	Reading	10:50		<i>[Signature]</i>
31	Dhruv	FYJC			10:30		<i>[Signature]</i>
32	RENEE	S4BA	181121	Reading	10:45	11:13	<i>[Signature]</i>
33	SARINA	S4BA	181136		10:45		
34	Akanksha	F4BA	191264		11:00	11:20	<i>[Signature]</i>
35	Rohit	Hindi			11:06	3:00	<i>[Signature]</i>
36	RENEE	S4BA	181121	Reading	3:00	3:05	<i>[Signature]</i>
37	Akanksha	F4BA		SIP	1:20		<i>[Signature]</i>
38	Nagraj	F4BA			1:20		
39	Ayush	F4BSC	192485	Reading	1:25	3:30	<i>[Signature]</i>
40	Nikhil	F4BSC	192502		1:25		<i>[Signature]</i>
41	Yash	SYBA		Study	1:30		<i>[Signature]</i>
42	Ryota	SYBA		Study	1:30		<i>[Signature]</i>
43	Aditi	FYJC	317		1:40		<i>[Signature]</i>
44	Anjali	Submm	183060	English	1:55		<i>[Signature]</i>
45	Sonchi	FYJC		English	2:10		<i>[Signature]</i>
46	Jidnyasa	MScIT	198319	English	2:20		<i>[Signature]</i>
47	Aditi	FYJC		Japanese	2:47	3:03	<i>[Signature]</i>
48	Hutka	FYJC	33548	Japanese	2:43	3:30	<i>[Signature]</i>
49	Mannu	F4BSC	192501	SIP	2:30	3:30	<i>[Signature]</i>
50	Savlo	F4BSC	192261	SIP	2:30	3:30	<i>[Signature]</i>





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11/02/19

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SNo	Name	Class	UID	Activity	In	Out	Sign	SNo
1	Shalini Dubey	SYA-A	181077	grammar	8:15	8:40	<i>[Signature]</i>	31b
2	Sarah B.	SYBA	181008	Reading	8:15	8:50	<i>[Signature]</i>	32
3	Bianca	SYJC		G-D	8:30	10:00	<i>[Signature]</i>	33
4	Disha	MSC-E	198320	"	8:30		<i>[Signature]</i>	34
5	Renee	SYBA	181121	Reading	8:35	8:50	<i>[Signature]</i>	35
6	KUNAL	FYJC	307	Grammar Reading	9:00		<i>[Signature]</i>	36
7	DHRUV	FYJC	308	Reading	9:00		<i>[Signature]</i>	37
8	Aaron Coutinho	FYBSc IT	195266	German	9:00	9:40	<i>[Signature]</i>	38
9	Darshil Dhanra	FYBSc IT	195277	German	9:00	9:40	<i>[Signature]</i>	39
10	Aaron Ferraz	FYBSc IT	195262	German	9:00	9:40	<i>[Signature]</i>	40
11	Josiah Almeida	FYBSc IT	195273	German	9:00	9:40	<i>[Signature]</i>	41
12	Hritika Chouda	FYJC	33548	T.inese	9:07	10:20	<i>[Signature]</i>	42
13	Vedanti	FYJC	331	Japanese	9:15	9:30	<i>[Signature]</i>	43
14	Jidnyasa Tanu	MSC-I	1831	Reading	9:20		<i>[Signature]</i>	44
15	Lasa	FYJC	332	Self study	9:30	10:30	<i>[Signature]</i>	45
16	Janis	FYJC	335	self study	9:30	10:20	<i>[Signature]</i>	46
17	Aaron Ferraz	FYBSc IT	195262	"	10:30	11:05	<i>[Signature]</i>	47
18	Darshil	FYJC	332	"	10:30	11:05	<i>[Signature]</i>	48
19	Aaron Coutinho	FYBSc IT	195266	"	10:30	11:05	<i>[Signature]</i>	49
20	Josiah Almeida	FYBSc IT	195273	"	10:30	11:05	<i>[Signature]</i>	50
21	Shantik Boricha	SYBSc	182087	Conversation	10:30	11:20	<i>[Signature]</i>	51
22	NAVEEN	FYBSc IT	195211	LETS	10:30		<i>[Signature]</i>	52
23	Akanksha	FYBA	191264	"	10:30	11:20	<i>[Signature]</i>	53
24	Freda	FYBSc IT	195712	Exam	10:30		<i>[Signature]</i>	54
25	Iona	FYBSc IT	195231	German	10:30	11:03	<i>[Signature]</i>	55
26	Dipti	FYBSc IT	195236	German	10:30	11:03	<i>[Signature]</i>	56
27	Shubham	TIBA	171132	Resume	10:30		<i>[Signature]</i>	57
28	Vaishnavi	FYBSc	192150	TOEFL	10:55		<i>[Signature]</i>	58
29	Samidhi	FYBSc	192231	TOEFL	10:55		<i>[Signature]</i>	59
30	Jagruki	FYBSc	192520	TOEFL	10:55		<i>[Signature]</i>	60
31	Sukhi K	FYBSc	192493	TOEFL/LETS	10:55		<i>[Signature]</i>	61



[Signature]



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Sno	Name	Class	UID	Activity	In	Out	Sign
32	Ana	FYBSC	192657	Language Lab	11:00	11:30	[Signature]
33	Atreyee	FYBSc	192370	Language Lab	11:00	11:30	[Signature]
34	Vishal	FYBSc IT	195274	"	11:00		[Signature]
35	Kenneth	FYBSc IT	195281	vocabulary	11:00		[Signature]
36	Rence	SYBA	181121	Reading	11:00	11:20	[Signature]
37	Sarah	SYBA	181008	"	11:00	11:20	[Signature]
38	Amea	SYBA	181089	GRE	11:00	11:20	[Signature]
39	Ayush	FYBSc	192485	Reading	11:30	11:40	[Signature]
40	Camelina	FYJC		German	11:35		[Signature]
41	Soham	FYBSc	192509	German	11:25		[Signature]
42	Angel Rose	FYBSc	192343	German	11:50	12:00	[Signature]
43	Olivia Maria Joseph	"	192259	"	"	12:00	[Signature]
44							
44	Anjali Anhad	Sybm	181130	English	12:55	2:40	[Signature]
46	Neeta Sujana	SYBA		Self study	12:58		[Signature]
47	Yuni Kabardi	SYBA		Self	12:58		[Signature]
48	RENEE	SYBA	181121	Reading	12:58	3:20	[Signature]
49	Janvi V.	FYBA	191005	Minis	1:13	1:59	[Signature]
50	Shubham G.	TYBA	181132	Writing	1:13		[Signature]
51	Aditi	FYJC		Language	1:20	1:51	[Signature]
52	Ayush	FYBSc	192405	Reading	1:25	3:30	[Signature]
53	Charvi Bary	BMM		Hindi Poetry	1:20		
54	Nikhil	FYBSc	192502	Reading	1:45		[Signature]
55	Nagraj	FYBA		SIP			[Signature]
56	ANKIT	Ty-JT	175084	Examias	1:55	3:30	[Signature]
57	Abarksha	FYBA	191264	SIP	2:00		[Signature]
58	Saraha B	SYBA	181008	Reading	2:5	3:20	[Signature]
59	Abhilek	FY JT	195256	Examias	2:25	3:30	[Signature]
60	Zareen	FYJC	33722	Language	2:40		[Signature]
61	Rohit Singh	Hindidip			3:00	3:25	[Signature]



[Signature]

PRINCIPAL



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10/10/19

Sr. No.	Name	Class	UID	Activity	In	Out	Sign
1	Saxah B.	SVBA	181008	Reading	8:10		Saxah
2	ANKIT K	Ty-IT	175034		8:30		
3	Bianca	SVJC		G.D	8:30		Bianca
4	Ravindra	Ex-Reg	102	Spoken Eng	8:30		
5	Prathamesh	M.S.C.I	198305	Grammar	8:40		Prathamesh
6	Navneen	FYBSc.IT		IELTS test	10:30	11:20	
7	Nagraj	FYBA	191381				KBCVC
8	Riya Singh	SVBA		Self Study	1:30		
9	Rohit Singh	Hindi diplo			10:45	12:00	Rohit Singh
10	Tusli (Colonel)	SVBA		Hindi	11:00	11:50	Tusli
11	Deepanshi	TYBA		Mentoring	11:00		Deepanshi
12	Anudita	TYB		Mentoring	11:00		
13	RENEE	SV	21	Reads	11:00	12:10	RENEE
14	Ayush	FYBSc	192485	Read	11:25	11:45	Ayush
15	Neha	FYBSc	192502	Read	11:25		Neha
16	Ahanksha	FYBA	191264		11:30	12:00	Ahanksha
17	Muzayid Roy	FY	191387		11:40	12:10	Muzayid
18	Sarina Lipa	SVBA	181136	Reading	11:50	12:10	Sarina
19	Kenneth	FYBSc.IT	195289	French	12:20		Kenneth
20	Vishal	FYBSc.IT	195274	Vocab	1:20		Vishal
21	Ruben	FYBSc.IT	195270	Vocab	1:20		Ruben
22	Mahak	FYBSc.IT	195247	vocabulary	1:20		Mahak
23	Abhinav	FYBSc	195256	Grammar	1:20		Abhinav
24	RENEE	SVBA	181121	Reading	1:40	2:3	RENEE
25	SARINA	SVBA	181136	Reading	1:40	2:3	SARINA
26	SARAH	SVBA	181008	Reading	1:40	2:3	SARAH
27	Ayush	FYBSc	192485	Reading	1:40	2:3	Ayush
28	Nadhushree	SVJC	10192	Reading	1:50	2:30	Nadhushree
29	ANKIT	Ty-IT	175034	gram	1:50		ANKIT
30	Zareen	FYSC		Language	2:50		Zareen
30							



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S.No	Name	Class	UID	Activity	In	Out	Sign.
31	Komal	FYJC		Language	1:50		Komal
32	Shreyas Roy	FYBSc	192370	Lang	2:00		
33	Manu ^{Maria} Anthony	FYBSc	192657	Lang SIP	2:00	3:30	Manu
34	Manu Rajhavan	FYBSc	192501	SIP	2:30	3:30	Manu
35	Nikhil Mishra	FYBSc	192502	Reading, work	3:20		Nikhil
36	Shreya	SYBMS	186018	Reading	3:30		Shreya
37	Deepanshi	TYBA		Mentoring			Deepanshi
38	Aarna Fernandes	FYBSc IT	195262	German			Aarna
39	Jidnyasa	MSc-I	198319	Reading			Jidnyasa
40							
	11/12/2019						
1.	Prathamesh	MSc. I	198305	Grammar	8:05	9:35	Prathamesh
2.	Aarav Fernandes	FY	195262	Japanese	8:15	9:07	Aarav
3.	Aaron Cutinha	FY IT	195266	German	8:15	9:07	Aaron
4.	Josiah Almeida	FY IT	195273	German	8:15	9:07	Josiah
5.	Ravindra Pujig	ErBum	19	Japanese	8:30		Ravindra
6.	Ajitesh Yadav	MSc I	198320	German	8:45	9:35	Ajitesh
7.	Dipak Galkhande	BSc. Engg	19	German	8:55		Dipak
8.	Jace	FYJC		Mentoring	9:00	9:30	Jace
9.	Janhavi D.	FYJC	93997	TOEFL	9:07		Janhavi
	Rohit Singh			Writing Skills	9:30	12:30	Rohit
10.	Faveen Kumar	TYBSc 21	175067	NRI Interview	9:45		Faveen
11.	Ryota Sugium	SYBA		Self Study	10:20		Ryota
12.	NAVEEN	FYBSc IT	176057	Advanced Vocabulary	10:30		Naveen
13.	Dhanashree	SYBA		Resume work	10:40		Dhanashree
14.	Yuji Kobayashi	SYBA		Self Study	11:00		Yuji
15.	Deepanshi	TYBA	171010	Mentoring	11:00		Deepanshi
16.	Shradha Borichok	SYBSc	182087	Japanese	11:15	11:45	Shradha
17.	Jenish	SYBA	181095	Language	11:25	12:00	Jenish
18.	Ayush	FYBSc	192485	Reading	11:45	12:00	Ayush
19.	Jagruti	FYBSc	192520	Japanese	11:50		Jagruti





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S.No.	Name	Class	UID	Activity	In	Out	Sign	S.No.
20	Sakshik	FYBSC	192493		11:45	11:50		13
21	Vinoda	SYBA	181279		11:20	12:00	Pranav	14
22	Manu-R	FYBSC	192501	SIP	12:30	3:30	Pranav	15
23	Ayush	FYBSC	192485	Reading	1:00	1:00	Ayush	16
24	Pravon Kumar	TYBScIT	175067	Diagnositic test	1:00		Pravon	17
25	Ruta Srinivas	SYBA		Reading	1:20	3:20	Ruta	18
26	Nikhil	FYBSC	192502	Reading	1:30		Nikhil	19
27	Akhanksha	FYBA	191264		1:30	1:50	Akhanksha	20
28	Shreya	XIC	Journalism	Writing Skills	1:30			21
29	Charmi Garg	BMS		Hindi Presentation	1:30			22
30	Jegath	Ex MA (AIC)		Tamil to English	1:30			23
31	Anna Maria	FYBSC	192657	SIP	1:30	3:30	Anna	24
32	Savio Basim	FYBSC	22261		2:00		Savio	25
33	ANKIT KUMAR	Ty IT	175034	English	2:00	3:30		26
34	Carisse D'melo	FYBSC	192033	English	2:15		Carisse	27
35	Abhiram	FYBSC	192850		2:15			28
36	Vedanti	FYJC	33310	Japanese	2:40	3:30	Vedanti	29
37	Sanchi	FYJC		Talk	3:00		Sanchi	30
38	Ayush	FYBSC	192485	Reading	8:20	8:50	Ayush	31
39	Sarah	SYBA	181008	Reading	8:20	9:40	Sarah	32
12/12/19								2
3	Ruturaj	TYBA	171149	Literature R.	8:20		Ruturaj	2
4	Prathamesh	M.S.-CI	198305	Grammar	8:20		Prathamesh	3
5	ANKIT KUMAR	Ty IT	175034		8:29			3
6	Bianca	SYJC			8:30		Bianca	
7	Diya	MSCIT	198320				Diya	
8	Ravindra Poojary	Fadum	17	Spanish English	9:15		Ravindra	
9	Jean	SYJC		Maths	9:18	9:42	Jean	
10	Hritika	FYJC	33548	Japanese	9:32	10:10	Hritika	
11	Ashly	MSCBBA	199009	IELTS	9:39		Ashly	
12	Akhanksha	FYBA	191264		10:00	11:10	Akhanksha	



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S/N	Name	Class	UID	Activity	In	Out	Sign
13	RENEE	SYBA	181121	Reading	10:45	11:20	<u>Therania</u>
14	SARINA	SYBA	181136	Reading	10:45		
15	Yui	SYBA		Studying	10:40		Yui
16	Deepanti	TyBA	171010	Studying	10:51		DC
17	Ayush	FYBSc	192485	Reading	10:55	11:20	A
18	Nikhil	FYBSc	192502	Reading	10:55		<u>Yui</u>
19	Aishwarya	MSc-T	198314	Vocabulary	11:20		<u>Prithi</u>
20	RENEE	SYBA	181121	Reading	12:41	3:05	<u>Therania</u>
21	Ayush	FYBSc	192485	Reading	12:40		A
22	Ayesha	MScT	198316	Vocabulary	12:51		<u>Prithi</u>
23	Pooja	MScT	198804	Grammar	1:10	1:35	<u>Prithi</u>
24	Sohan	FYB	2501		13:25		<u>Prithi</u>
25	Rohit Singh	Hindi Diploma		Reading	13:30		<u>Prithi</u>
26	Aditi	FYJC			1:45	2:04	<u>Prithi</u>
27	Manu-R	FYBSc	192501	SIP	2:00	3:30	<u>Prithi</u>
28	Mareen	FYJC		Language	2:15		<u>Prithi</u>
29	Anjali	Syb	100260		2:55	3:15	<u>Prithi</u>
25	ANKIT KUMAR	Ty-IT	175034	EXAMINER	2:00		
26	Praveen Kumar	Ty-IT	175067	Test	2:00	3:00	<u>Prithi</u>
27	Sagar Mox	SYBA		Reading	2:10		XRCVC
28	Suryabait	SYBA		Reading	"		XRCVC
29	Sanchu	FYJC	018	Grammar	2:17		<u>Prithi</u>
30	Abhishek	FYIT	195256		2:20		<u>Prithi</u>
31	Ashrayee Roy	FYBSc	192370	Language	2:25		<u>Prithi</u>
32	Anna Maria	FYBSc	192657	SIP	2:25	3:30	<u>Prithi</u>
33	Sauilo Bastin	FYBSc	192261	SIP	2:45	3:30	<u>Prithi</u>
13/2/19							
1	Rohini	Shaneshri's bond	Wilson Coll	XRCVC writing	8:05		XRCVC
2	Riteshraj	TyBA	121149	Reading	8:15		XRCVC
3	Namerata	Msc-I	198318	Reading	8:20		<u>Prithi</u>
	Prathamesh	M.Sc. I	198305	Grammar	8:23	8:30	<u>Prithi</u>



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S.No.	Name	Class	UID	Activity	In	Out	sgn.	S.No.
5	ANEST KUM	Ty-IT	175034	GRAMMER	8:30			16/10
6	Ravindra	R-BUM		Spoken English	9:30			1
7	Zarina	SYBA	181130	Dis. G.D	8:50	10:30		2
8	Renu	SYBA	181131	G.D	9:00	10:30		3
9	Sarab	SYBA	181000	G.D	9:40	10:30		4
10	Bianca	SYJC		G.D	9:30		Bhattach	5
11	Nikhil	FYBS	192562	story telling	10:5	10:30	Nikhil	6
12	Ayush	FYBS	1924075	storytelling	10:5	10:30	Ayush	7
13	Ranita Syrina	SYBA		Reading	10:5/10:20		Ranita	8
14	Om	FYBA	171237	Reading	10:39	11:20	Om	9
15	Charvi Gang	SYBMS	1840819	Reading	10:40	11:15	Charvi	10
16	Shriya V.	SYBMS	184048	Reading	10:40	11:15	Shriya	11
17	Ayush	FYBS	1924075	Reading	10:40	11:40	A	12
18	Jagruti	FYBSC	192407	Reading	11:33	12:00		13
19	Shanaya	SYJC	24		1:00			14
20	Xara	SYJC	29		1:00		Xara	15
21	Rohit	Hindi			1:20	3:30	Rohit	16
22	Dhruv	FYJC			1:30			17
23	Eveddy	FY BSCIT	195212	Language	1:40			18
24	Nikhil	FYBSC	192502	Reading	2:20	3:30	Nikhil	19
25	ANEST	TyIT	175034		2:20	3:30		20
26	ANGEL ROSE	FYBS	192343	German	2:35			21
27	OLIVIA	"	192259	"	"	3:00	Olivia	22
28	ALESA	FYBSC	192704	FRENCH	2:40		Alesa	23
	Zareen	FYJC		Language	2:40		Zareen	24
29	Abhishek Roy	FYBSC	192370	Language	2:45		Abhishek	25
30	Ana Maria	FYBSC	192657	SIP	2:45	3:30	Ana	26
31	Ayush	FYBS	1924075	Reading	3:00	3:30	A	27
32	Sanchi	FYJC	018		3:00		Sanchi	28





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S.No.	Name	Class	UID	Activity	In	Out	Sign
16/10/19							
1	Bianca	SYSC		GD	9:10		Pluttiael
2	Prathamesh	M.Sc.I	198305	Grammar	9:20	10:10	Kunika
3	Jidnyasa	MSC-I	198319	Grammar	9:21	10:11	J.raj.
4	Dinesh	"	1111320		9:22		J.P.
5	Raunisa	B.Com		Spoken Engl.	8:30		R.
6	Rebekah. Kon	SYBA	181321	Reading	9:50		Rebekah
7	Arunya Roy	FYBSc	192320	Reading	11:05		Arunya
8	Agesha	MSC I	198316	Grammar	11:10		Agesha
9	Aryath	FYBSc	192485		11:35	11:46	A
10	Nikhil	FYBSc	192502	Reading	11:16	12:00	Nikhil
11	Aryath	FYBSc	192485	Grammar	1:45		Arunya
12	Nikhil	FYBSc	192502		1:20		Nikhil
13	Zareen	FYJC		Activity	2:10		Zareen
19/12							
1	Shanaya	SYJC			10:00		Shanaya
27							
C-10/1/2020							
1.	Yashvi	FYBA	191174	language	2:30	2:50	Yashvi
2.	Steffy	FYBSC	192393	Diagnostic	2:30		Steffy
3.	Arunya	MSC I	198320				
4.							
5.							
03/01/2020							
1	Dinosh	MSC I	198320	Vocabulary	8:30		Dinosh
2.	Dhruv	FYJC		Grammar	8:30	9:00	Dhruv
3.	Sagar Mose	SYBA			8:45		XRCUC
4.	Dipak	LL.B		Conversation	8:45	11:30	Dipak
5.	Dhaval	Ty B.Voc-1		Language	8:45	9:40	Dhaval
6	Kavitha	B.Com		Spoken Engl.	9:00	9:40	Kavitha
7	Sukrita	SYBA		GD	8:50		XRCUC
8	RENEE	SYBA	181121	Reading	9:49	10:26	Renée



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SNo	Name	Class	UID	Activity	In	Out	Sign.	SNo
9.	Vandana	SYBA	181279	Reading	10:00		Vandana	17
10.	Abu-Hashim	SYBSc	197001	Grammar	10:50	11:55	Abu Hashim	18
11.	Sarah Barlowa	SYBA	181008	Discussion	10:50		Sarah	19
12.	Sarina Lopes	SYBA	181136	Discussion	10:50		Sarina	20
13.	Anna Maria	FYBSc	192657	SIP	2:00	3:30	Anna	21
14.	Ashrayee Ray	FYBSc	192370	Language	2:15		Ashrayee	22
15.	Geeta Kohavadi	SYBA		study	2:15		Geeta	23
16.	Namira Patil	SYIT	195505	Language	2:23	2:40	Namira	24
17.	Abu-Hashim	SYBSc	197001	Grammar	2:25	3:30	Abu Hashim	25
18.	Sonali	FYJC	18	Language	2:48		Sonali	26
19.	Ayush	FYBSc	192485	Reading	2:50	3:30	Ayush	27
20.	Nikhil	FYBSc	192502	Com	3:10	3:30	Nikhil	28
21.	ANKIT	Ty	8034	read	2:00	3:10	ANKIT	29
13-1-20								
1.	Ravindra	ErBham	"	7:14	8:30		Ravindra	30
2.	Ayesha	MSc-J	16	Vocak	9:11	10:30	Ayesha	31
3.	Jean	SYJC	020	Mentor	9:09	10:00	Jean	32
4.	Praveen Kumar	Ty	7	new	9:30		Praveen	33
5.	MRINALINI	FYBA	191204	TOEFL	09:45	12:00	Mrinalini	34
6.	Prathamesh	M.Sc.I	198305	Spoken English	9:45	10:30	Prathamesh	35
7.	Jidnyasa.	MSc I	198319	Spoken English	10:10	10:40	Jidnyasa	36
8.	Ishika	FYJC	33310	Discussion	9:10	9:30	Ishika	37
9.	Vedanti	FYJC	33310	Discussion	9:10	9:30	Vedanti	38
10.	Jean	SYJC	20	Selfstudy	10:27	10:45	Jean	39
11.	Anna	FYBSc	192657	SIP	10:30	12:	Anna	40
12.	Ashrayee	FYBSc	192370	Language	10:30		Ashrayee	41
13.	Sarina	SYBA	181136	Selfstudy	11:00		Sarina	42
14.	Ayush	FYBSc	192485	Reading	11:10	12:00	Ayush	43
15.	Nikhil	FYBSc	192502		11:10	12:00	Nikhil	44
16.	Ausea	SYBA	181089	GRE	11:10	11:20	Ausea	45
17.	Zayed	fybsec	192597	SIP	11:25	11:58	Zayed	46



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S.No	Name	Class	UID	Activity	In	Out	Sign
18	Zayeel	FyBsc	192594	SIP	2:49	3:15	<i>[Signature]</i>
19	Renee	SYBA	181121	Reading	1:00	2:30	<i>[Signature]</i>
20	Sarah	SYBA	181008	Reading	1:50	2:30	<i>[Signature]</i>
21	Sauri	FYBSC	192261	SIP	1:30		
22	Rebekah	FYBA	181321	Reading	2:45 2:25		<i>[Signature]</i>
23	Nikhil	FYBSC	192502	Reading	1:45 11:45	3:20	<i>[Signature]</i>
14 - 01 - 2020							
1	Sarah B.	SYBA	181008	Discussion	8:10	8:50	<i>[Signature]</i>
2	Prathamesh	M.Sc.I	198305	Grammar	8:30	9:35	<i>[Signature]</i>
3	Ayesha	MSc I	198316	Grammar	9:00		<i>[Signature]</i>
4	Namrata	Msc I	198318		9:00		<i>[Signature]</i>
5	Lora	FYJC	33868				
6	Janis	FYJC	33830				
7	Sambitha	SYBSC	182297		10:50	12	<i>[Signature]</i>
8	Renee	SYBA	181121	Reading	11:15	12:00	<i>[Signature]</i>
9	Yuri	SYBA	199520		11:20		<i>[Signature]</i>
10	Zayeel	FyBsc	192594	SIP	12:49		<i>[Signature]</i>
11	Sambitha	SYBSC	182297	Reading	12:50	1:30	<i>[Signature]</i>
12	Sauri	FYBSC	192261	SIP	1:20	3:30	<i>[Signature]</i>
13	Alwin	FYBSC	192349	SIP	1:20		
14	Abhishek	FYBSC IT	195256		1:50		
15	Cardina	FYJC	33865		1:54		<i>[Signature]</i>
16	Mamta Rajhavan	FYBSC	192501	SIP	2:00		<i>[Signature]</i>
17	ANGEL ROSE ANTO	FYBSC	192342	German	1:30	2:05	<i>[Signature]</i>
18	Rebekah	SYBA	181321	Reading	2:10	3:05	<i>[Signature]</i>
19	Raba	FYJC			2:10		
20	Jani	FYJC	33845	Learning	2:15		<i>[Signature]</i>
21	Nisbah	FYJC	310		2:15		<i>[Signature]</i>
22	Sanchi	FYJC	018		2:15		<i>[Signature]</i>
23	Minalini	FYBA	191204	TOEFL	07:10	05:15	<i>[Signature]</i>





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S.No.	Name	Class	UID	Activity	In	Out	Sign.
24	Khan Jareen	FYSC (Sci)	33722	Reading	2:00	2:25	Jareen
25	Rohit Singh			Reading	2:00		Rohit
26	Abha Fernandes	SUBS	18209	GRE RC	2:40	2:25	fernandes
15-01-2020							
1	Aaron Fernandes	FY IT	195262	Japanese	8:20	9:10	fernandes
2	Aaron Luciano	FY IT	195266	German	8:20	9:10	Luciano
3	Ravindra	Ex Prom	172	Spoken English	8:20		Ravindra
4	Ashish	MSc I	198320	Spoken English	8:35		Ashish
5	Prathamesh	MSc I	198305	Spoken English	8:40		Prathamesh
9	Minalini	FYBA	191204	TOEFL	09:05		minalini
12	Sarina	SUBA	181136	self study	11:00		Sarina
11	Rohit Singh			learning	2:00	3:30	Rohit
12	Sasha F.	SUBS	8205	GRE	8:40	2:50	fernandes
13	Sona Jobraj	FYBSc	241	presentation			sona
14	Jewel Elza Joy	FYBSc	19827	presentation			Jewel
15	Nikhil	FYBSc	2250	segd		3:00	Nikhil
16	Javi	FY-CSC	338	learning		3:24	Javi
17	Misbah	FY	310	learning		3:24	Misbah
	Yusuf (Coban)	SYBA	199520	learning		2:10	yusuf
19	Aishwarya	MSc-I	198314	learning		2:45	Aishwarya
20	Abhishek	FY IT	195256			2:55	Abhishek
24	Infant	FY BSc	172007	conversation	2:30	3:00	Infant
25	Ayesha	MSc I	198316	conversation	03:15		Ayesha
16-01-2020							
1	Sarah B	SYBA	181008	Discussion	8:20		Sarah
2	Ravindra	Ex Prom	172	Spoken English	8:20		Ravindra
3	Ashish	MSc I	198320	Spoken English	8:27		Ashish
4	Rishi Sogam	SYBA		Reading	8:30		Rishi
5	Jidnyasa	MSc I	198319	learning	8:45		Jidnyasa

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S.No	Name	Class	UID	Activity	In	Out	Sign
6	Prathamesh	MSc-I	198305	Spoken English	8:50	9:25	<i>Prathamesh</i>
7	Aditi	MSc-I	1983	Spanish	8:50	9:30	<i>Aditi</i>
8	Ayesha	MSc-I	198316	Grammar	9:00		<i>Ayesha</i>
9	Minimalini	FYBSc	191204	TOEFL	09:45		<i>minimalini</i>
10	Lara	FYJC	33268	language	9:36	10:30	<i>Lara</i>
11	Janis	FYJC		language	9:30	10:30	
12	Anette	SYBA	181011	language	10:30	11:00	<i>Anette</i>
13	Jenis	SYBA	181095	language	10:30	11:00	<i>Jenis</i>
14	Hridika	FYJC	33548	Japanese	10:48	11:07	<i>Hridika</i>
15	Ausca	SYBA	181089	Language	11:10	11:30	<i>Ausca</i>
16	Shruvanti	SVBMM	183059	language	11:24	12:00	<i>Shruvanti</i>
17	Ayush	FYJC	192985	Reading	11:20		<i>Ayush</i>
18	Charvi Garg	SVMS	019	Reading	11:30	12:00	<i>Garg</i>
19	Jewel Elza Joy	FYBSc	19272	Presentation	11:35	12:00	<i>Jewel</i>
20	Sona Jobny	FYBSc	19414	Presentation	11:35	12:00	<i>Sona</i>
21	Anna Maria	FYBSc	19657	SIP	11:40		<i>Anna</i>
22	Manu Raghavan	FYJC	19501	SIP	1:00	3:30	<i>Manu</i>
23	Sarina	SYBA	181136	Self's	1:00		<i>Sarina</i>
24	RENCC	SYBA	181121	Reading	1:20	1:50	<i>RENCC</i>
25	Nikhil	FYBSc	192502	Reading	1:20		<i>Nikhil</i>
26	Savio	FYBSc	192261	SIP	1:30	3:30	<i>Savio</i>
27	Daniya	FYJC	33222	French	1:56	2:30	<i>Daniya</i>
28	Teji	SVBMM	199520	Learning			<i>Teji</i>
29	Krishnapriya	FYJC	33404	Music Review	1:59	2:30	<i>Krishna</i>
30	Anna Maria	FYBSc		SIP	2:00		<i>Anna</i>
31	Akshayee	FYBSc	192370	Lang	2:05		<i>Akshayee</i>
32	Carolina Soi	FYJC	33865		2:06		<i>Carolina</i>
33	Jay	FYJC(sc)	338	Learning	2:50	3:17	<i>Jay</i>
34	Miskah-mulla	FYJCSC	310	Learning	2:50	3:17	<i>Miskah</i>
35	Rohit Singh	Hindi diploma		Learning	2:50		<i>Rohit</i>



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S.No	Name	Class	UID	Activity	In	Out	Sign
17-01-2020							
1.	Muskan	FYBA	191204	ToCPL	08:50		Muskan
2.	Susah B	SYBA	181008	Discussion	8:50	9:40	Susah
3.	Ravindra	Er Bcom	102	Spoken Eng	8:20		Ran
4.	Homen	SYBA	191048	Language / work	11:30	11:50	Homen
5.	Ayush	FYBSc	192485	Reading	11:50	12:00	Ayush
6.	Merlyn K.	SYBA	181325	Discussion	12:40	12:50	Merlyn
7.	Tuaji	SYBA	191320	Discussion	1:20	1:40	Tuaji
8.	ANKIT	TyIT	175034	Reading	1:20		ANKIT
9.	Nikhil	FYBSc	192502		2:15		Nikhil
10.	Misbah	FYJC	370	Learning	2:27	3:20	Misbah
11.	Lavi	FYJC	238	Learning	2:27	3:20	Lavi
12.	Akhilshar	FYB	1912		4:5		Akhilshar
13.	Rohit Singh	Hindi/Drama			00		Rohit
18/4 2020							
1.	Prathamesh	M.Sc	19830	Reading	8:40	8:41	Prathamesh
2.	ANKIT KUM	Ty-IT		Learning		9:40	ANKIT
3.	Manu Raghavan	FYBSc	192501	SIP	10:30	11:30	Manu
4.	Siddhesh chavan	FYBSc	192587	Project	11:00	12:05	Ssc
5.	Amran belate	FYBSc	192547	Project	11:00	12:05	Amran
6.	Ash Hashim	SYBSc	197001	Grammar	11:05		Ash Hashim
7.	Carisse D'Amelo	FYBSc	192033	Language	11:50		Carisse
8.	Ashraye Roy	FYBSc	192370	Language	2:00		Ashraye
9.	Sanchi	FYJC			2:00		Sanchi
10.	Aishwarya	MSc-I	198314	Discussion	2:04	3:25	Aishwarya
11.	Dhruv	FYJC	308	Grammar	2:04		Dhruv
12.	Aditi A.N	MSc-I	11	Spanish	2:15	3:25	Aditi
13.	Jidnyasa	MSc I	19	Grammar	2:15	2:50	Jidnyasa
14.	Namrata	MSc-I	18	Grammar	2:15	3:15	Namrata





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S.No	Name	Class	UID	Activity	In	Out	Sign
15	ANKIT	Ty-IT	178034	Reading	2:40	3:30	<i>[Signature]</i>
16	Ayasha	MSc I	198316	conversation	2:15	3:00	<i>[Signature]</i>
17	Chinik	MSc I	198320	conversation	2:00	3:25	<i>[Signature]</i>
18	Ravindra	B.Com	178	Spoken English	8:30		<i>[Signature]</i>
19	Hritika	FYJC	33548	Japanese	9:30	10:30	<i>[Signature]</i>
20	Lora	FYJC	33268	Japanese	9:40	10:30	<i>[Signature]</i>
21	Janis	FYJC	33536	Japanese	9:40	10:30	<i>[Signature]</i>
22	ANKIT KURIA	Ty-IT	178034	Reading	10:09	10:30	<i>[Signature]</i>
23	Alwin	FY-BSc	192345	SIP	10:50	11:50	<i>[Signature]</i>
24	Lari	FYJC	338	Learning	11:28	11:47	<i>[Signature]</i>
25	Misbah	FYJC	310	Learning	11:28	11:47	<i>[Signature]</i>
26	Renee	SUBA	191121	Reading	1:30	3:00	<i>[Signature]</i>
27	ANKIT KU	Ty-IT	178034				
28	Savitri	FYBSc	191	SIP			<i>[Signature]</i>
29	Minalini	FYBA	191201	TOEFL		02:00	
	Rohit Singh	Hindia					<i>[Signature]</i>
21/01/2020							
1.	Ravindra	EXBcom	178	Spoken English	8:20		<i>[Signature]</i>
2.	Kevin	FYIT	195259	Grammar	8:25		<i>[Signature]</i>
3.	Karthik	FYIT	195260	Grammar	8:25		<i>[Signature]</i>
4.	Prathamesh	MSc I	198305	Spoken English	8:35		<i>[Signature]</i>
5.	Adith A. N.	MSc-I	198311	Spanish	8:35		<i>[Signature]</i>
6.	Minalini	FYBA	191201	TOEFL	08:40		<i>[Signature]</i>
7.	Chinik	MSc I	198320	Spoken English	8:45		<i>[Signature]</i>
8.	Dhruv	FYJC	308	Reading	8:00		<i>[Signature]</i>
9.	Nitesh	"	311		10:45		<i>[Signature]</i>
10.	ANKIT	TyIT	178034		9:22		<i>[Signature]</i>
11.	Hritika	FYJC	33548	Japanese	9:30	9:45	<i>[Signature]</i>
12.	Vijay	TYBA			9:30		<i>[Signature]</i>
13.	Anna	FYBSc		SIP	1:30	3:30	<i>[Signature]</i>

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S.No	Name	Class	UID	Activity	In	Out	Sign
22/01/2020							
1.	Aneca	SYBA	181089	GRG	9:15	9:15	Ja
2.	ANKIT	Ty-IT	175034	listening	9:20	9:40	g
3.	Ravindra	Rt Au	1R	spk	9:15		B
4.	vijay						
5.	Kunel	FYJC	307	conversations	10:30	11:30	Kunel
6.	Dhruv	FYJC	308	conlo.	10:30	11:30	Dhruv
7.	Abu-Husain	SYBSc	197006	Grammar & PT work	10:40	12:00	Abu-Husain
8.	Km. Hunsar	SY BSc	197006	Learning english	10:40	12:00	Hunsar
9.	Pradyumna	MA Part I	198045	learning English	10:52		Prady.
10.	Arinalan	KYBA	191204	TOEFL	11:00		Arinalan
11.	Sarah	SYBA	181008	Vocabulary	11:00	11:20	Sarah
12.	Sarina	S	36	Vocabul	11:00	11:20	Sarina
13.	Renee	SYBA	17	Vocabul	11:00	11:20	Renee
14.	Zayed	fybs	192594	SIP	11:28	11:56	Zayed
15.	Dhandashree	SYBA		writing			Dhandashree
16.	ANKIT	T. IT	17		1:00		ANKIT
17.	Pravraj Kumar	Ty	192597		2:00		Pravraj
18.	Zayed	fybs	192594	SIP	12:50	2:38	Zayed
19.	Shubham	TYBA	171132	writing	13:16	14:04	Shubham
20.	gauri V.	FYBA	191005	writing	13:16	14:04	gauri
21.	Mansi R	FYBSc	192501	SIP	13:16	3:30	Mansi
22.	Alwin Ps	FYBC	192349	SIP	13:00	3:00	Alwin
22.	Rohit Singh	Hindi Dip			13:30	3:30	Rohit
23.	RENEE	SYBA	181121	writing	2:00	3:00	Renee
24.	Vedanti	FYJC	33310	Discussion	2:00	2:10	Vedanti
25.	Saurav	FYBSc	192261	SIP	2:00	3:20	Saurav
26.	Abhishek	FY BA	198256		2:30		Abhishek
27.	Aniket	SYBMU	196020	Indivica	2:00	3:00	Aniket
28.	Reevak	FYJC	33720	Interview	2:50	3:30	Reevak
29.	Tarunya	FYJC	33679	Interview	2:50	3:30	Tarunya





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S.No	Name	Class	UID	Activity	In	Out	Sign
30	Zareen	FYJC	33722	Intern	2:50	3:30	<i>[Signature]</i>
23/01/2020							
1.	Ravindra	B.A. Hon	in	Spoken Engl	8:20		<i>Rana</i>
2.	Pradeepma	MA PART I	198045	Learning English	8:25		<i>Soft 1.</i>
3.	Dinesh	M.Sc		Vocabulary	8:25	9:45	
4.	Riteshraj	TYBA		Speech skills	8:30		<i>KRUC</i>
5.	Prathamesh	M.Sc I	198305	Spoken English	8:35	9:45	<i>Karkar</i>
6.	Karishk	B.Sc IT	195260	Grammar	8:40		<i>Ka</i>
7.	Zaffar	FYBSCIT	195295	Grammar	8:40		<i>Zaffar</i>
8.	Kevin	FYBSCIT	195259	Grammar	8:40		<i>KK</i>
9.	Abey	FYBSCIT	195220	Grammar	8:52		<i>A George</i>
10.	ANKIT	TY	1. 34		9:40		<i>[Signature]</i>
11.	Ryota	SYBA	10 21	Reading	9:50		
12.	Sasha	SYBS	2009	1KE	9:30		<i>Dam Fernandes</i>
13.	Joel	SYBA	18 50	Reading/ writing	10:50		<i>[Signature]</i>
14.	Zareen	FY	2 122	Reading	11:15		<i>[Signature]</i>
15.	Reeva	FYJC	53720	Reading	11:15		<i>[Signature]</i>
16.	Tanviya	FYJC	336679	Reading	11:15		<i>Tanviya</i>
17.	Reeba	FYJC		Reading	11:30		<i>[Signature]</i>
18.	Sonchi	FYJC		Language	1:10		<i>[Signature]</i>
19.	Reeva	FYJC	33720	Language	1:10	1:57	<i>[Signature]</i>
	Zareen	FYJC	33722	Language	1:10		<i>[Signature]</i>
	Tanviya	FYJC	33679	Language	1:10	1:45	<i>Tanviya</i>
	Renee	SYBA	181121	Reading	1:10	1:40	<i>[Signature]</i>
	Rohit Singh	Hindi D		Reading	2:00	3:20	<i>[Signature]</i>
	Manu Rajhara	B.Sc	192501	SIP	2:00	3:30	<i>[Signature]</i>
	Abhishek	FY IP	195256		2:00		
	Aayush	FY IT	195235		2:00		
	ANKIT	TY IP	175034	Reading	2:35	3:00	<i>[Signature]</i>
28.	Anika f	SYBMU	196030	Intern	2:40		<i>[Signature]</i>





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S.No.	Name	Class	UID	Activity	In	Out	Sign
23	Tulsi Kopardil	SYBA	199520	Talking	2:50		
24/01/2020							
1.	Roussel prishy	Eudem	12	From English	8:35	8:45	Roussel
2.	Chaitanya Patil	MEBIC	198045	improve English	8:30		Patil
3.	ANKIT KUTIA	Ty-IT	175034	Reading skills	8:05	11:30	ANKIT
4.	Dhanashree	SYBA		Article writing	9:20	10:10	XRCVC
5.	Dhanashree	MSc Bot		Research	9:00	11:10	Dhanashree
6.	PENGE	SYBA	181121	Reading	9:30	10:30	PENGE
7.	SARAH	SYBA	181008	Reading	9:30	10:30	SARAH
8.	Ana	FYBSC		SIP	9:45	11:30	Ana
9.	Ferman	CUKA	191671	German	10:30	11	Ferman
10.	Rohini		1149	Art	10:30		Rohini
11.	OM	SYBA	257	Reading	10:40	10:45	OM
12.	PENGE	SYBA	181121	Reading	10:50	11:30	PENGE
13.	SARAH	SYBA	181008	Reading	10:50	11:30	SARAH
14.	Dhanashree	SYBA	181286	Learning	10:50		Dhanashree
15.	Chaitanya			Reading	11:00		Chaitanya
16.	Nikhil	FYBSc	192502	Reading	11:20	11:50	Nikhil
17.	Janisha	FYBA	191028	learning	11:20	11:55	Janisha
18.	Ankar	FYBSc	192547	learning	11:20	11:55	Ankar
19.	Alisha	FYBA	191147	learning	11:20	11:55	Alisha
20.	Mansi	FYBSc	192501	SIP	12:00	5:30	Mansi
21.	Dhanashree	SYBA		Writing skills	12:40		XRCVC
22.	Rohini Singh	Hindi D		Reading	12:50		Rohini
23.	PENGE	SYBA	181121	Writing	12:50	2:00	PENGE
24.	Aniket	DYBSc	194000	Interview	1:10		Aniket
25.	Nayraj	FYBA					Nayraj
26.	Jesal	SYBA	181095	Speeches	1:13		Jesal
27.	ANKIT KUTIA	Ty-IT	175034	Reading	2:00		ANKIT
28.	Dhanashree	SYBA		Writing skills	2:30		XRCVC





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Sr.	Name	Class	UID	Activity	In	Out	Sign
25/1/2020							
1.	ANKIT Kumar	Ty-IT	175034	English	9:00	9:40	[Signature]
2.	Rituraj	TYBA	171149	Learning Skills	9:00	9:40	TRCVC
3.	RENEE	SYBA	181021	GD	9:30	9:40	[Signature]
4.	SARAH	SYBA	181008	GD	9:30	9:40	[Signature]
5.	SARINA	SYBA	181136	GD	9:30	9:40	[Signature]
6.	Anna	UGEC		SIP	11:30		[Signature]
7.	Abhrajit	FYBSc	172370	Language	11:30		[Signature]
8.	Harun	FYIC	33722	Language	11:55		[Signature]
9.	Arshat	SV.DM	184030	Interview	01:30	03:30	[Signature]
10.	Ryota	SYBA	199521	GD	01:30		
11.	ANKIT	Ty-IT	175034		1:30	3:30	[Signature]
12.	Ajeesh	FYIC	33722	GD	3:40	3:50	[Signature]
13.	Alwin	FYBSc	172370	SIP	2:30	3:30	[Signature]
14.	Nagaraj	FYBA	171149	Reading	3:55		[Signature]
15.	Sanchi	FYIC	33722	Discussion	3:15	3:30	[Signature]
16.	Mishbah	FYIC	33722	Discussion	3:15	3:30	[Signature]
17.	Lavi	FYIC	33722	Discussion	3:15	3:30	[Signature]
27/01/2020							
1.	Raviash pujan	Erasmus m		Springer	8:30		[Signature]
2.	Shreya	MSc I		Springer	8:40		[Signature]
3.	ANKIT	Ty-IT	175034	Reading	9:22	10:30	[Signature]
4.	Om	TYBA	171237	Study	10:25	10:50	[Signature]
5.	Anette	SYBA	181011	Reading	11:05	11:17	[Signature]
6.	Jens	SYBA	181095	Reading	11:05	11:17	[Signature]
7.	Aurea	SYBA	181089	GRE	11:10	11:30	[Signature]
8.	Rituraj						TRCVC
9.	Tanya	SYBSc	182383	Typing	11:50	12:00	[Signature]
10.	Keerba	TYBA	171041	Discussion	12:30		[Signature]
11.	Rituraj	TYBA	171049	Dr's Consult	12:30		[Signature]




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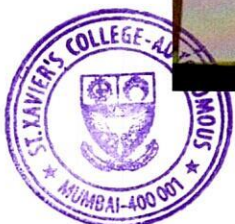
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S.No.	Name	Class	UID	Activity	In	Out	Sign	S.No.
12	Pradnya	MA	198045	Learning English	12:30		Pradnya	6
13	Aditi	FYBIC	19234	S.T.P	12:30	2:30	Aditi	7
14	ANKIT	Ty-IT	178084	Reading	1:00	3:00	ANKIT	7
15	Nagraj				2:30			7
28-01-2020								
1.	SARAH B	SYBA	181008	Presentation	8:20		SARAH	3
2.	SARINA L	SYBA	181136	Pass GD	8:20	1:00	SARINA	4
3.	Ravindra	EFBCom	IT Lam	Speech Skills	8:20			4
4.	Rituraj				8:20		Rituraj	4
5.	Dinesh	MSc Part I			8:55		Dinesh	4
6.	Aditi A. N.	MSc - I	198311	Spanish	8:45	8:55	Aditi	4
7.	Ravindra	EFBCom	111	English	8:15		Ravindra	4
8.	Pradnya	MA Part I	198045	Learning	9:20	12:00	Pradnya	10
9.	Jens	SYBA	1975	Reading	10:50	11:20	Jens	11
10.	Sasha	SYBSc	18029	Reading	10:30	11:20	Sasha	12
11.	RENEE	SYBA	(81)	1 Hr/mon	11:00	12:00	RENEE	11
12.	Aleer	SYBSc	172	Pr	11:00	11:17	Aleer	11
13.	Nagraj							11
14.	Pradnya	MA Part I	198045	Learning English	1:00		Pradnya	11
15.	Rohit Singh	Hindi D		Reading	1:10		Rohit	11
16.	Sowb	SYBSc	19200	SIP	2:10	3:30	Sowb	11
29-01-2020								
1.	Ravindra							11
2.	Pradnya	MA	198045	I.E	9:29		Pradnya	11
3.	Dinesh	MSc I	198320	Presentation	9:45		Dinesh	11
4.	RENEE	SYBA	181121	Mentoring	11:10	3:00	RENEE	11
5.	Nikhil	FYBSc	192502		11:55	12:00	Nikhil	11
6.	Mistbah	FYJC	33775	Learning	1:25	1:53	Mistbah	11
7.	Rohit Singh			Reading	1:40	3:00	Rohit	11



Pradnya



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S.No	Name	Class	UID	Activity	In	Out	Sign
6	AMEET	Ty+IT	178034	Reading	1:20		
7	Anna	FYBSc		SIP	2:30	Apr 30	Anna
30-1-20							
1.	Deepak	LLB			8:30	11:45	Deepak
2.	Kutubaj						
3.	Bianca	SJJC			8:30	8:55	Bianca
4.	Shalini	S4.B	181077	Reading	8:10	9:35	Shalini
	Ainech	MScI	08320	IN	8:50		Ainech
5.	Sarina	S4BA	181150	Self Study	8:30		Sarina
6.	Pradyumna	MA	198045	Learn English	8:25		Pradyumna
7.	Lora Elouga	FYJC Arts	33268	Conversation	9:25	10:30	Lora
8.	Janis Nag	FYJC Arts	336	con	9:25	10:30	Janis
9.	Jenis Ramiro	S4BA	1810	Reading	9:28	10:46	Jenis
10.	Rohit Singh	Hindi		Reading	9:30		Rohit
11.	Jaiy kabayari	S4BA	1810	Conversation	9:30	12:00	Jaiy
12.	Nikhil	FYBSc	1925	Conversation	1:00	2:05	Nikhil
13.	Ayush	FYJC	1925	Conversation	12:41	2:05	Ayush
14.	Raveez	FYJC			1:00	2:55	Raveez
15.	RENEE	S4BA	181121	Conversation	1:20	1:40	RENEE
16.	Shamika	FYJC	33406		1:50		Shamika
17.	Bensha	FYJC	33118		1:30		Bensha
18.	Keina Michel	FYJC	33319		1:30		Keina
19.	Reena	FYJC	33720	Conversation	1:55	2:55	Reena
20.	Zareen	FYJC	33722	Conversation	1:55	2:55	Zareen
21.	Tamiya	FYJC	33679	Conversation	1:55	2:55	Tamiya
22.	Sonchi	FYJC		Conversation	2:05	2:55	Sonchi
23.	AMEET	TyET	178034	Reading	2:22	2:50	AMEET
24.	Misbah	FYJC	33875	Discussion	2:47	3:05	Misbah
25.	Lavi	FYJC	33846	Discussion	2:47	3:25	Lavi
26.	Pradyuma	MA MSc	198095	Grammar			Pradyuma
27.	Adit A.N	MSc I4	198311	Spanish			Adit

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31-1-2020

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S.No.	Name	Class	UID	Activity	In	Out	Sign	S.No.
1.	Ravindra Poojary	Er-Bom	15	From English	8:15			12
2.	Dinesh Vadani			Vocabulary			Nora	13
3.	Rituraj	TYBA		Reading Skills			XRCVC	14
4.	Dhanashree	SYBA		Report Writing			XRCVC	15
5.	Shalini Dubey	SYBA	298	Studying	9:30		SI	16
6.)	Rohit Singh	Hindi Diploma		Reading	10:50	12:00	Rohit S	17
7.	Sarina	SYBA	181130	S-S	11:00	11:30		18
8.	Renee	SYBA	181121	S-S	11:00	11:30		19
9.	Sarah	SYBA	181000	S-S	11:00	11:30		20
10.	Rebecca	SYBA	181025	Report Writing	11:00		Rebecca	21
11.	Akanksha	FYBA	191264		11:25	12:00	Akanksha	22
12.	RENEE	SYBA	181121	Learning	1:05	3:05	Renée	23
13.	Dhanashree	SYBA			1:00		XRCVC	24
14.	Parvez	FYJC			2:20	3:20	Parvez	25
15.	Sanchi	FYJC			2:33		Sanchi	26
16.	Rista Sanyal	SYBA	191101		2:33		Rista	27
17.	Tuji Kobayashi	SYBA	191100		2:30		Tuji	28

01-02-2020

1.	Ravindra	Er-Bom	15	Spoken English	8:15		Ravi
2.	Bianca	SYJC		C-D	8:30		Bhattiar
3.	Lisa	SYJC			9:15		Lisa
4.	Ashle	SYJC			9:15		Ashle
5.	Shanaya	SYJC			9:15		Shanaya
6.	Sarina	SYBA	181130	S-S	11:00	11:30	Sarina
7.	RENEE	SYBA	181121	S-S	11:00	11:30	Renée
8.	Nikhil	FYBSC	192502		11:10	11:10	Nikhil
9.	Renee	SYBA	181121	S-S	1:20	1:50	Renée
10.	Sanchi	FYJC		Language	1:43	3:22	Sanchi
11.	Parvez	FYJC			1:55	3:20	Parvez





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S.No	Name	Class	UID	Activity	In	Out	Sign
12	Kunai Malkani	FyJC	307	writing	2:02	3:22	<i>[Signature]</i>
13	Dhruv Pandey	FYJC	308	writing skill	2:6	3:22	<i>[Signature]</i>
14	ANKIT	TyIT	175034	Acadg	2:30	3:22	<i>[Signature]</i>
15	Misbah	FYJC	33775	Learning	2:40	3:22	<i>[Signature]</i>
16	Lavi	FYJC	33846	Learning	2:40	3:22	<i>[Signature]</i>
17	Ajiv	FYBSc	192485	SIP	8:53		
18	Misbah	FYJC	33775	Learning Japanese	9:09	9:30	<i>[Signature]</i>
19	Dinesh	MSc I	198320	mt	9:00	10:30	<i>[Signature]</i>
20	Sarina	S4BA	181136	G.D	10:50	11:20	<i>[Signature]</i>
21	Anna	F4BSC	192657	SIP	10:45	12	<i>[Signature]</i>
22	Tuji	SYBA	199520	Conversation	1:00		<i>[Signature]</i>
23	Misbah	FYJC	3775	Conversation	1:15	2:30	<i>[Signature]</i>
24	Lavi	FYJC	3846	Conversation	1:15	2:30	<i>[Signature]</i>
25	Zoya	FYJC	3815	Conversation	1:15	2:00	<i>[Signature]</i>
26	Rohit Singh	Hindi D		Reading	2:20	3:28	<i>[Signature]</i>

04-02-2020 (S.A University Student
begin Intensive English until 14-02-2020, 9am to 3pm)

1	Bianca	SYJC		G.D	8:30		<i>[Signature]</i>
2	Ravindra	ErBum	112	Spoken English	8:25		<i>[Signature]</i>
3	Dipak	LL.B			8:40		<i>[Signature]</i>
4	Tanmay	FYJC			8:55		<i>[Signature]</i>
	Dinesh	MSc I	198320		8:57		
5	Manaya	SYJC			8:50	9:00	<i>[Signature]</i>
	Shalini	SYB.A	181071	Studying	8:10	9:20	<i>[Signature]</i>
	Rohit Singh	Hindi D					



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05-02-2020

S.No.	Name	Class	UID	Activity	In	Out	Sign
1	Bianca	SYJC			8:30		Bhutta
2	Aditi A.W.	Msc-I	198311	Presentat ⁿ	8:30		
3	Shanaya A.C.	SYJC		Learning.	8:45	9:50	Shanaya
4	Md. Parvez	FYJC			3:00	3:30	Parvez

07-02-2020 (Soka students off to Chennai)

1.	Ravindra	F.B.M	12	Spoken English	8:30		Ravi
2.	Bianca	SYJC			8:30		Bhutta
3.	Jean	SYJC		French	9:00	9:05	Jean
4.	Lavi	F.Y.JC		Japanese	11:19		Lavi
5.	Misbah	F.Y.JC		Japanese	11:19	11:57	Misbah
6.	Sanchi	F.Y.JC		Japanese	11:19	11:50	Sanchi
7.	Shanaya	FYP			11:25	11:51	Shanaya
8.	Misbah	F.Y.JC	33775	Japanese	2:00	3:20	Misbah
9.	Sanchi	F.Y.JC	133846	Japanese	02:06	3:20	Sanchi
10.	Lavi		088	Japanese	02:06	3:20	Lavi
11)	Aniket	SYPMS	180		2:00	3:00	Aniket
12)	Aditya Kumar	SYPMS	174028	G.D.s	2:00	3:00	Aditya Kumar
13)	ANKIT kumar	TyIT	128034	Reading	3:00	3:00	ANKIT
14)	Nikhil	FYBSc	192902	Translation	1:50	2:45	Nikhil
15)	Ayush	FYBSc	192105	Conversations	1:50	2:05	Ayush
16)	Misbah	FYJC	33775	Japanese	1:50	2:34	Misbah
17)	Lavi	FYJC	33846	Japanese	1:50	2:34	Lavi
18)	Ryota Sgawa	SYBA	19921	Talking	2:37		Ryota

10-02-2020.

①	Omisha Yashwanth	Msc I	198320	English Conversation	8:45		Omisha
②	Parvez	FYJC			3:00	3:30	Parvez
3)	ANA	FYBSC		SIP	1:30	3:30	ANA
4)	Sanchi	FYJC			3:05	3:30	Sanchi

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11-02-2020

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S.No	Name	Class	UID	Activity	In	Out	Sign	
1	Ravindra	Ex-Bun	12	Spoken English	8:10		<i>[Signature]</i>	
2	Other	MSEI	198320	Spoken English	8:10		<i>[Signature]</i>	
3	A	(Soka begins session early)						
4	P							

12-02-2020

1	Ravindra	Ex-Bun	12	Spoken English	8:35		<i>[Signature]</i>
2	Alwin Raj	FYBCL	192349	SIP	1:30	3:30	<i>[Signature]</i>
3	RENEE	SYBA	181121	Reading	2:00	2:50	<i>[Signature]</i>

13-02-2020

1	Ravindra	Ex-Bun		Spoken English	8:15		<i>[Signature]</i>
2	Sarah Barkege	SYBA	81008	Misc	8:15		<i>[Signature]</i>
3	Janhavi D.	F.Y.T	3237		9:27		<i>[Signature]</i>
4	Hritika C	F.Y.T	3548		9:35	10:00	<i>[Signature]</i>
5	Dipak	B.L.B	B-24	Grading	10:45	11:50	<i>[Signature]</i>
6	Satchi	F.Y.T		Japanese	3:6	3:27	<i>[Signature]</i>

14-02-2020

1	Ravindra	Ex-Bun	12	Spoken English	8:40		<i>[Signature]</i>
2	Sarina	SYBA	181136	GD	8:20	8:50	<i>[Signature]</i>
3	Alwin	F.Y.BCL	192359	SIP	2:30	3:30	<i>[Signature]</i>
4	Mishal	F.Y.J.C	310	Japanese	2:15	2:20	<i>[Signature]</i>
5	Sau	F.Y.J.C	338	Japanese	2:15	3:20	<i>[Signature]</i>
6	Satchi	F.Y.J.C	018	Japanese	2:15	3:20	<i>[Signature]</i>
7	Zafed	F.Y.BCL	192594	SIP	2:10	3:16	<i>[Signature]</i>

17-02-2020

1	Ravindra	Ex-Bun	12	Spoken English	8:30		<i>[Signature]</i>
2	Ryota Sijun	SYBA	199521	Reading	7:10	8:30	<i>[Signature]</i>



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S.No	Name	Class	UID	Activity	In Date	Sign
	Rohit Singh	Hindi Diploma		Reading	20/12/20	Rohit
	ANKIT KUMAR	Ty-IT	128054	Reading	10/12/20	A
	Ashutosh Marathe	SE-BMV	184020	-	12/12/20	A
	Zayed	fybse	192547	SIP	2/3/21	Zayed
	Pranav	MA First I	198095	A.D	12/02/21	Pranav
	RENEE ROSARIO	S4BA	181121	GD	1:00 2:00	Renee
	Dhruv	FYJC	308	English	2:05 3:25	Dhruv
	Lavi		338	Japanese	2:05 3:25	Lavi
	Misbah		310	Japanese	2:05 3:25	Misbah
	Sanchi	FYJC	08	Japanese	2:15 3:25	Sanchi
	Pareez	FYJC		English	2:20	Pareez
	Erji	S4BA	194520	English	2:20	Erji
	Riya Sagar	STB	199521	Reading	2:20-3:20	Riya
02/20						
1.	Alexandra			English	8:3-9:30	Alexandra
2.	Sarini K.	S4BA	181136	GD	9:30 8:50	Sarini
3.	Ashraf	MA I	198320	Hyphen English	8:40	Ashraf
4.	Gaussi U.	FYBA	191005	Reading for SIP	10:00	Gaussi
5.	Shubham G.	TYBA	171132	Writing	10:30	Shubham
6.	Sragun. Soni	FYBSc.	192559	URE	11:00	Sragun
7.	Pareez	S4JC		English	12:00	Pareez
8.	Sanchi	FYJC		Japanese	1:45	Sanchi
22/02/2020						
1.	Manisha P. J.	Ex-Burm	17	Spoken English	9:00-9:45	Manisha
2.	Ashrayee Ray	Long FYBSc	15192870	Language	11:10	Ashrayee
3.	Ana	FYBSC		SIP	11:10 12:00	Ana
4.	Alwin	FYBSc	192355	SIP	2:30 3:30	Alwin
5.						

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24/02/2020

SNo.	Name	Class	UID	Activity	In	Out	Sign
1	Dipak	BLS BLB	8-24	Communi	8:25		Pupak
2	R. Ravindra	FYBum	12	Spoken English	8:25		R
3	Prathamesh	MSc.	198605	Spoken English	8:35	8:15	Kavakar
4	JoEL-A	SYBA	181060	Grammar	8:50		Joel
5	Dinosh	MSc	198820	Spoken English	9:10		Dinosh
6	Sai	SYBA		Listening			SAI VC
7	Yashvi	FYBA	191174	Language	10:35	11:20	Yashvi
8	Rohit Singh	Hindi D			11:30	12:00	Rohit
9	Rohit Singh	Hindi Diploma			1:00		Rohit
10	RENEE ROSARIO	SYBA	181121	Self Study	1:00	2:30	RENEE
11	Alwin RG	FYBSC	192349		1:20	2:20	Alwin
12	Savitri Bastin	FYBSC	192261		1:15	3:15	Savitri

25/2/2020

1)	Dipak	BLB	8-24	Voluntary	7:45	10:05	Pupak
2)	Sarah Barboze		181008	Reading	8:5		Sarah
3)	R. Ravindra	FYBum	12	Spoken English	8:15		R
4)	Prathamesh	MSc.	198305	Spoken English	8:35	9:40	Kavakar
5)	Dinosh	MSc	198820	Spoken English	9:00	9:40	Dinosh
6)	RENEE	SYBA	181121		9:40		RENEE
7)	Ana	FYBSC		SIP	11:30		Ana
8)	Vrunda	SYBA	181279		1:00		Vrunda
9)	SARAH BARBOZE	SYBA	181008	Reading	1:15	2:00	Sarah
10)	Savitri Bastin	FYBSC	192261	SIP	1:20		Savitri
11)	Zuli Kobayashi	SYBA	199520	Discussion	1:20	3:25	Zuli
12)	Saiel Puronik	SYBA	181323	Movie watching	1:00	3:10	Saiel
13)	Riona Rodrigues	FYBSC	192083	Movie description	1:00	3:10	Riona
14)	RENEE	SYBA	181121	Reading	1:15	2:00	RENEE
15)	M/Sbal	FYJC	310	Learning Japanese	2:35	3:25	M/Sbal
16)	Jawi	FYJC	338	Learning Japanese	2:35	3:25	Jawi

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26/02/2020 46

Sr.	Name	Class	UID	Activity	In	Out	Remarks
1.	Rishinatha	K. & B. Com	311	Spoken English	8:15		
2.	Austin	SYBSc	182276	Speaking	8:00	8:50	
3.	Xena	FYBMS	194134	Diagnostic	10:00	10:30	
4.	Atharva	FYBMS	194147	Diagnostic	10:00	10:30	
5.)	Rohit S	Hindi Diploma		Reading	10:00	12:00	
6.	Nikhil	FYBSc	192502	GD	10:00	10:30	Nikhil
7.	Ayush	FYBSc	192485	GD	10:00	10:30	Ayush
8.	Ankit	TYBSc IT	175034	GD	10:01		
9.	Savah	SYBA		Eng Lit. Mentoring	10:30		
10.	pooja.	L.L.B	Asmita, clg.	spoken english	1:00	3:30	Pooja
11.	Manu	FYBSc	192501	SIP	1:00	3:30	Manu
12.	W	SYBA	199570	Group	2:30		
46							
1.	Rishinatha	F. & B. Com	311	Spoken English	8:30		
2.	Prathamesh	M	19115	Spoken English	8:45	10:10	Prathamesh
3.	Janhavi		31137	Spoken English	9:34		
4.	Ana	FYBSc	19265	SIP	9:15		Ana
5.	Sasha	SYBSc	182009	French	9:40	10:20	
6.	Dhruv	FYJC			11:00		Dhruv
7.	Nilesh	"			10:50		Nilesh
8.)	Omkar	FYBSc	192547	SIP	11:30	11:50	Omkar
9.)	Siddesh	FYBSc	192587	SIP	11:30	11:50	Siddesh
10.)	pralyn	MA PART one	198045			12:58	Pralyn
11.)	Subrita	SYBA	181082	Reading	1:00		Subrita
12.)	RENCE	SYBA	181121	Discussion	1:00	2:00	Rence
13.)	Savah	SYBA	181008	Discussion	1:10	2:00	Savah
14.)	Aniket	SYBMS	186030	Discussion	1:00		Aniket
15.)	Annamaria	FYBMS	199008	SIP	1:15		Annamaria
16.)	Abhishek	FYBSc	192370	Language	1:50		Abhishek
17.	Ana	FYBSc		SIP	1:50	3:30	Ana





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28/02/2020

Sr No	Name	Class	UID	Activity	In	Out	Sign
1.	R. Savindha	Ex-Bcom	172	Spoken English	8:20		Ravi
2.	SARAH BARBOZE	SYBA	181008	Reading	8:30	8:50	Ravi
3.	Dipak Gaikwad	LL.B	B-24	Vocabulary	8:35		Ravi
4.	Chinik	MSc I	198320	Spoken English	8:45		Ravi
5.	Nag Raj	F.V-BA	191351	Reading	9:00		Ravi
6.	Prathamesh	MSc I	198305	Spoken English	9:10		Kuskar
7.	Sasha	SUBSC	182009	French	9:45	10:30	Ravi
8.	Rohit Singh	Hindi D		Reading	10:15		Ravi
9.	Yash Kabayashi	SYBA	199520	Writing	10:20		Ravi
10.	ANKIT KUMAR	Ty-IT	175034	Reading	10:00	10:30	Ravi
11.	Jenir Rumao	SYBA	181095	Reading	10:47	11:10	Ravi
12.	Anette John	SYBA	1810	Reading	11:05	11:19	Anette
13.	Anna	F.V			10:15	10:30	Ana
14.	RENEE	BA	181121		1:10	3:10	Theresa
15.	Dhumi Nishar	UBM	183034	German	1:10		Theresa

29/02/2020

1.	Gaikwad Dipak	LL.B	B-2	Vocabulary	8:45	10:35	Ravi
2.	Sasha Fernandes	SUBSC	182009	GRE	9:15	10:15	Ravi
3.	Sukanta	SYBA	181082	Mentoring	9:00		XAVC
4.	Dinash	MSc PI	198320	Speech Writing	9:00		Ravi
5.	Anna	FUBSC		SIP	10:30		Ana
6.	Yash	SYBA	199520	Writing	1:20		Ravi
7.	Kunal	FVJC	307	Speaking	11:30	12:00	Ravi
8.	Dhruv	FVJC	308	Speaking	11:30	12:00	Dhruv

02/03/2020

1.	R. Savindha	Ex-Bcom	172	Spoken English	8:30		Ravi
2.	Rohit Singh	Hindi		Reading	8:45	1:40	Ravi
3.	Dipak Gaikwad	LL.B	B-24	Vocabulary	9:30		Ravi
4.	Sanchi Bansal	FVJC		Group Dis	10:24		Ravi

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02/03/2020. 48

Sn	Name	Class	UID	Activity	In	Out	Sign
1	Ravindra	EvBlum	102	Spoken Eng	8:15	9:20	R
2	Sarina	SYBA	181139	GD	10:00		R
3	Dipak	LL.B	B-24	vocabulary	10:05		R
4	Rohit Singh	Hindi D		Reading	10:35		R
5	Pradyumn Reddy	Mn Part I	193045	(English)	1:00		R
6	Akanksha	FYBA	191264		1:33	2:10	R
7	Mihah	FYJC	310	Japanese	1:51	3:26	R
8	Sanchi	FYJC	018	Japanese	1:51	3:26	R
9	Gaitwad Dipak	LL.B	B-24	vocabulary			

04/03/2020

1	Gaitwad Dipak	LL.B	B-24		9:45		R
2	Anette John	SYBA	2101	Reading	10:55	11:11	R
3	Joris Kumao	SV	1096	Reading	10:55	11:11	R
4	Anna Maria	FYSC	2657		1:15		
5	Akanya Roy		1070	Language	1:15		

05/03/2020

1	Ravindra Poojary	EvBlum	102	Spoken Eng	8:20		R
2	Dipak Gaitwad	LL.B	B-24	vocabulary	9:25		R
3	Rohit Singh	Hindi D			10:55		R
4	Pradyumn	English			2:00		R

06/03/2020

1	Ravindra Poojary	EvBlum	BTL	Spoken R	8:15		R
2	Prathamesh	M.Sc.	198305	Spoken English	9:5		R
3	Gaitwad Dipak	LL.B	B-24	vocabulary	9:50	12:00	R
4	Adih A.N.	M.Sc.	198311	English	10:15	10:15	R
5	Jidnyasa Toze	M.Sc.	198319	English	11:00	11:15	R
6	Sanchi	FYJC		Japanese	2:13		R



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FIRST C.I.A. 2019

Roll No. _____

Day: _____

Duration: 45 Minutes

Date: _____ CLASS: _____

Max. Marks: 20

SUBJECT: _____

COURSE NO. _____

Q.1 Read these newspaper reports and put the verbs into the most suitable form.
(Marks: 05)

<p>[1] The Taj Fire Hotel Taj (1) (damage) In a fire last night. The fire, which (2)..... (discover) at about 9 O' Clock, spread very quickly. Nobody (3).....(injure),but two people had to(4)..... (rescue) from an upstairs room . A number of paintings (5)..... (believe/ destroy).</p>	<p>[3] Road Delays Repair work started yesterday on Bandra Kurla Road. The road (1).....(resurface) and there will be long delays. Drivers (2).....(ask) to use an alternative route if possible. The work (3).....(expect) to last two weeks. Next Sunday the road (4).....(close) and Traffic(5).....(divert)</p>
<p>[2] Shop Robbery In Andheri yesterday a shop assistant (1).....(force) to hand over Rs. 500,000 after (2)..... (threaten) by a man with a knife. The man escaped in a car which(3).....(steal earlier in the day. The car (4)..... (later/find) in a car park where it (5).....(abandon) by the thief.</p>	<p>[4] Accident A woman (1).....(take) to hospital after her car collided with a truck near Marine Drive yesterday. She (2).....(allow) home later after treatment. The road (3).....(block) for an hour after the accident, and traffic had to (4).....(divert). A police inspector said afterwards: "The Woman was lucky. She could (5).....(kill)."</p>





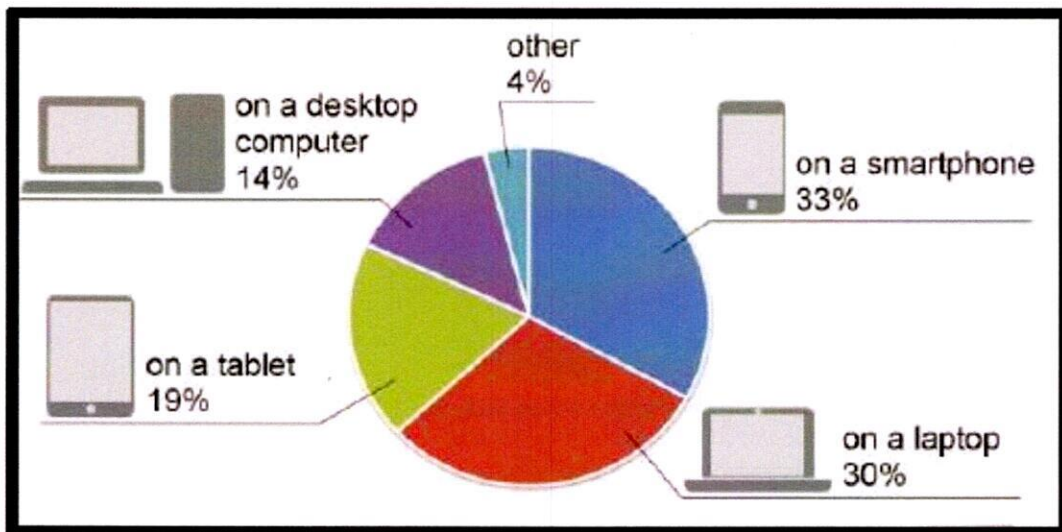
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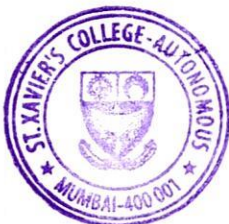
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Q.2 This graph shows the results of a January 2020 survey about preferred devices for accessing the internet by people aged 16 and above. Write a paragraph (150-200 words) describing the graph. (Marks: 10)



Q.3 Write one word for the following.

(Marks: 05)



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English Diagnostic Test
Language Lab 2019
Total Points: 50

Class/ Division:

UID:

Subject Combination:

Date:

Part 1: Listening Comprehension (8 points)

1. 'Our role within nature should be one of commercialization.' True or false? _____
2. What must we change according to the writer? _____
3. What must we respect? _____
4. What will majorly affect climate and ecology? _____
5. 'The nature of industrialism and capitalism is constructive.' True or false? _____

Part 2: Listening Comprehension (7 points)

1. How old is acupuncture? _____ What is its origin? _____
2. According to the Chinese, what is health? _____
3. How many main meridians have been mentioned in the passage? _____
4. Does an acupuncturist on being consulted ask about medical history? _____
5. What use of acupuncture has received the most attention by doctors in the West? _____

Part 3: Reading (10 points)

Education systems all over the world are based on the idea that students get and remember information from teachers and books. These systems test this knowledge with standardized tests which compare students to each-other. They only test the kind of information which is possible to measure in tests. The goal is gaining information, not developing skills by which to use and make information.

Most education systems in the world are designed to make students remember things. One reason is that schools feel the need to compare students. They do this by giving tests. They want to be able to give grades and decide which students are smart and which are not. They function as a sorting mechanism for society. From the earliest grades, students are put on tracks that will decide their futures. Another reason schools like to make students remember things is that by doing so they will be able to test their knowledge and determine if they remember or not. They believe that if students remember things it is the same as understanding those things.

Einstein said "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world". All the knowledge in the world is useless unless you are able to use information in creative ways. Knowledge is what other people have created. Understanding is all about what you think about something. Everybody sees, hears, feels, and thinks differently. No two people in the world have the same understanding of the same thing. It



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is impossible to give tests on a point of view. Because of this, tests are illogical. The only reason tests exist is to label students as "smart" or "stupid."

Most people in the world believe that education is about remembering things to take tests which measure one's performance against other people who have studied the same information. However, this idea no longer matches the reality of the modern world in which knowledge is less important than creativity and deep understanding. To be successful in the age of technology, education must focus on helping students gain information management and innovation skills.

Number the sentences indicating their correct order according to the above passage:

- Most people in the world believe that education is about remembering things to take tests which measure one's performance against other people who have studied the same information. ()
- Understanding is all about what you think about something. ()
- The goal is gaining information, not developing skills by which to use and make information. ()
- To be successful in the age of technology, education must focus on helping students gain information management and innovation skills. ()
- Another reason schools like to make students remember things is that by doing so they will be able to test their knowledge and determine if they remember or not. ()

Part 4: Writing (10 points)

Write briefly about:

(a) My family –

(b) My favorite book/movie –

(c) My best childhood memory –

(d) Things I love doing –

(e) Things I need to improve on –



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Part 5: Grammar (10 + 5 = 15 points)

A) Number the words in correct order to form meaningful sentences. The first one is done for you.

E.g. 5 3 1 2 4
 Test/my/this/is/class

- (a) Had all their/bright condition/they still/classroom skills in
- (b) They/gone/have/to/match/a/see
- (c) Real mother/suffering found/the love and affection/the sick and the/in Mother Teresa/of a
- (d) That it/its knowledge/of our civilisation/does not know/with/the great defect/is/what to do
- (e) Those who/in life/get glory/only/work hard/and success

B) Briefly describe St. Xavier's College canteen.

OR

"My first day on St. Xavier's campus." Narrate.



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END SEMESTER EXAMINATION 2019

Roll No. _____

Day: _____

Duration: 2 Hours

Date: _____

CLASS: _____

Max. Marks: _____

SUBJECT: _____

COURSE CODE: _____

PART ONE

(20 Marks)

Q 3. Write a job application in response to ANY ONE of the job openings below as advertised on a job portal.

A.

Job Opening: Research chemist, SGA Research Laboratories, Hyderabad, Telangana

Job Profile: Principal responsibility is the synthesis, purification, and identification of chemical intermediates and target compounds.

Nature of Internship: Research chemists create and improve processes and products, such as cosmetics, electronics and drugs. Chemical compounds make up everything found in nature, and a research chemist examines those compounds to determine how they interact with other chemicals. This process can help research chemists improve everyday human life by giving the findings practical applications, like developing new medicines and disease treatments. The results can also be used to improve current scientific developments or to further, enhance or re-evaluate current scientific theory. Research chemists utilize advanced lab equipment and computers to conduct their analyses

Job Duties - In most cases, a research chemist works as part of a team or within a research and development department. Research chemists often test a company's current products or examine a laboratory's current means of testing to find out if they can be improved. Once they complete testing, their results get reported to other members of the department or team. If necessary, further evaluation and testing occur. Their duties also can include maintaining reports, documents and files regarding testing. In addition to testing and improving previous products and procedures, research chemists may develop new products.



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Preferred qualifications: The candidate is expected to demonstrate expertise in both the theoretical and practical aspects of organic chemistry. **Experience:** 1 2 Years experience in Medicinal Chemistry/Process Chemistry/Synthetic Chemistry in contract research organization. **Qualification:** M.Sc. (Organic Chemistry),

B.

Job Opening: Software Engineering Manager, YouTube Living Room Team, San Bruno, CA, USA

Job Profile: As a Software Engineering Manager you will manage your project goals, contribute to product strategy and help develop your team. SWE teams work all across the company, in areas such as information retrieval, artificial intelligence, natural language processing, distributed computing, large-scale system design, networking, security, data compression and user interface design.

Preferred qualifications: Experience with Agile development process. Strong development experience in C/C++ and/or Java, including Python and JavaScript. Strong analytical skills with previous experience working with large scale distributed/cloud based systems. Demonstrated expertise in problem-solving and technical innovation. Background in web applications, mobile applications, and multi-tiered systems.

C.

Job Opening: Project Assistant, Geology, ISM Dhanbad, Jharkhand

Job Profile: Geologist: Roles and Responsibilities: The process of understanding and working with soil and rock, underground water, site and structural conditions, in relation to a construction project, is known as geotechnical engineering. In their professional capacity, geotechnical engineers plan and design the structures for buildings, roads, embankments, canals and hundreds of other construction projects. Beyond their construction role, the geotechnical engineer will also deal with geological hazards like landslides, soil erosion and, in some extreme conditions, earthquakes.

Preferred qualifications: Essential Qualification :B.Sc. in Geology/Applied Geology or Equivalent Degree in Earth Sciences. Desirable Qualification Working knowledge in geochemical and isotope geochemical laboratory; Field Experience in Archean craton(s); M.Sc. Degree in Geology/Applied Geology are desirable. Age and Relaxation (if any)

Required Skill : 2-3 Years in Laboratory & Field work in Geo tech. 2-3 Year in Preparation of Geo tech report and client interaction.



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D. Opening: Visiting Students Research Program, Jet Propulsion Laboratory, California Institute of technology

Nature of Internship: This programme is intended to orient students towards research in Mathematics. Students doing a Masters degree with a good academic record and motivation for research are invited to apply. Exceptionally good and motivated students from BSc/BTech may also apply. Please note that the VSRP programme is for students currently enrolled in a Bachelor's or Master's programme and not for PhD students or faculty members.

Work Profile: Students selected under the programme are invited to visit the Institute, and are guided through an advanced Reading Course (or other appropriate project). This will afford students an opportunity to interact with leading mathematicians of the country. There will also be special lectures aimed at introducing the students to advanced areas of mathematics. The students will have access to the Institute's library and certain other facilities during the visit.

There will be two phases of the programme; the first phase will run from May 5 to June 4, 2020, and the second will run from June 9 to July 9, 2020. Each selected student will be assigned to one of the two batches.

Selected students will be paid a monthly stipend @ Rs 7000/- per month and to and fro travel reimbursement from the place of their residence (address for correspondence mentioned in the application). Also, free shared accommodation on-or-off- campus is provided.

Students are required to apply online.

The deadline for receiving maths VSRP application forms is January 31, 2020.



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2018-19



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Academic Year 2018-19

Sr. No.	Programme Conducted	Date/Month/Duration of the Programme	Participant Student Strength
1	Workshop on Drafting Formal Letters and Emails	3/4/2019	04
2	Handling Career Interview Questions	9/4/2019	13
3	Advanced Vocabulary for Campus Conversation	11/4/2019	07
4	Crafting Effective Presentations	23/4/2019	16
5	Grammar Proficiency for International Exams	25/4/2019	07
6	Spoken English Workshop through Regional Languages	42 Hours through June, 2018	10
7	Effective English Skills through Language Laboratory: Grammar and Vocabulary	12 Lecture hours through August, 2018	07 students from FYBA
8	Effective English Skills through Language Laboratory: Interview Skills and Elocution	18 Lecture hours through September and October, 2018	07 students from FYBA
9	Intensive English Language Course	55 hours through February, 2019	07 students of Soka University, Tokyo
10	Internship through Language Lab	120 Hours through February and March, 2018	One Masters student, Ms. Kajal Barucha, SNDT University, Mumbai



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APRIL 2019

Summer Workshops 2019

Workshop	Date
Drafting Formal Letters and Emails	3/4/19
Handling Career Interview Questions	9/4/19
Advanced Vocabulary for Campus Conversation	11/4/19
Crafting Effective Presentations	23/4/19
Grammar Proficiency for International Exams	25/4/19

1. Certificate of participation will be provided after the completion of each workshop
2. Workshop Duration: 5 Hours (09:00 a.m. to 02:00 p.m.)
3. Last date for registration: February 28, 2019

Interested students can contact Ms. Jyoti. P. More at the Language Lab or email at jvoti.more@xaviers.edu for further enquiry and registrations.

OK

Jyoti
29/1/19



Jyoti



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Summer Workshop 2019

Sr. No.	Name as you want on the certificate	Email Address	Class
1	Oliver Pereira ✓	oliverpereira123@gmail.com	SYBSc
2	Rhea Banerjee ✓	rheabanerjee18dic@gmail.com ✓	SYJC A+B C
3	SHALOM PIMENTA ✓	shalompimenta@gmail.com ✓	FYBMS ✓
4	Megha B.S. Kanyal ✓	meghakanyal@yahoo.com ✓	SSC - ZAV
5	Sejal Tanishka, Saachi ✓	" " ✓	SSC - ZAV
6	Pooja Kumar ✓	poojatasunkumar@gmail.com ✓	12 th - DPS
7	Kaushika Scau ✓	scmi.kaushika@gmail.com ✓	12 th - DPS
8	Vrunda T. pais ✓	vrundatips01@gmail.com ✓	FYBA
9	Sakshi Pakhry ✓	sakship6126@gmail.com ✓	FYBMS
10	VERNON MASCARENHAS ✓	vernon.mascarenhas01@gmail.com ✓	FYBSc
11	CHARVI GARG ✓	gargcharvi08@gmail.com ✓	FYBMS
12	Kushi Naidu ✓	kushinadu779@gmail.com ✓	BTC
13	ALTHEA MARTIS ✓	janilthea@yahoo.com ✓	FYBSc
14	MITCHELLE MONTEIRO ✓	monteixomichelle2000@gmail.com ✓	FYBSc
15			
16	Anette John ✓	annette23john@gmail.com ✓	FYBA
17	TREVIN D'SOUZA ✓	dcauzatrevin@gmail.com ✓	FYBA
18	JENIS RUMAO ✓	jenisrumao@gmail.com ✓	FYBA
19	Mayura Ghate ✓	ghatemayura05@gmail.com ✓	
20			
21			
22	AVIJIT KUMAR ✓	havii7@gmail.com ✓	SYBMM ✓
23	AMAN KAYAL ✓	amanpavanKayal@gmail.com ✓	FYJC ✓
24	SWARANGI SAWANT ✓	sawantswar01@gmail.com ✓	FYBMS ✓
25	Kenneth Pinto ✓	kenneth.pinto@hotmail.com ✓	F-Y BSc ✓
26	ANSHRUTA BANERJEE ✓	anshurutabanerjee@gmail.com ✓	FYBA ✓
27	Caridice D'cunha ✓	caridicede021@gmail.com ✓	FYBA ✓
28			
29			



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Language Lab programs in the academic year 2018-19

Individual Reports

Workshop: Spoken English Workshop through Regional Language (Marathi)

Month: June, 2018

Venue: Language Lab

This workshop had participants from various age groups, especially high school to under graduate levels. The sessions included an orientation on the differences and similarities between the basics of Marathi and English. For example, Marathi has 9-11 vowel phonemes and 25 consonant sounds which is alright but there are few consonant clusters in Marathi because of which vernacular Marathi students struggled to produce sounds like -sh, or -tch. Also, Marathi stresses the first syllable in each word, therefore, Marathi students struggled with inflection and stressing the correct part of the word as English is inconsistent regarding which part of the word or sentence will be stressed.

Younger participants were found struggling with maintaining subject-verb agreement, as the verb can agree with other parts of the sentence in Marathi. Similarly, Marathi students did not change the word order between statements and questions. Hence, the participants were given exercises to highlight this difference. For example: Tula ice cream avadta? (Do you like ice cream?) Tula ice cream avadta. (You like ice cream.)

Sessions also included exercises as memory notes for the fact that there are no articles in Marathi. Activities were typically designed around the default word order used in Marathi that is SOV (subject-object-verb). The sessions had to clarify that this word order is totally unlike English, which uses SVO. Word order often became jumbled, as the student tried to use SOV in place of the English SVO while doing speech exercises during the workshop.

Workshop: Effective English Skills through Language Laboratory: Grammar and Vocabulary

Month: August, 2018

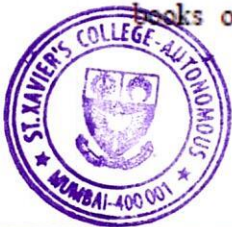
Venue: Language Lab

The academic year 2018-19 commenced with a diagnostic test administered across all divisions of FYBA. Students for the special course on Grammar and Vocabulary were shortlisted based on their performance in the test administered during their regular compulsory English lecture, EES (Effective English Skills). This course was meant to be remedial in nature where the goal was to hone the students' language skills based on LSRW. Students got the freedom to learn at their own pace with the help of language learning software installed on computers and the books on soft skills alongside regular interactive sessions at the Language Lab. The

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infrastructure of the lab made it possible for the instructor to provide assistance Individually and collectively as well.

Workshop: Internship Programme

Month: January, 2019

Venue: Language Lab

The intern was a student of M.A. Literature from SNDT College in her last Semester who was acquainted with the repertoire of activities conducted in the Lab every day depending on the students walking in like customised lecture, group discussion, presentation, etc.

The intern shadowed lectures with the coordinator, helped her with all Lab related activities like slotting Continuous Internal Assessment (CIA) lectures to students brushing up on their interview, presentation, grammar skills etc. She had to be prepared to help and mentor students as and when the need arose each new day. For structured activities, the intern's task was communicated either directly, via meetings/brainstorming session or e-mail.

The intern's goal, prima facie, was to apply what she had learnt as a part of her MA course study to the Language Lab situation. However, as this internship progressed, she had to reset some of her goals and expectations. In her words during the viva, she realised that the Language Lab "served as a springboard to many of my professional and personal goals." The students who walked in ranged from A1 level to C3 level of proficiency in English language, hence, developing good communication and listening skills, interview skills, presentation and group discussion skills etc were the yearlong ongoing sessions, all the while improving grammar along meaningful conversations and interactions.

Workshop: Intensive English Language Course

Month: February, 2019

Venue: Language Lab

Language Lab was instrumental in organizing an *Intensive English Language Course* for the students of Soka University, Tokyo as a part of the International Programme in February, 2019. The highly interactive audio visual sessions held in the Language Lab also provided a platform to the participants for interacting with St. Xavier's students from Arts, Science and Management faculties.



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The Soka Intensive English Program was a huge learning experience for Xavier's students as well while interacting with the Japanese students. They cherished the learning experience that they gained from the interactive aspects of this course. There were various section of this course like Grammar, Vocabulary, Soft Skills, Lab Activity (covering listening, speaking, reading, writing skills). We conducted a learning needs analysis of of the Japanese learners based on the information we had about the students from our CIP department. We had students across university levels as well as various disciplines. Based on this assessment, the coordinator selected the most relevant exercises that could be completed successfully in the given duration.

The students were given certificates by the CIP at the end of the course completion.

Workshop: Drafting Forma Letters and Emails

Month: April 3, 2019

Venue: Language Lab

3 April 2019 Workshop on Drafting Formal Letters and Emails

The workshop was meant to help students write effective business emails in English. The modules included provided tips on writing more professional emails as well as lessons to improve their overall English writing skills which included grammar and vocabulary skills for email writing to make students more powerful and successful in their business communication. Participants looked at different email formats to analyze tone, formality levels, and various organizational styles. Exercises contained emails of introduction, announcements, requests and emails that apologize or revise a request. In this course, students wrote and revised already drafted emails and also reviewed the emails of fellow participants.

Workshop: Handling Career Interview Questions

Month: April 9, 2019

Venue: Language Lab

The workshop began with a short orientation on the preparation and research before an interview, managing anxiety and trying to make a good impression through voice, eye contact and body language along professionalism. The participants had mock interview sessions and examined their performance through self and peer analysis. This was followed by a review of strengths and areas of improvements. The workshop also included how to tackle different types of questions and how to answer those.

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Workshop: Advanced Vocabulary for Campus Conversations

Month: April 11, 2019

Venue: Language Lab

This workshop was meant to give participants access to a richer vocabulary that is essential in helping students communicate their ideals more effectively. The module aimed at looking at various strategies to help learners expand their vocabulary including, the effective use of adjectives, phrasal verbs, word formation and modification, employing idiomatic expressions and also the use of collocations in conversational English.

Workshop: Crafting Effective Presentations

Month: April 23, 2019

Venue: Language Lab

The Presentation Skills workshop aimed at giving participants certain presentation skills tips that make speaking in public less frightening and more agreeable. This workshop included topics that participants could relate to, including how to create a compelling presentation using various types of visual aids that will engage their audience. Maximum time during the workshop was utilised in presentation drills where the presenter was reviewed by the peer group. The workshop ended with a detailed feedback and analysis by the coordinator followed by important pointers as takeaway.

Workshop: Grammar Proficiency for International Exams

Month: April 25, 2019

Venue: Language Lab

This workshop was about the needs of some of our students who begin preparing for various entrance exams during their UG. The workshop broadly focused on grammar of Standard English, the language of print, education, business and the professions. The coordinator touched on the way knowledge of grammar can help the students write clearly and this workshop was primarily about advanced grammar rather than general English.

The main approach was to help students revise some familiar ideas taught as traditional grammar and fill in the gaps in their knowledge.



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Study guide

Mohit
 FYBSc (56)

This guide is to help you decide which units you need to study. The sentences in the guide are grouped together (*Present and past, Articles and nouns etc.*) in the same way as the units in the *Contents* (pages iii-vi).

130
 56
 114

Each sentence can be completed using one or more of the alternatives (A, B, C etc.). There are between two and five alternatives each time. **IN SOME SENTENCES MORE THAN ONE ALTERNATIVE IS POSSIBLE.**

If you don't know or if you are not sure which alternatives are correct, then you probably need to study the unit(s) in the list on the right. You will also find the correct sentence in this unit. (If two or three units are listed, you will find the correct sentence in the first one.)

There is a key to this study guide on page 372.

IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

Present and past

- | | | |
|-----|--|-----------|
| 1.1 | At first I didn't like my job, but to enjoy it now.
A I'm beginning B I begin | 1, 3 |
| 1.2 | I don't understand this sentence. What ?
A does mean this word B does this word mean C means this word | 2, 49 |
| 1.3 | Robert away two or three times a year.
A is going usually B is usually going C usually goes D goes usually | 2, 3, 110 |
| 1.4 | How now? Better than before?
A you are feeling B do you feel C are you feeling | 4 |
| 1.5 | It was a boring weekend. anything.
A I didn't B I don't do C I didn't do | 5 |
| 1.6 | Matt while we were having dinner.
A phoned B was phoning C has phoned | 6, 14 |

Present perfect and past

- | | | |
|-----|---|--------|
| 2.1 | Jim is on holiday. He to Italy.
A is gone B has gone C has been | 7 |
| 2.2 | Everything is going well. We any problems so far.
A didn't have B don't have C haven't had | 8 |
| 2.3 | Sarah has lost her passport again. It's the second time this
A has happened B happens C happened D is happening | 8 |
| 2.4 | You're out of breath. ?
A Are you running B Have you run C Have you been running | 9 |
| 2.5 | Where's the book I gave you? What with it?
A have you done B have you been doing C are you doing | 10 |
| 2.6 | '..... each other for a long time?' 'Yes, since we were at school.'
A Do you know B Have you known C Have you been knowing | 11, 10 |
| 2.7 | Sally has been working here
A for six months B since six months C six months ago | 12 |

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IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

- 8 It's two years Joe.
A that I don't see ~~B~~ that I haven't seen C since I didn't see
D since I last saw 12
- 2.9 It raining for a while, but now it's raining again.
~~A~~ stopped B has stopped C was stopped 13
- 2.10 My mother in Scotland.
A grew up ~~B~~ has grown up C had grown up 13, 15
- 2.11 a lot of sweets when you were a child?
A Have you eaten ~~B~~ Had you eaten C Did you eat 14
- 2.12 Ian in Scotland for ten years. Now he lives in London.
A lived B has lived ~~C~~ has been living 14, 11
- 2.13 The man sitting next to me on the plane was very nervous. He
before. 15
A hasn't flown B didn't fly ~~C~~ hadn't flown D wasn't flying
- 2.14 Cathy was sitting in an armchair resting. She was tired because
..... very hard. 16
A she was working B she's been working ~~C~~ she'd been working
- 2.15 a car when you were living in London? 17, 14
A Had you B Were you having C Have you had ~~D~~ Did you have
- 2.16 I tennis a lot, but I don't play very often now. 18
A was playing B was used to play ~~C~~ used to play
- Future
- 3.1 I'm tired. to bed now. Goodnight. 19
A I go ~~B~~ I'm going
- 3.2 tomorrow, so we can go out somewhere 19, 21
A I'm not working B I don't work ~~C~~ I won't work
- 3.3 That bag looks heavy. you with it. 21
A I'm helping B I help ~~C~~ I'll help
- 3.4 I think the weather be nice this afternoon. 23, 22
A will ~~B~~ shall ~~C~~ is going to
- 3.5 'Ann is in hospital.' 'Yes, I know. her this evening.' 23, 20
A I visit ~~B~~ I'm going to visit ~~C~~ I'll visit
- 3.6 We're late. The film by the time we get to the cinema. 24
A will already start ~~B~~ will be already started ~~C~~ will already have started
- 3.7 Don't worry late tonight. 25
A if I'm B when I'm ~~C~~ when I'll be ~~D~~ if I'll be



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Study guide

IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY
UNIT

Modals

- 4.1 ✓ The fire spread through the building very quickly, but fortunately everybody
A was able to escape B managed to escape C could escape 26
- 4.2 ✓ I'm so tired I for a week.
A can sleep B could sleep C could have slept 27
- 4.3 ✓ The story be true, but I don't think it is.
A might B can C could D may 27, 29
- 4.4 ✓ Why did you stay at a hotel when you were in Paris? You
with Julia.
A can stay B could stay C could have stayed 27
- 4.5 ✓ 'I've lost one of my gloves.' 'You it somewhere.'
A must drop B must have dropped C must be dropping 28
D must have been dropping
- 4.6 ✓ 'I was surprised that Kate wasn't at the meeting yesterday.' 'She
..... about it.'
A might not know B may not know C might not have known 29
D may not have known
- 4.7 ✓ What was the problem? Why leave early?
A had you to B did you have to C must you D you had to 31
- 4.8 ✓ We've got plenty of time. We hurry.
A don't need to B mustn't C needn't 32
- 4.9 ✓ You missed a great party last night. You Why didn't you?
A must have come B should have come C ought to have come 33
D had to come
- 4.10 ✓ Jane a car with the money I'd won in the lottery.
A suggested that I buy B suggested that I should buy 34
C suggested me to buy D suggested that I bought
- 4.11 ✓ You're always at home. You out more often.
A should go B had better go C had better to go 35
- 4.12 ✓ It's late. It's time home.
A we go B we must go C we should go D we went E to go 35
- 4.13 ✓ a bit longer, but I really have to go now.
A I'd stay B I'll stay C I can stay D I'd have stayed 36
- If and wish
- 5.1 ✓ I'm not tired enough to go to bed. If I to bed now,
I wouldn't sleep.
A go B went C had gone D would go 38
- 5.2 ✓ If I were rich, a yacht.
A I'll have B I can have C I'd have D I had 39
- 5.3 ✓ I wish I have to work tomorrow, but unfortunately I do.
A don't B didn't C wouldn't D won't 39, 41





IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

3.4 The view was wonderful. If _____ a camera with me,
I would have taken some photographs.
A I had B I would have C I would have had D I'd had

40

5.8 The weather is horrible. I wish it _____ raining.
A would stop B stopped C stops D will stop

41

Passive

6.1 We _____ by a loud noise during the night.
A woke up B are woken up C were woken up D were waking up

42

6.2 A new supermarket is going to _____ next year.
A build B be built C be building D building

43

6.3 There's somebody walking behind us. I think _____.
A we are following B we are being following C we are followed
D we are being followed

43

6.4 'Where _____?' 'In London.'
A were you born B are you born C have you been born
D did you born

44

6.5 There was a fight at the party, but nobody _____.
A was hurt B got hurt C hurt

44

6.6 Jane _____ to phone me last night, but she didn't.
A supposed B is supposed C was supposed

45

6.7 Where _____? Which hairdresser did you go to?
A did you cut your hair B have you cut your hair
C did you have cut your hair D did you have your hair cut

46

Reported speech

7.1 Paul left the room suddenly. He said he _____ to go.
A had B has C have

48, 47

7.2 Hello, Joe. I didn't expect to see you today. Sonia said you
_____ in hospital.
A are B were C was D should be

48, 47

7.3 Ann _____ and left.
A said goodbye to me B said me goodbye C told me goodbye

48

Questions and auxiliary verbs

8.1 'What time _____?' 'At 8.30.'
A begins the film B does begin the film C does the film begin

49

8.2 'Do you know where _____?' 'No, he didn't say.'
A Tom has gone B has Tom gone C has gone Tom

50

8.3 The police officer stopped us and asked us where _____.
A were we going B are we going C we are going D we were going

50



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STUDY UNIT

- 8.4 'Do you think it will rain?' '.....'
A I hope not. B I don't hope. ~~C I don't hope so.~~
- 8.5 'You don't know where Karen is,?' 'Sorry, I have no idea.'
A don't you ~~B do you~~ C is she D are you
- ing and the infinitive
- 9.1 You can't stop me what I want.
A doing B do ~~B to do~~ C that I do
- 9.2 I must go now. I promised late.
A not being ~~B not to be~~ C to not be D I wouldn't be
- 9.3 Do you want with you or do you want to go alone?
A me coming ~~B me to come~~ C that I come D that I will come
- 9.4 I know I locked the door. I clearly remember it.
~~A locking~~ B to lock C to have locked
- 9.5 She tried to be serious, but she couldn't help
A laughing ~~B to laugh~~ C that she laughed D laugh
- 9.6 Paul lives in Berlin now. He likes there.
~~A living~~ B to live
- 9.7 It's not my favourite job, but I like the kitchen as often as possible.
~~A cleaning~~ B clean ~~C to clean~~ D that I clean
- 9.8 I'm tired. I'd rather out this evening, if you don't mind.
A not going ~~B not to go~~ C don't go ~~D not go~~
- 9.9 'Shall I stay here?' 'I'd rather with us.'
A you come ~~B you to come~~ C you came D you would come
- 9.10 Are you looking forward on holiday?
A going ~~B to go~~ C to going D that you go
- 9.11 When Lisa came to Britain, she had to get used on the left.
A driving ~~B to driving~~ C to drive
- 9.12 I'm thinking a house. Do you think that's a good idea?
A to buy B of to buy ~~C of buying~~
- 9.13 I had no a place to live. In fact it was surprisingly easy.
~~A difficulty to find~~ B difficulty finding C trouble to find
D trouble finding
- 9.14 A friend of mine phoned me to a party.
A for invite ~~B to invite~~ C for inviting D for to invite
- 9.15 Jim doesn't speak very clearly.
~~A It is difficult to understand him.~~ B He is difficult to understand.
C He is difficult to understand him.

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IF YOU ARE NOT SURE WHICH IS RIGHT

- | | STUDY UNIT |
|--|------------|
| 9.16 ✓ The path was icy, so we walked very carefully. We were afraid
A of falling B from falling C to fall D to falling | 66 |
| 9.17 ✗ I didn't hear you in. You must have been very quiet.
A come B to come C came | 67 |
| 9.18 ✓ a hotel, we looked for somewhere to have dinner.
A Finding B After finding C Having found D We found | 68 |
| Articles and nouns | |
| 10.1 ✓ It wasn't your fault. It was
A accident B an accident C some accident | 69 |
| 10.2 ✗ Where are you going to put all your ?
A furniture B furnitures | 70 |
| 10.3 ✗ 'Where are you going?' 'I'm going to buy'
A a bread B some bread C a loaf of bread | 70 |
| 10.4 ✓ Sandra is She works at a large hospital.
A nurse B a nurse C the nurse | 71, 72 |
| 10.5 ✓ Helen works six days week.
A in B for C a D the | 72 |
| 10.6 ✗ There are millions of stars in
A space B a space C the space | 73 |
| 10.7 ✗ Every day begins at 9 and finishes at 3.
A school B a school C the school | 74 |
| 10.8 ✗ a problem in most big cities.
A Crime is B The crime is C The crimes are | 75 |
| 10.9 ✓ When invented?
A was telephone B were telephones C were the telephones
D was the telephone | 76 |
| 10.10 ✗ Have you been to ?
A Canada or United States B the Canada or the United States
C Canada or the United States D the Canada or United States | 77 |
| 10.11 ✓ On our first day in Moscow, we visited
A Kremlin B a Kremlin C the Kremlin | 78 |
| 10.12 ✓ What time on television?
A is the news B are the news C is news D is the new | 79, 70 |
| 10.13 ✗ It took us quite a long time to get here. It was journey.
A three hour B a three-hours C a three-hour | 80 |
| 10.14 ✓ This isn't my book. It's
A my sister B my sister's C from my sister D of my sister
E of my sister's | 81 |



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Study guide

IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

Pronouns and determiners

- 11.1 ✓ What time shall we tomorrow? 82
A meet B meet us C meet ourselves
- 11.2 ✓ I'm going to a wedding on Saturday. is getting married. 83
A A friend of me B A friend of mine C One my friends
- 11.3 ✓ They live on a busy road. a lot of noise from the traffic. 84
A It must be B It must have C There must have D There must be
- 11.4 ✓ He's lazy. He never does work. 85
A some B any C no
- 11.5 ✓ 'What would you like to eat?' 'I don't mind. 85
- whatever you have.'
A Something B Anything C Nothing
- 11.6 ✓ We couldn't buy anything because of the shops were open. 86
A all B no-one C none D nothing
- 11.7 ✓ We went shopping and spent money. 87
A a lot of B much C lots of D many
- 11.8 ✓ don't visit this part of the town. 88
A The most tourists B Most of tourists C Most tourists
- 11.9 ✓ I asked two people the way to the station, but of them 89
could help me.
A none B either C both D neither
- 11.10 ✓ enjoyed the party. It was great. 90
A Everybody B All C All of us D Everybody of us
- 11.11 ✓ The bus service is excellent. There's a bus ten minutes. 90, 91
A each B every C all

Relative clauses

- 12.1 ✓ I don't like stories have unhappy endings. 92
A that B they C which D who
- 12.2 ✓ I didn't believe them at first, but in fact everything was true. 93
A they said B that they said C what they said
- 12.3 ✓ What's the name of the man ? 94
A you borrowed his car B which car you borrowed
C whose car you borrowed D his car you borrowed
- 12.4 ✓ Colin told me about his new job, very much. 95
A that he's enjoying B which he's enjoying C he's enjoying
D he's enjoying it
- 12.5 ✓ Sarah couldn't meet us, was a pity. 96
A that B it C what D which
- 12.6 ✓ George showed me some pictures by his father. 97, 92
A painting B painted C that were painted D they were painted





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Study guide

IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY
UNIT

Adjectives and adverbs

- 13.1 Jane doesn't enjoy her job any more. She's because every day she does exactly the same thing.
A boring ~~B~~ bored 98
- 13.2 Lisa was carrying a bag.
A black small plastic ~~B~~ small and black plastic C small black plastic D plastic small black 99
- 13.3 Maria's English is excellent. She speaks
A perfectly English ~~B~~ English perfectly ~~C~~ perfect English D English perfect 100
- 13.4 He to find a job, but he had no luck.
A tried hard ~~B~~ tried hardly ~~C~~ hardly tried 101
- 13.5 I haven't seen her for, I've forgotten what she looks like.
A so long ~~B~~ so long time C a such long time D such a long time 102
- 13.6 We haven't got on holiday at the moment.
A money enough to go ~~B~~ enough money to go C money enough for going D enough money for going 103
- 13.7 Sally is doing OK at the moment. She has
A a quite good job B quite a good job ~~C~~ a pretty good job 104
- 13.8 The exam was fairly easy - I expected.
A more easy that B more easy than ~~C~~ easier than D easier as 105
- 13.9 The more electricity you use,
A your bill will be higher B will be higher your bill C the higher your bill will be D higher your bill will be 106
- 13.10 Patrick is a fast runner. I can't run as fast as
A he B him ~~C~~ he can 107
- 13.11 The film was really boring. It was I've ever seen.
A most boring film B the more boring film C the film more boring D the most boring film 108
- 13.12 Ben likes walking.
A Every morning he walks to work. ~~B~~ He walks to work every morning. C He walks every morning to work. D He every morning walks to work. 109
- 13.13 Joe never phones me.
A Always I have to phone him. ~~B~~ I always have to phone him. C I have always to phone him. D I have to phone always him. 110
- 13.14 Lucy She left last month.
A still doesn't work here B doesn't still work here C no more works here ~~D~~ doesn't work here any more. 111
- 13.15 she can't drive, she has bought a car.
A Even B Even when C Even if ~~D~~ Even though 112, 113



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Study guide

IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

Conjunctions and prepositions

- 14.1 ✓ I couldn't sleep very tired.
A although I was B despite I was C despite of being D in spite of being
- 14.2 ✓ You should insure your bike stolen.
A in case it will be B if it will be C in case it is D if it is
- 14.3 ✓ The club is for members only. You you're a member.
A can't go in if B can go in only if C can't go in unless
D can go in unless
- 14.4 ✓ Yesterday we watched television all evening we didn't
have anything better to do.
A when B as C while D since
- 14.5 ✓ 'What's that noise?' 'It sounds a baby crying.'
A as B like C as if D as though
- 14.6 ✓ They are very kind to me. They treat me their own son.
A like I'm B as if I'm C as if I was D as if I were
- 14.7 ✓ I'll be in London next week. I hope to see Tom there.
A while I'll be B while I'm C during my visit D during I'm
- 14.8 ✓ David is away at the moment. I don't know exactly when he's coming back,
but I'm sure he'll be back Monday.
A by B until

Prepositions

- 15.1 ✓ Goodbye! I'll see you
A at Friday morning B on Friday morning C in Friday morning
D Friday morning
- 15.2 ✓ I'm going away the end of January.
A at B on C in
- 15.3 ✓ When we were in Italy, we spent a few days Venice.
A at B to C in
- 15.4 ✓ Our flat is the second floor of the building.
A at B on C in D to
- 15.5 ✓ I saw Steve a concert on Saturday.
A at B on C in D to
- 15.6 ✓ When did they the hotel?
A arrive to B arrive at C arrive in D get to E get in
- 15.7 ✓ I'm going holiday next week. I'll be away for two weeks.
A at B on C in D for
- 15.8 ✓ We travelled 6.45 train, which arrived at 8:30.
A in the B on the C by the D by
- 15.9 ✓ 'Have you read anything Ernest Hemingway?' 'No, what sort of books
did he write?'
A of B from C by

113
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117, 118
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123, 125
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IF YOU ARE NOT SURE WHICH IS RIGHT		STUDY UNIT
15.10	The accident was my fault, so I had to pay for the damage the other car. A of B for C to D on E at	129
15.11	I like them very much. They have always been very nice me. A of B for C to D with	130
15.12	I'm not very good repairing things. A at B for C in D about	131
15.13	I don't understand this sentence. Can you ? A explain to me this word B explain me this word C explain this word to me	132
15.14	If you're worried about the problem, you should do something it. A for B about C against D with	133
15.15	'Who is Tom Hart?' 'I have no idea. I've never heard him.' A about B from C after D of	134
15.16	'What time will you be home?' 'I don't know. It depends the traffic.' A of B for C from D on	135
15.17	I prefer tea coffee. A to B than C against D over	136, 59
Phrasal verbs		
16.1	These shoes are uncomfortable. I'm going to A take off B take them off C take off them	137
16.2	We're playing a game. Why don't you ? A join in B come in C get in D break in	138
16.3	Nobody believed Paul at first, but he to be right. A worked out B came out C found out D turned out	139
16.4	We can't making a decision. We have to decide now. A put away B put over C put off D put out	140
16.5	'Have you finished painting the kitchen?' 'Nearly. I'll tomorrow.' A finish it up B finish it over C finish it off	141
16.6	You can always rely on Pete. He'll never A put you up B let you down C take you over D see you off	142
16.7	Children under 16 half the population of the city. A make up B put up C take up D bring up	143
16.8	I'm surprised to hear that Sue and Paul have They seemed very happy together when I last saw them. A broken up B ended up C finished up D split up	144
16.9	I parked in a no-parking zone, but I it. A came up with B got away with C made off with D got on with	145





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'Techniques for Public Speaking' (01.06.18 - 04.06.18)

Workshop Feedback Form

TE
04-06

REVIEW GUIDELINES						
Thank you for joining the workshop. Your feedback/ suggestions/ comments are highly valuable in organizing more effective workshops in the future. Please be generous with the comments section.						
PARTICIPANT INFORMATION						
Name:	Sakshi-Anan Ghodekar			School/ College:	M.G.V.	
Date:	4-06-2018			Class:	10 th	
EVALUATION						
SCALE:	1- STRONGLY AGREE;	2- AGREE;	3- NEUTRAL;	4- DISAGREE;	5- STRONGLY DISAGREE	
	1	2	3	4	5	Comments
1. The pre-workshop communication was appropriate and informative.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I like it very much.
2. The workshop was scheduled at a suitable time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	time was suitable.
3. The teaching techniques were appropriate and satisfactory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	teaching techniques are best.
4. The workshop material was presented in a clear and organized manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	material help me.
5. The presenter trained us in an informative, appropriate and satisfactory manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I learn methods of presentation skill.
6. Handouts (if provided) were clear and useful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It is useful.
7. Overall, the session was informative and valuable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I enjoy every session.
8. In what ways could this workshop have been improved to better suit your needs?						If no. of day will be increase then it will be good.
9. Would you recommend this session to a classmate?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>		
10. Please suggest other workshops that would be useful to you in the future.						Tafel & interview workshop.
11. Other comments.						It was best.

sakshighodekar22112@gmail.com





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Workshop Feedback Form

REVIEW GUIDELINES						
Thank you for joining the workshop. Your feedback/ suggestions/ comments are highly valuable in organizing more effective workshops in the future. Please be generous with the comments section.						
PARTICIPANT INFORMATION						
Name:	Nachiket A. Ghodekar			School/ College:	R.A. Bodar	
Date:				Class:	12 th	
EVALUATION						
SCALE:	1- STRONGLY AGREE;	2- AGREE;	3- NEUTRAL;	4- DISAGREE;	5- STRONGLY DISAGREE	
	1	2	3	4	5	Comments
1. The pre-workshop communication was appropriate and Informative.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The workshop was scheduled at a suitable time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The teaching techniques were appropriate and satisfactory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The workshop material was presented in a clear and organized manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The presenter trained us in an informative, appropriate and satisfactory manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Handouts (if provided) were clear and useful.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Overall, the session was informative and valuable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. In what ways could this workshop have been improved to better suit your needs?						This workshop is best for me. If you ask personally what's the problem, so you came for so it is good to you improve and remove the problems. It about workshop topic.
9. Would you recommend this session to a classmate?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>		
10. Please suggest other workshops that would be useful to you in the future.						I like to attend workshops related to English speaking.
11. Other comments.						

nachiket4ghodekar@gmail.com





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Workshop Feedback Form

REVIEW GUIDELINES						
Thank you for joining the workshop. Your feedback/ suggestions/ comments are highly valuable in organizing more effective workshops in the future. Please be generous with the comments section.						
PARTICIPANT INFORMATION						
Name:	<u>GIRIJA P. BODHANE</u>		School/ College:	<u>MAHATMA GANDHI VIDYAMANDIR</u>		
Date:	<u>04/06/2018</u>		Class:	<u>10th</u>		
EVALUATION						
SCALE:	1- STRONGLY AGREE;	2 - AGREE;	3 - NEUTRAL;	4 - DISAGREE;	5 - STRONGLY DISAGREE	
	1	2	3	4	5	Comments
1. The pre-workshop communication was appropriate and informative.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The workshop was scheduled at a suitable time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The teaching techniques were appropriate and satisfactory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The workshop material was presented in a clear and organized manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The presenter trained us in an informative, appropriate and satisfactory manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Handouts (if provided) were clear and useful.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Overall, the session was informative and valuable.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. In what ways could this workshop have been improved to better suit your needs?						
9. Would you recommend this session to a classmate?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>		
10. Please suggest other workshops that would be useful to you in the future.						<u>Interview skills</u>
11. Other comments.						<u>gpbodhane1@gmail.com</u>





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REVIEW GUIDELINES						
Thank you for joining the workshop. Your feedback/ suggestions/ comments are highly valuable in organizing more effective workshops in the future. Please be generous with the comments section.						
PARTICIPANT INFORMATION						
Name:	<u>Madhurunda Ghodekar</u>		School/ College:	<u>Arjunan ? clam</u>		
Date:	<u>4-5-2028</u>		Class:	<u>5YBHSc</u>		
EVALUATION						
SCALE:	1- STRONGLY AGREE;	2- AGREE;	3- NEUTRAL;	4- DISAGREE;	5- STRONGLY DISAGREE	
	1	2	3	4	5	Comments
1. The pre-workshop communication was appropriate and informative.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It's very nice.
2. The workshop was scheduled at a suitable time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes, morning study is always better.
3. The teaching techniques were appropriate and satisfactory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very good teaching method.
4. The workshop material was presented in a clear and organized manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	always with me.
5. The presenter trained us in an informative, appropriate and satisfactory manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Handouts (if provided) were clear and useful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Overall, the session was informative and valuable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. In what ways could this workshop have been improved to better suit your needs?						It is perfect.
9. Would you recommend this session to a classmate?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>		
10. Please suggest other workshops that would be useful to you in the future.						interview.
11. Other comments.						No, It's very nice.



Madhu@ghodekar.mg@gmail.com
9022602932 - Madhu

NAAC SSR Cycle 4 (2015-2020):
2_2_1_LearningLevelsLangLab


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Workshop Feedback Form

REVIEW GUIDELINES						
Thank you for joining the workshop. Your feedback/ suggestions/ comments are highly valuable in organizing more effective workshops in the future. Please be generous with the comments section.						
PARTICIPANT INFORMATION						
Name:	<u>KATIA BABU</u>			School/ College:	<u>ST. XAVIER'S COLLEGE</u>	
Date:	<u>4-6-18</u>			Class:	<u>M.Sc.</u>	
EVALUATION						
SCALE:	1 - STRONGLY AGREE;	2 - AGREE;	3 - NEUTRAL;	4 - DISAGREE;	5 - STRONGLY DISAGREE	
	1	2	3	4	5	Comments
1. The pre-workshop communication was appropriate and informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The workshop was scheduled at a suitable time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. The teaching techniques were appropriate and satisfactory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The workshop material was presented in a clear and organized manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. The presenter trained us in an informative, appropriate and satisfactory manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Handouts (if provided) were clear and useful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Overall, the session was informative and valuable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. In what ways could this workshop have been improved to better suit your needs?						<i>If this workshop was having more days & more time for practicing with group discussions too, it would've been good. I would be very happy if food atleast snacks were provided :)</i>
9. Would you recommend this session to a classmate?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>		
10. Please suggest other workshops that would be useful to you in the future.						<i>Communication techniques, Public speaking Scientific writing</i>
11. Other comments.						<i>If food was there I would be more happy. food/snacks</i>

Email id: terebabuu@gmail.com



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2017-18



Study guide

7/3/2018

ANGELICA CARDOZA

This guide is to help you decide which units you need to study. The sentences in the guide are grouped together (*Present and past, Articles and nouns* etc.) in the same way as the units in the *Contents* (pages iii-vi).

Each sentence can be completed using one or more of the alternatives (A, B, C etc.). There are between two and five alternatives each time. **IN SOME SENTENCES MORE THAN ONE ALTERNATIVE IS POSSIBLE.**

If you don't know or if you are not sure which alternatives are correct, then you probably need to study the unit(s) in the list on the right. You will also find the correct sentence in this unit. (If two or three units are listed, you will find the correct sentence in the first one.)

There is a key to this study guide on page 372.

IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

Present and past

- | | | |
|-------|--|-----------|
| ✓ 1.1 | At first I didn't like my job, but to enjoy it now.
✓ A I'm beginning B I begin | 1, 3 |
| ✓ 1.2 | I don't understand this sentence. What ?
A does mean this word B does this word mean C means this word | 2, 49 |
| ✓ 1.3 | Robert away two or three times a year.
A is going usually B is usually going ✓ C usually goes D goes usually | 2, 3, 110 |
| ✓ 1.4 | How now? Better than before?
A you are feeling ✓ B do you feel ✓ C are you feeling | 4 |
| ✗ 1.5 | It was a boring weekend. anything.
✓ A I didn't B I don't do C I didn't do | 5 |
| ✓ 1.6 | Matt while we were having dinner.
✓ A phoned B was phoning C has phoned | 6, 14 |

Present perfect and past

- | | | |
|-------|---|--------|
| ✓ 2.1 | Jim is on holiday. He to Italy.
A is gone ✓ B has gone C has been | 7 |
| ✓ 2.2 | Everything is going well. We any problems so far.
A didn't have B don't have ✓ C haven't had | 8 |
| ✓ 2.3 | Sarah has lost her passport again. It's the second time this
✓ A has happened B happens C happened D is happening | 8 |
| ✓ 2.4 | You're out of breath. ?
A Are you running B Have you run ✓ C Have you been running | 9 |
| ✗ 2.5 | Where's the book I gave you? What with it?
A have you done ✓ B have you been doing C are you doing | 10 |
| ✓ 2.6 | '..... each other for a long time?' 'Yes, since we were at school.'
A Do you know ✓ B Have you known C Have you been knowing | 11, 10 |
| ✓ 2.7 | Sally has been working here
A for six months B since six months C six months ago | 12 |



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Study guide

IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

- 2.8 It's two years Joe.
A that I don't see B that I haven't seen C since I didn't see
✓ D since I last saw 12
- 2.9 It raining for a while, but now it's raining again.
✓ A stopped B has stopped C was stopped 13
- 2.10 My mother in Scotland.
✓ A grew up B has grown up C had grown up 13, 15
- 2.11 a lot of sweets when you were a child?
A Have you eaten B Had you eaten ✓ C Did you eat 14
- 2.12 Ian in Scotland for ten years. Now he lives in London.
A lived ✓ B has lived C has been living 14, 11
- 2.13 The man sitting next to me on the plane was very nervous. He before.
A hasn't flown B didn't fly ✓ C hadn't flown D wasn't flying 15
- 2.14 Cathy was sitting in an armchair resting. She was tired because very hard.
A she was working B she's been working ✓ C she'd been working 16
- 2.15 a car when you were living in London?
A Had you B Were you having C Have you had ✓ D Did you have 17, 14
- 2.16 I tennis a lot, but I don't play very often now.
A was playing B was used to play ✓ C used to play 18
- Future
- 3.1 I'm tired. to bed now. Goodnight.
A I go ✓ B I'm going 19
- 3.2 tomorrow, so we can go out somewhere.
✓ A I'm not working B I don't work ✓ C I won't work 19, 21
- 3.3 That bag looks heavy. you with it.
A I'm helping B I help ✓ C I'll help 21
- 3.4 I think the weather be nice this afternoon.
✓ A will B shall ✓ C is going to 23, 22
- 3.5 'Ann is in hospital.' 'Yes, I know. her this evening.'
A I visit ✓ B I'm going to visit ✓ C I'll visit 23, 20
- 3.6 We're late. The film by the time we get to the cinema.
✓ A will already start B will be already started ✓ C will already have started 24
- 3.7 Don't worry late tonight.
A if I'm B when I'm C when I'll be ✓ D if I'll be 25



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Study guide

IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY
UNIT

Modals

- 4.1 The fire spread through the building very quickly, but fortunately everybody _____
A was able to escape B managed to escape C could escape 26
- 4.2 I'm so tired I _____ for a week.
A can sleep B could sleep C could have slept 27
- 4.3 The story _____ be true, but I don't think it is.
A might B can C could D may 27, 29
- 4.4 Why did you stay at a hotel when you were in Paris? You _____ with Julia.
A can stay B could stay C could have stayed 27
- 4.5 'I've lost one of my gloves.' 'You _____ it somewhere.'
A must drop B must have dropped C must be dropping 28
D must have been dropping
- 4.6 'I was surprised that Kate wasn't at the meeting yesterday.' 'She _____ about it.'
A might not know B may not know C might not have known 29
D may not have known
- 4.7 What was the problem? Why _____ leave early?
A had you to B did you have to C must you D you had to 31
- 4.8 We've got plenty of time. We _____ hurry.
A don't need to B mustn't C needn't 32
- 4.9 You missed a great party last night. You _____. Why didn't you?
A must have come B should have come C ought to have come 33
D had to come
- 4.10 Jane _____ a car with the money I'd won in the lottery.
A suggested that I buy B suggested that I should buy 34
C suggested me to buy D suggested that I bought
- 4.11 You're always at home. You _____ out more often.
A should go B had better go C had better to go 35
- 4.12 It's late. It's time _____ home.
A we go B we must go C we should go D we went E to go 35
- 4.13 _____ a bit longer, but I really have to go now.
A I'd stay B I'll stay C I can stay D I'd have stayed 36
- If and wish
- 5.1 I'm not tired enough to go to bed. If I _____ to bed now,
I wouldn't sleep.
A go B went C had gone D would go 38
- 5.2 If I were rich, _____ a yacht.
A I'll have B I can have C I'd have D I had 39
- 5.3 I wish I _____ have to work tomorrow, but unfortunately I do.
A don't B didn't C wouldn't D won't 39, 41





IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

- 5.4 The view was wonderful. If a camera with me, I would have taken some photographs.
A I had B I would have C I would have had D I'd had 40
- 5.5 The weather is horrible. I wish it raining.
A would stop B stopped C stops D will stop 41
- Passive
- 6.1 We by a loud noise during the night.
A woke up B are woken up C were woken up D were waking up 42
- 6.2 A new supermarket is going to next year.
A build B be built C be building D building 43
- 6.3 There's somebody walking behind us. I think
A we are following B we are being following C we are followed
D we are being followed 43
- 6.4 'Where ?' 'In London.'
A were you born B are you born C have you been born
D did you born 44
- 6.5 There was a fight at the party, but nobody
A was hurt B got hurt C hurt 44
- 6.6 Jane to phone me last night, but she didn't.
A supposed B is supposed C was supposed 45
- 6.7 Where ? Which hairdresser did you go to?
A did you cut your hair B have you cut your hair
C did you have cut your hair D did you have your hair cut 46
- Reported speech
- 7.1 Paul left the room suddenly. He said he to go.
A had B has C have 48, 47
- 7.2 Hello, Joe. I didn't expect to see you today. Sonia said you
..... in hospital.
A are B were C was D should be 48, 47
- 7.3 Ann and left.
A said goodbye to me B said me goodbye C told me goodbye 48
- Questions and auxiliary verbs
- 8.1 'What time ?' 'At 8.30.'
A begins the film B does begin the film C does the film begin 49
- 8.2 'Do you know where ?' 'No, he didn't say.'
A Tom has gone B has Tom gone C has gone Tom 50
- 8.3 The police officer stopped us and asked us where
A were we going B are we going C we are going D we were going 50



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Study guide

IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

- 8.4 'Do you think it will rain?' '.....'
✓ A I hope not. B I don't hope. C I don't hope so. 51
- 8.5 'You don't know where Karen is,?' 'Sorry, I have no idea.'
✓ A don't you B do you C is she D are you 52
- ing and the infinitive**
- 9.1 You can't stop me what I want.
✓ A doing B do ✓ B to do C that I do 53
- 9.2 I must go now. I promised late.
✓ A not being B not to be ✓ C to not be D I wouldn't be 54, 36
- 9.3 Do you want with you or do you want to go alone?
✓ A me coming ✓ B me to come C that I come D that I will come 55
- 9.4 I know I locked the door. I clearly remember it.
✓ A locking B to lock ✓ C to have locked 56
- 9.5 She tried to be serious, but she couldn't help
✓ A laughing B to laugh C that she laughed D laugh 57
- 9.6 Paul lives in Berlin now. He likes there.
✓ A living B to live 58
- 9.7 It's not my favourite job, but I like the kitchen as often as possible.
✓ A cleaning B clean ✓ C to clean D that I clean 58
- 9.8 I'm tired. I'd rather out this evening, if you don't mind.
✓ A not going B not to go C don't go ✓ D not go 59
- 9.9 'Shall I stay here?' 'I'd rather with us.'
✓ A you come ✓ B you to come C you came D you would come 59
- 9.10 Are you looking forward on holiday?
✓ A going ✓ B to go ✓ C to going D that you go 60, 62
- 9.11 When Lisa came to Britain, she had to get used on the left.
✓ A driving ✓ B to driving C to drive 61
- 9.12 I'm thinking a house. Do you think that's a good idea?
✓ A to buy B of to buy ✓ C of buying 62, 66
- 9.13 I had no a place to live. In fact it was surprisingly easy.
✓ A difficulty to find B difficulty finding C trouble to find D trouble finding 63
- 9.14 A friend of mine phoned me to a party.
✓ A for invite ✓ B to invite C for inviting D for to invite 64
- 9.15 Jim doesn't speak very clearly.
✓ A It is difficult to understand him. ✓ B He is difficult to understand. C He is difficult to understand him. 65





IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

- 9.16 The path was icy, so we walked very carefully. We were afraid 66
A of falling B from falling C to fall D to falling
- 9.17 I didn't hear you in. You must have been very quiet. 67
A come B to come C came
- 9.18 a hotel, we looked for somewhere to have dinner. 68
A Finding B After finding C Having found D We found
- Articles and nouns
- 10.1 It wasn't your fault. It was 69
A accident B an accident C some accident
- 10.2 Where are you going to put all your ? 70
A furniture B furnitures
- 10.3 'Where are you going?' 'I'm going to buy ' 70
A a bread B some bread C a loaf of bread
- 10.4 Sandra is She works at a large hospital. 71, 72
A nurse B a nurse C the nurse
- 10.5 Helen works six days week. 72
A in B for C a D the
- 10.6 There are millions of stars in 73
A space B a space C the space
- 10.7 Every day begins at 9 and finishes at 3. 74
A school B a school C the school
- 10.8 a problem in most big cities. 75
A Crime is B The crime is C The crimes are
- 10.9 When invented? 76
A was telephone B were telephones C were the telephones
D was the telephone
- 10.10 Have you been to ? 77
A Canada or United States B the Canada or the United States
C Canada or the United States D the Canada or United States
- 10.11 On our first day in Moscow, we visited 78
A Kremlin B a Kremlin C the Kremlin
- 10.12 What time on television? 79, 70
A is the news B are the news C is news D is the new
- 10.13 It took us quite a long time to get here. It was journey. 80
A three hour B a three-hours C a three-hour
- 10.14 This isn't my book. It's 81
A my sister B my sister's C from my sister D of my sister
E of my sister's



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STUDY UNIT

Pronouns and determiners

- 11.1 What time shall we _____ tomorrow? 82
 A meet B meet us C meet ourselves
- 11.2 I'm going to a wedding on Saturday. _____ is getting married. 83
A A friend of me B A friend of mine C One my friends
- 11.3 They live on a busy road. _____ a lot of noise from the traffic. 84
A It must be B It must have C There must have D There must be
- 11.4 He's lazy. He never does _____ work. 85
A some B any C no
- 11.5 'What would you like to eat?' 'I don't mind. _____ 85
- whatever you have.'
A Something B Anything C Nothing
- 11.6 We couldn't buy anything because _____ of the shops were open. 86
A all B no-one C none D nothing
- 11.7 We went shopping and spent _____ money. 87
 A a lot of B much C lots of D many
- 11.8 _____ don't visit this part of the town. 88
A The most tourists B Most of tourists C Most tourists
- 11.9 I asked two people the way to the station, but _____ of them 89
could help me.
A none B either C both D neither
- 11.10 _____ enjoyed the party. It was great. 90
A Everybody B All C All of us D Everybody of us
- 11.11 The bus service is excellent. There's a bus _____ ten minutes. 90, 91
A each B every C all

Relative clauses

- 12.1 I don't like stories _____ have unhappy endings. 92
 A that B they C which D who
- 12.2 I didn't believe them at first, but in fact everything _____ was true. 93
A they said B that they said C what they said
- 12.3 What's the name of the man _____ ? 94
A you borrowed his car B which car you borrowed
 C whose car you borrowed D his car you borrowed
- 12.4 Colin told me about his new job, _____ very much. 95
A that he's enjoying B which he's enjoying C he's enjoying
D he's enjoying it
- 12.5 Sarah couldn't meet us, _____ was a pity. 96
A that B it C what D which
- 12.6 George showed me some pictures _____ by his father. 97, 92
A painting B painted C that were painted D they were painted



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IF YOU ARE NOT SURE WHICH IS RIGHT

STUDY UNIT

Adjectives and adverbs

- 13.1 Jane doesn't enjoy her job any more. She's _____ because every day she does exactly the same thing.
A boring B bored
- 13.2 Lisa was carrying a _____ bag.
A black small plastic B small and black plastic C small black plastic
D plastic small black
- 13.3 Maria's English is excellent. She speaks _____.
A perfectly English B English perfectly C perfect English
D English perfect
- 13.4 He _____ to find a job, but he had no luck.
 A tried hard B tried hardly C hardly tried
- 13.5 I haven't seen her for _____, I've forgotten what she looks like.
 A so long B so long time C a such long time D such a long time
- 13.6 We haven't got _____ on holiday at the moment.
A money enough to go B enough money to go
C money enough for going D enough money for going
- 13.7 Sally is doing OK at the moment. She has _____.
A a quite good job B quite a good job C a pretty good job
- 13.8 The exam was fairly easy - _____ I expected.
A more easy that B more easy than C easier than D easier as
- 13.9 The more electricity you use, _____.
 A your bill will be higher B will be higher your bill
 C the higher your bill will be D higher your bill will be
- 13.10 Patrick is a fast runner. I can't run as fast as _____.
A he B him C he can
- 13.11 The film was really boring. It was _____ I've ever seen.
A most boring film B the more boring film C the film more boring
D the most boring film
- 13.12 Ben likes walking. _____.
A Every morning he walks to work. B He walks to work every morning.
C He walks every morning to work. D He every morning walks to work.
- 13.13 Joe never phones me. _____.
A Always I have to phone him. B I always have to phone him.
C I have always to phone him. D I have to phone always him.
- 13.14 Lucy _____. She left last month.
A still doesn't work here B doesn't still work here
C no more works here D doesn't work here any more.
- 13.15 _____ she can't drive, she has bought a car.
A Even B Even when C Even if D Even though

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Conjunctions and prepositions

- 14.1 I couldn't sleep very tired.
A although I was B despite I was C despite of being D in spite of being 113
- 14.2 You should insure your bike stolen.
A in case it will be B if it will be C in case it is D if it is 114
- 14.3 The club is for members only. You you're a member.
A can't go in if B can go in only if C can't go in unless 115
D can go in unless
- 14.4 Yesterday we watched television all evening we didn't
have anything better to do. 116
A when B as C while D since
- 14.5 'What's that noise?' 'It sounds a baby crying.' 117, 118
A as B like C as if D as though
- 14.6 They are very kind to me. They treat me their own son. 118
 A like I'm B as if I'm C as if I was D as if I were
- 14.7 I'll be in London next week. I hope to see Tom there. 119
A while I'll be B while I'm C during my visit D during I'm
- 14.8 David is away at the moment. I don't know exactly when he's coming back, 120
but I'm sure he'll be back Monday.
 A by B until
- Prepositions
- 15.1 Goodbye! I'll see you 121
 A at Friday morning B on Friday morning C in Friday morning
D Friday morning
- 15.2 I'm going away the end of January. 122
 A at B on C in
- 15.3 When we were in Italy, we spent a few days Venice. 123, 125
 A at B to C in
- 15.4 Our flat is the second floor of the building. 124
A at B on C in D to
- 15.5 I saw Steve a concert on Saturday. 125
 A at B on C in D to
- 15.6 When did they the hotel? 126
A arrive to B arrive at C arrive in D get to E get in
- 15.7 I'm going holiday next week. I'll be away for two weeks. 127
A at B on C in D for
- 15.8 We travelled 6.45 train, which arrived at 8.30. 128
A in the B on the C by the D by
- 15.9 'Have you read anything Ernest Hemingway?' 'No, what sort of books 128
did he write?'
 A of B from C by





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	STUDY UNIT
15.10 The accident was my fault, so I had to pay for the damage _____ the other car. A of <input checked="" type="checkbox"/> B for C to D on E at	129
15.11 I like them very much. They have always been very nice _____ me. A of B for <input checked="" type="checkbox"/> C to D with	130
15.12 I'm not very good _____ repairing things. <input checked="" type="checkbox"/> A at B for C in D about	131
15.13 I don't understand this sentence. Can you _____ ? A explain to me this word B explain me this word <input checked="" type="checkbox"/> C explain this word to me	132
15.14 If you're worried about the problem, you should do something _____ it. A for <input checked="" type="checkbox"/> B about C against D with	133
15.15 'Who is Tom Hart?' 'I have no idea. I've never heard _____ him.' A about B from C after <input checked="" type="checkbox"/> D of	134
15.16 'What time will you be home?' 'I don't know. It depends _____ the traffic.' A of B for C from <input checked="" type="checkbox"/> D on	135
15.17 I prefer tea _____ coffee. A to B than C against <input checked="" type="checkbox"/> D over	136, 59
Phrasal verbs	
16.1 These shoes are uncomfortable. I'm going to _____ . A take off <input checked="" type="checkbox"/> B take them off C take off them	137
16.2 We're playing a game. Why don't you _____ ? <input checked="" type="checkbox"/> A join in B come in C get in D break in	138
16.3 Nobody believed Paul at first, but he _____ to be right. A worked out B came out C found out <input checked="" type="checkbox"/> D turned out	139
16.4 We can't _____ making a decision. We have to decide now. <input checked="" type="checkbox"/> A put away B put over C put off D put out	140
16.5 'Have you finished painting the kitchen?' 'Nearly. I'll _____ tomorrow.' <input checked="" type="checkbox"/> A finish it up B finish it over <input checked="" type="checkbox"/> C finish it off	141
16.6 You can always rely on Pete. He'll never _____ . A put you up <input checked="" type="checkbox"/> B let you down C take you over D see you off	142
16.7 Children under 16 _____ half the population of the city. <input checked="" type="checkbox"/> A make up B put up C take up D bring up	143
16.8 I'm surprised to hear that Sue and Paul have _____ . They seemed very happy together when I last saw them. A broken up B ended up C finished up <input checked="" type="checkbox"/> D split up	144
16.9 I parked in a no-parking zone, but I _____ it. A came up with <input checked="" type="checkbox"/> B got away with C made off with D got on with	145



Principle

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Spoken English through Marathi : Book Review Project

<u>Student</u>	<u>Book Name</u>	<u>Author</u>
1. Aishwarya Bhosale	The Naughtiest Girl Again	Enid Blyton
2. Manjisi V. Parab.	Amelia Jane Gets Into Trouble	Enid Blyton.
3. Girija P. Bodhane	The Twits	Roald Dahl.
4. Pranali D. Gadade	Fifth formers of ST CLARE'S	Enid Blyton
5. Sakshi Ghodekar.	Amelia Jane Is naughty Again	Enid Blyton
6. Balchandra D. Lokhande.	Mr. Wumble & the Dragon	Enid Blyton

1. Translate movie review of 'Beauty' from Marathi to English
2. " " " " 'Captain Phillips' " " "
3. Write book review of the assigned 'Enid Blyton' copy in Marathi



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(Spoken) Marathi to English workshop.

Name / Group	Signature	In time	Out time
<u>17/04/18</u> 1. Pranali	<u>Pranali</u>	9:00 am	2:00 Pm.
2. Kaustubh	<u>Kaustubh</u>	8:00 am	3:30 Pm.
3. Balchandra	<u>B.D. Lokhande</u>	9:05 am	2:00 Pm.

18/04/18

1. Pranali	<u>Pranali</u>	9:00 am
2. Kaustubh	<u>Kaustubh</u>	8:00 am
3. Balchandra	<u>B. Lokhande</u>	9:00 am
4. Girija + 3	<u>Grodhane</u>	



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ATTENDANCE SHEET

Workshop Title: _____

Sr. No.	Date	Name	College/ Office	Class/ Designation	Signature
1	13/04/18	Girija P. Bodhane	Mahatma Gandhi vidyamandir	10 th	G. Bodhane
2	13/04/18	Manjiri Parab	M. G. V.	10 th	M. Parab
3	13/04/18	Aishwarya Bhasale	M. G. V. school	10 th	A.T. Bhasale
4	13/04/18	Sakshi Ghodekar.	M. G. V. school	10 th	Sakshi
5	13/04/18	Pranali Gadade	Sathey college	11 th	Pranali
6	13/04/18	Balchandra D. Lokhande	V.G. Vaze clg. mulund.	12 th	B.D. Lokhande
7	16/4/18	Pranali Gadade	Sathey college	11 th	Pranali
8	16/4/18	Kaustubh. Jadhav.	S.T. Aloysius High School	8 th	Kaustubh
9	16/04/18	Balchandra D. Lokhande	V.G. Vaze clg. mulund.	12 th	B.D. Lokhande
10	17/04/18	Pranali Gadade	Sathey college	11 th	Pranali
11	17/04/18	Balchandra Lokhande.	V.G. Vaze (Kulkar)	12 th	B.D. Lokhande
12	17/04/18	Kaustubh. Jadhav	S.T. Aloysius High School	8 th	Kaustubh
13	18/04/18	Pranali Gadade	Sathey college	11 th	Pranali
14	18/04/18	Balchandra Lokhande	V.G. Vaze Collg	12 th	B.D. Lokhande
15	18/04/18	Kaustubh. Jadhav	S.T. Aloysius High School	8 th	Kaustubh
16	18/04/18	Girija Bodhane	M. G. V.	10 th	G. Bodhane
17	16/04/18	Girija Bodhane	M. G. V.	10 th	G. Bodhane
18	16-04-18	Sakshi Ghodekar	M. G. V.	10 th	Sakshi
19	18-04-18	Sakshi Ghodekar	M. G. V.	10 th	Sakshi
20	16-04-18	Manjisi Parab	M. G. V.	10 th	M. Parab
21	18-04-18	Manjisi Parab	M. G. V.	10 th	M. Parab
22	16-04-18	Aishwarya Bhasale	M. G. V. school	10 th	A.T. Bhasale
23	18-04-18	Aishwarya Bhasale	M. G. V. school	10 th	A.T. Bhasale



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Workshop: Techniques of Public Speaking Attendance Sheet

Day 1

<u>Name</u>	<u>Class</u>	<u>School/College</u>	<u>Attendance</u>
Nachiket A. Ghodekar	12 th	R.A. Podar	P.
Anwesa Dutta	M.Sc. II	St. Xavier's	P
Girija P. Bodhane	10 th	M.G.V.M	P
Sakshi Ghodekar	10 th	M.G.V.M.	P
KAJAL BABU	M.Sc. II	ST. XAVIER'S	P
Madhurunda Ghodekar	54 BHSc	Anjuman Islam	P

Day 2

Nachiket Ghodekar	12 th	R.A. Podar.	P.
Anwesa Dutta	M.Sc. II	St. Xaviers	P
Sakshi Ghodekar	10 th	M.G.V.	P
Madhurunda Ghodekar	54 BHSc	Anjuman Islam	P
Girija Bodhane	10 th	M.G.V	P
KAJAL BABU	M.Sc. II	ST. XAVIER'S	P

Day 3

Girija Bodhane	10 th	M.G.V.	P
KAJAL BABU	M.Sc. II	ST. XAVIER'S	P
Nachiket Ghodekar	12 st	R.A. Podar	P.
Anwesa Dutta	M.Sc. II	St. Xaviers	P
Madhurunda Ghodekar	54 BHSc	Anjuman Islam	P
Sakshi Ghodekar	10 th	M.G.V.	P



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(Spoken) Marathi to English Workshop

Name	Group	Signature	In time	Out Time
2/2/18				
1. Girija + 3	<u>Godhane</u>		8:48 am	12:50 pm
2. Balachandra	<u>Balachandra</u>		8:48 am	12:50 pm
3. Pranali	<u>Patil</u>		8:48 am	12:50 pm

3/4/18

1. Girija + 3	<u>Godhane</u>		9:00 am	3:15 pm
2. Balachandra	<u>Balachandra</u>		9:00 am	3:15 pm
3. Pranali	<u>Patil</u>		9:00 am	3:15 pm

4/4/18

1. Girija + 3	<u>Godhane</u>		9:00 am	3:30 pm
2. Balachandra	<u>B.D. Lokhande</u>		9:00 am	2:45 pm
3. Pranali	<u>Patil</u>		9:45 am	3:30 pm

6/4/18

		in time	out time
1) Girija + 3	<u>Godhane</u>	9:00 am	3:30 pm
2) Balachandra	<u>B.D. Lokhande</u>	9:00 am	3:30 pm
3) Pranali	<u>Absent</u>	—	—

9/4/18

		in time	out time
Girija + 3	<u>Godhane</u>	8:58	3:30 pm
1) Balachandra	<u>B.D. Lokhande</u>	9:05 am	3:30 pm
1) Pranali	<u>Patil</u>	9:00 am	3:30 pm

10/4/18

Girija + 3	<u>Godhane</u>	10:00 am	1:00 pm
Balachandra	<u>B.D. Lokhande</u>	10:05 am	1:00 pm
Pranali	<u>Patil</u>	10:00 am	1:00 pm

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11/4/18

	<u>in time</u>	<u>Out time</u>	<u>Signature</u>
Girija + 3	10:00 am	12:30 pm	<u>G. Sodhane</u>
Balachandrag	10:00 am	12:30 pm	<u>B.D. Lokhande</u>
Pranali	10:00 am	12:30 pm	<u>Pranali</u>

12/4/18

Girija + 3	9:00 am		<u>G. Sodhane</u>
Bala	9:00 am		<u>B.D. Lokhande</u>
Pranali	9:00 am		<u>Pranali</u>

13/4/18

Girija + 3	9:00 am	3:20 pm	<u>G. Sodhane</u>
Pranali	9:00 am	3:20 pm	<u>Pranali</u>
Balachandrag	9:00 am	3:20 pm	<u>B.D. Lokhande</u>

16/4/18

Girija + 3	9:00 am	3:30 pm	<u>Pranali</u>
Pranali	9:00 am	3:30 pm	<u>B.D. Lokhande</u>
Balachandrag	9:00 am	3:30 pm	<u>B.D. Lokhande</u>
kaustubh	8:00 am	3:30 pm	<u>Kaustubh</u>





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ATTENDANCE SHEET

Workshop Title: Spoken English through Marathi, April 2018

Sr. No.	Date	Name	College/ Office	Class/ Designation	Signature
1	2-4-18	Pranali. G.	Sathaye College	F.Y.J.C.(com) 11 th	<u>Pranali</u>
2	2-4-18	Sakshi. G.	Mahatma Gandhi V.	10 th	<u>Sakshi</u>
3	2-4-18	Manjiri Parab.	Mahatma Gandhi V.	10 th	<u>Parab</u>
4	2-4-18	Aishwarya Bhosale	Mahatma Gandhi Vidyamandir	10 th	<u>AT. Bhosale</u>
5	2-4-18	Girija Bodhane	Mahatma Gandhi vidyamandir	10 th	<u>G. Bodhane</u>
6	2-4-18	Balchandra.D.lokhande.	V.G.Vaze college of mulund East.	12 th	<u>B.D.lokhande.</u>
7	3-4-18	Balchandra.D.lokhande	V.G.Vaze college of mulund East	12 th	<u>B.D.lokhande</u>
8	3-4-18	Pranali. D. Gade	sathaye college	F.Y.J.C.(com) 11 th	<u>Pranali</u>
9	3-4-18	Girija. Bodhane	Mahatma Gandhi vidyamandir	10 th	<u>G. Bodhane</u>
10	3-4-18	Aishwarya Bhosale	Mahatma Gandhi Vidyamandir	10 th	<u>AT. Bhosale</u>
11	3-4-18	Manjiri V. Parab.	Mahatma Gandhi Vidyamandir	10 th	<u>Parab</u>
12	3-4-18	Sakshi Ghodekar	Mahatma Gandhi	10 th	<u>Sakshi</u>
13	4-4-18	Pranali.D. Gade	sathaye College	F.Y.J.C.(com) 11 th	<u>Pranali</u>
14	4-4-18	Manjiri V. Parab.	Mahatma Gandhi Vidyamandir	10 th	<u>Parab</u>
15	4-4-18	Balchandra.D.lokhande	V.G.Vaze college of mulund East	12 th	<u>B.D.lokhande.</u>
16	4-4-18	Girija Bodhane	Mahatma Gandhi vidyamandir	10 th	<u>G. Bodhane</u>
17	4-4-18	Sakshi Ghodekar	Mahatma Gandhi	10 th	<u>Sakshi</u>
18	4-4-18	Aishwarya Bhosale	Mahatma Gandhi Vidyamandir	10 th	<u>AT. Bhosale</u>
19	6/4/18	Balchandra.D.lokhande	V.G.Vaze college of mulund East.	12 th	<u>B.D.lokhande</u>
20	6/4/18	Manjiri V. Parab.	Mahatma Gandhi Vidyamandir	10 th	<u>Parab</u>
21	6/4/18	Girija Bodhane	Mahatma Gandhi vidyamandir	10 th	<u>G. Bodhane</u>
22	6-4-18	Sakshi Ghodekar	Mahatma Gandhi	10 th	<u>Sakshi</u>
23	6-4-18	Aishwarya Bhosale	M.G.V. school	10 th	<u>AT. Bhosale</u>





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ATTENDANCE SHEET

Workshop Title: Spoken English through Marathi, April 2018

Sr. No.	Date	Name	College/ Office	Class/ Designation	Signature
1	9/04/18	Girija.P.Bodhane	M.G.V.M.	10 th	G.Bodhane
2	9/04/18	Manjiri V.Pasab.	Mahatma Gandhi Vidyamandir	10 th	MPasab
3	9/04/18	Aishwarya T.Bhosale	M.G.V. School	10 th	A.T.Bhosale
4	9/04/18	Balchandra D.Lokhande	V.G.Vaze clg. mulund.	12 th	B.D.Lokhande
5	9/04/18	Sakshi Ghodekar	M.G.V.	10 th	Sakshi
6	9/04/18	Pranali .Gadade	Sathay Sathay college	11 th	Pranali
7	10/4/18	Pranali Gadade	Sathay college	F.Y.T.C.	Pranali
8	10/4/18	Sakshi Ghodekar	M.G.V.	10 th	Sakshi
9	10/4/18	Aishwarya Bhosale	M.G.V. School	10 th	A.T.Bhosale
10	10/4/18	Girija Bodhane	M.G.V	10 th	G.Bodhane
11	10/4/18	Manjiri Pasab	M.G.V.	10 th	MPasab
12	10/4/18	Balchandra D.Lokhande	V.G.Vaze collg mulund	12 th	B.D.Lokhande
13	11/4/18	Balchandra D.Lokhande	V.G.V. clg. mulund.	12 th	B.D.Lokhande
14	12/4/18	Balchandra D.Lokhande	V.G.V. clg mulund	12 th	B.D.Lokhande
15	11/4/18	Aishwarya Bhosale	M.G.V. School	10 th	A.T.Bhosale
16	12/4/18	Aishwarya Bhosale	M.G.V school	10 th	A.T.Bhosale
17	11/4/18	Manjiri V.Pasab	M.G.V School	10 th	MPasab
18	12/4/18	Manjiri V.Pasab.	M.G.V. School	10 th	MPasab
19	11/4/18	Girija.P.Bodhane	M.G.V School.	10 th	G.Bodhane
20	12/4/18	Girija.P.Bodhane	M.G.V. School	10 th	G.Bodhane
21	11/4/18	Sakshi Ghodekar	M.G.V. School	10 th	Sakshi
22	12/4/18	Sakshi Ghodekar	M.G.V. School	10 th	Sakshi
23	11/4/18	Pranali Gadade	Sathay college	11 th	Pranali
24	12/4/18	Pranali Gadade	Sathay college	11 th	Pranali





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In the reading passage, it says that it is easy for people to use computers to caste vote but the lecture oppose this statement as there are people who are not familiar with computer technology and the fear may cause people to avoid voting or caste a wrong vote.

The reading passage also states that there may be mistakes in counting the votes by human and it would be easier for computers to count with less or no errors but this is countered as the progames are programmed by humans which may leads to errors in the whole system.

In the traditional system, in case of error a long proceduse for recount takes place whereas in a computerised system the votes can be permanently removed and then recount is impossible.

Banking and communication of sensitive information takes place through computers as the progames are improved on a regular basis but voting happens only once every 2 years so ~~chance~~ chance of improvement is verry less.

- Manjivi & Pranita



Think



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Writing Section

The lecture summarizes the flaws of using computerized voting in the United States.

- The computerized voting machines have an easy-to-use touch-screen technology. It helps voters magnify the name. However, it is a problem for people who are not used to computers, those who can not afford them, or who don't use them on a regular basis.
- Fear of technology discourages people to vote completely. Also there is a chance that computerized voting may easily make voters cast the wrong vote.
- Old voting systems rely on people to count the votes. Computerized voting systems remove the possibility of human error. However, 'human error' can show up in mistakes in computer programs, as computers are programmed by humans. Error can cause miscount of votes, or worse, even permanent deletion of votes from records. As a result it is impossible to have a recount of votes.

Computerized voting didn't work flawlessly when they were first introduced. Many improvements had to be done until they got as reliable as they are today. Due to the less occurrences of voting in the United States, it is insufficient to develop confidence that computerized voting can be fully trusted.

- AnnaBelle,
Aishwarya Bhasale




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21.4.18
Just like every coin has two sides one positive that is heads and other negative that is tails. In the same way, computerized voting has it's pro's and con's.

Firstly, computerized voting machine has easy-to-use touch screen technology, to cast a vote. People who know computers can relate to it. But what about people who can't afford computers and don't know a word about them. For example, In computerized a voter needs to touch the candidates name on the screen to record a vote. But if some people who don't know computers can touch the wrong candidates name and cast a wrong vote.

To move ahead with the second point, computerized system remove the possibility of human error but don't forget that computers are created by humans and so "human error" can show up in the mistakes in their programs which are irreversible.




Vasudha
Cinija
Sakshi
Shinde



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lastly, computers can be used in banking transactions as well as in the communication of highly sensitive information. But these systems are used daily and heavily which can reduce their speed & efficiency.




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19

Observing others: character traits

2017-2018

Sunil

A Visible behaviour: some useful adjectives

word	meaning	example
impetuous	acts on a sudden idea without thinking first; generally negative	He's so impetuous ; I wish he would consider things first.
impulsive	similar to <i>impetuous</i> , but can be used in a more positive way	His impulsive generosity led him to give away most of his money.
effusive	gives exaggerated expression of pleasure, praise or gratitude	She always gives you such an effusive welcome.
excitable	easily excited by things	He's a very excitable child; he needs to calm down.
pushy	always selfishly promoting one's own position or interests (informal)	She's so pushy . It's typical of her to demand an interview for the new job.
garrulous	talks too much, especially about unimportant things	Freddie's so garrulous ; it's impossible to get any work done.
taciturn	reserved or says very little (generally negative)	I thought he was rather taciturn when I first met him. He hardly spoke.

B Sociability

Jean's such an **introvert** [inward-looking and quiet], and her brother Mark is such an **extrovert** [outward-looking and sociable]. Strange, isn't it?

Mr Rogers is such a **diffident** man. [lacks confidence; has a low opinion of himself]

English people are traditionally thought of as rather reserved. [not immediately sociable]

Barbara tends to be rather **aloof**. I don't know if she's just **shy**. [unfriendly and not sociable]

My aunt Annie can be very **haughty** [unfriendly and thinks herself better than others] and **disdainful** [does not believe others deserve respect] at times, but she's lovely really.

I've always found Professor Mactoft very **unapproachable** [not easy to be sociable with or start a conversation with], but his colleague Dr O'Daly is very **approachable**.

Nancy is so **conceited** [thinks herself wonderful] and **self-important** [has an exaggerated sense of her importance], but Flora is such a **modest** person. [prefers not to exaggerate her own qualities]

My boss is such a **flirt**, though I would never call her that to her face. Nobody in the office is safe. [makes constant romantic approaches]

C Character traits

→ Joss is a somewhat **naïve** person; he thinks love can solve all the world's problems. [naɪv/ willing to believe simple things perhaps because of inexperience]

→ Telephone salespeople often take advantage of **gullible** people. [easily deceived]

→ My father was a very **conscientious** man; he never took time off work unless he was really sick. [kɒnsjɪ'ɛnʃəs/ always took his work very seriously]

→ You are so **obstinate** [unwilling to change, despite persuasion] and **pig-headed!** [similar to *obstinate* but stronger, more disapproving] Why don't you listen when people give you good advice?

→ He's quite an **unscrupulous** character; I should be very careful if I were you. [lacking in moral principles, prepared to do very bad things]



Shinde



88

Types of idiom *a group of words in a fixed order that have particular meaning that is different from meaning of each of its words understood on its own.*

A

Verb-plus-object

idiom	meaning	example
ram something down someone's throat	impose one's ideas/views on someone	OK, so you're a Marxist; you don't have to ram it down everybody's throat .
draw the line at something	refuse to behave in a certain way because you think it is wrong	I do use some strong language sometimes, but I draw the line at using offensive words.
have second thoughts	change your opinion or begin to have doubts about it	I'm having second thoughts about accepting that job offer. The pay's not enough.

B

Prepositional phrases *To bite of more than you can chew.* (preposition plus noun phrase)

Our boss always keeps us in the dark about changes until the last minute. [uninformed]
Over 100 villagers were killed in cold blood by the soldiers. [deliberately, without emotion]
It just happened out of the blue. [completely unexpectedly]

C

Compounds

idiom	meaning	example
a kick in the teeth	an insult or unfair act	Not giving her the new job was a real kick in the teeth for her.
a stumbling block	an obstacle	Their connections with terrorism have always been a stumbling block in the party's political progress.
open-ended	having no planned ending, can be developed in many ways	I'm not prepared to give an open-ended commitment; I would like to have an agreement in writing.
state-of-the-art	most modern, most technically advanced	He always has a state-of-the-art computer and the latest camera.

D

Other types

type	example
binomial (word + word)	She always acts so high and mighty . [self-important, arrogant]
simile (as + adjective + as + noun)	I'm as blind as a bat without my glasses. [can hardly see]
conversational phrases	Hi, Mick, long time no see . [I haven't seen you for a long time]
sayings/maxims	Every little helps . [even a small contribution is helpful]
proverbs	Don't count your chickens before they are hatched [do not rely on things in the future before they happen]



Shinde



Exercises

88.1 How many idioms of the type verb + object can you find in this text? Underline each one. Use a dictionary if necessary, especially a good dictionary of idioms.

I always try to make the most of any opportunity to make new friends, such as a party or a social event. But it's not always easy to break the ice and when you don't know someone, it's so easy to put your foot in it by saying something insensitive or something which unexpectedly rubs someone up the wrong way. But if you keep an eye on what you say, play it by ear and just try to act naturally, it can make all the difference and you may find you stand a good chance of making a new acquaintance or even a good friend.

Now match each of the idioms you found above with their meanings from this list.

- | | | |
|------------------|--|---|
| Keep an eye on | be watchful/careful about something | say or do something socially embarrassing |
| To break the ice | create a relaxed social atmosphere | have a very positive effect |
| Get the most of | get the maximum benefit from a situation | make all the difference |
| Rub someone up | irritates someone | there is a strong possibility |
| | | stand a good chance |
| | | don't plan in advance, just see how things go |

88.2 Complete these idioms using the following prepositions: in, under, on, out, in, from, at. Use a dictionary if necessary.

- We were talking from cross purposes. I was talking about the exams, and you thought I meant the course as a whole.
- I was a bit under the weather last week, but I feel much better now.
- I'm afraid we'll have to start from scratch again. This system just isn't working.
- We were kept in the dark for weeks before anyone told us the truth.
- Where we live now, we have great shops and everything we need at our doorstep.
- They were killed in cold blood by rebel soldiers.
- One day, out of the blue, he left his job and emigrated to Australia.

88.3 Rewrite each of these sentences using one of the idioms from exercise 88.2.

- I hate being uninformed about things at work.
- The terrorists had no mercy and killed all the hostages.
- The mountains and ski slopes are just a few miles away; we're so lucky.
- Without any warning she received a letter from her long-lost brother.
- I often find Jane and I have misunderstandings.
- It looks as if they'll have to start all over again.
- Keith's not looking too well these days, is he?

88.4 Make combinations using a word from box A and a word from box B to complete the sentences. Use a dictionary if necessary.

- | | |
|--------------------------------------|--|
| A make nitty half long saving | B hearted winded grace believe gritty |
|--------------------------------------|--|

- I feel we're not really getting to the _____ of the issue.
- The _____ of the whole situation is that we will no longer have to spend money on a project that was doomed to fail anyway.
- He lives in a _____ world which is very different from reality.
- It was a _____ lecture which said very little.
- She joined us in a rather _____ way; you could see she really didn't want to be with us.





Exercises

291
89.1

Complete the idioms in these conversations.

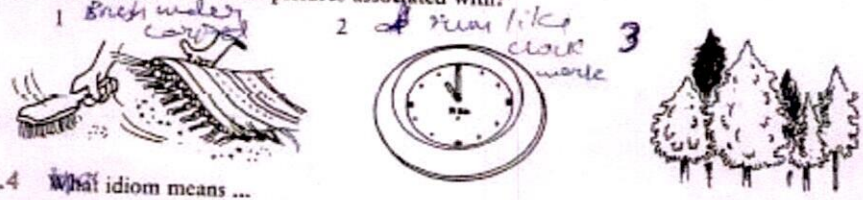
- 1 A: Did everything go all right at the conference?
B: Yes, the whole thing went like close work.
- 2 A: Did you take my advice?
B: Yes, and the whole thing worked like a dream.
- 3 A: How are things at work? Still bad?
B: No, no, in fact things are really beginning to look up.
- 4 A: I'm afraid our idea of increasing the membership didn't really work.
B: Oh well, things don't always go according to plan.
- 5 A: Are you optimistic about your plans for the future?
B: Yes, I think things are beginning to fall on plan.
- 6 A: Have you started the new training programme you were planning?
B: Oh yes, it's up and running.

89.2

- Rewrite these sentences using an idiom based on the word given in brackets.
- 1 I can't understand how she can eat so much food and yet stay so slim. (MYSTERY)
It's a mystery how she can eat so much food and yet stay slim.
 - 2 The traffic in the city centre is very, very bad on Saturdays. (NIGHTMARE)
 - 3 How inconvenient! We have to be at the airport at 5.30 a.m. (PAIN)
 - 4 It's all very quiet; I'm sure it won't last. (STORM)
 - 5 It was just a stupid row that blew up over nothing and then everyone forgot it. (STORM)
It was just a stupid row that blew up over nothing and then everyone forgot it.
 - 6 She asked me a question that completely surprised me and I didn't know how to answer it. (THROW)
 - 7 This is an unbelievable series of bad events. (DREAM)
This is an unbelievable series of bad dreams.
 - 8 Oh no! I didn't want to be told that! (HEAR)
Oh no! I didn't want to be heard that!
 - 9 I'm sorry; there was a misunderstanding. (WIRES)
 - 10 I'm sorry; I didn't follow what you just said. (LOSE)
I'm sorry; I lost you.

89.3

What idioms are these pictures associated with?



1 Brush under the carpet 2 a run like clock work 3 dark clouds

89.4

What idiom means ...

- 1 something completely disorganised and chaotic? complete
- 2 almost a disaster, but just avoided? a close call
- 3 very unclear and confusing? as clear as mud
- 4 make something unclear and confusing by introducing irrelevant things?
sand mixed with the water.



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19

Observing others: character traits Jan, 2018
Janak
FY BSc IT

A Visible behaviour: some useful adjectives

word	meaning	example
impetuous	acts on a sudden idea without thinking first; generally negative	He's so impetuous ; I wish he would consider things first.
impulsive	similar to <i>impetuous</i> , but can be used in a more positive way	His impulsive generosity led him to give away most of his money.
effusive	gives exaggerated expression of pleasure, praise or gratitude	She always gives you such an effusive welcome.
excitable	easily excited by things	He's a very excitable child; he needs to calm down.
pushy	always selfishly promoting one's own position or interests (informal)	She's so pushy , it's typical of her to demand an interview for the new job.
garrulous	talks too much, especially about unimportant things	Freddie's so garrulous ; it's impossible to get any work done.
taciturn	reserved or says very little (generally negative)	I thought he was rather taciturn when I first met him. He hardly spoke.

B Sociability

Jean's such an **introvert** [inward-looking and quiet], and her brother Mark is such an **extrovert** [outward-looking and sociable]. Strange, isn't it?
Mr Rogers is such a **diffident** man. [lacks confidence; has a low opinion of himself]
English people are traditionally thought of as rather **reserved**. [not immediately sociable]
Barbara tends to be rather **aloof**. I don't know if she's just shy. [unfriendly and not sociable]
My aunt Annie can be very **haughty** [unfriendly and thinks herself better than others] and **disdainful** [does not believe others deserve respect] at times, but she's lovely really.
I've always found Professor Mactoft very **unapproachable** [not easy to be sociable with or start a conversation with], but his colleague Dr O'Daly is very **approachable**.
Nancy is so **conceited** [thinks herself wonderful] and **self-important** [has an exaggerated sense of her importance], but Flora is such a **modest** person. [prefers not to exaggerate her own qualities]
My boss is such a **flirt**, though I would never call her that to her face. Nobody in the office is safe. [makes constant romantic approaches]

C Character traits

Joss is a somewhat naïve person; he thinks love can solve all the world's problems. [naɪ'ɪv] willing to believe simple things perhaps because of inexperience]
Telephone salespeople often take advantage of **gullible** people. [easily deceived]
My father was a very **conscientious** man; he never took time off work unless he was really sick. [kɒn'sɪʃənʃəs/ always took his work very seriously]
You are so **obstinate** [unwilling to change, despite persuasion] and **pig-headed!** [similar to *obstinate* but stronger, more disapproving] Why don't you listen when people give you good advice?
He's quite an **unscrupulous** character; I should be very careful if I were you. [lacking in moral principles, prepared to do very bad things]



Shinde



Exercises

19.1 Answer these questions.

- 1 What is the opposite of *approachable*?
- 2 What word is a stronger way of saying *obstinate*?
- 3 If someone is *diffident*, do they have lots of or little self-confidence?
- 4 How could you describe a greeting that showed exaggerated pleasure?
- 5 Is *scrupulous* the opposite of *unscrupulous*? (Use a dictionary if necessary.)
- 6 Which tends to be more negative, *impetuous* or *impulsive*?

19.2 Complete the following tables by writing the noun forms of the adjectives. Use a dictionary if necessary.

adjective	noun	adjective	noun
excitable	excitability	gullible	gullibility
disdainful	disdain	reserved	reserve
impetuous	impetuosity	garrulous	garrulousness
obstinate	obstinacy	conceited	conceitedness
modest	modesty	pig-headed	pigheadedness

19.3 Fill the gaps with adjectives from the opposite page. The first letter of each word is given.

I remember my grandmother so well. Her scrupulous (1) generosity meant she was always giving money to beggars and other poor people. She was very a..... (2). never a..... (3), and would always chat to strangers; in fact she was quite an e..... (4) and would sing and dance at parties. But when it came to work she was very c..... (5) and never missed a day in forty years. She was a very determined person, indeed she could be quite o..... (6) and p..... (7), and could not be persuaded to do something she didn't want to. She was proud but never c..... (8) or s..... (9), talkative but never g..... (10), self-confident but never p..... (11), always wishing success for everyone else before herself. She was always d..... (12) of u..... (13) people, since she was a person of great moral principles.

19.4 These sentences contain words from the opposite page, but in a different form. Rewrite the sentences using words from the opposite page. For example, use a noun instead of an adjective.

- 1 She's a flirtatious sort of person, and doesn't care who knows it.
- 2 He's always had a tendency to be introverted.
- 3 Larry shows a lot of reserve, while his sister is known more for her approachability.
- 4 I'm a person who buys on impulse rather than thinking about what I really need.
- 5 He was a man of great garrulousness, and taciturnity is a word I would never associate with him.

FOLLOW UP

See how many words and expressions describing behaviour and character traits you can find in horoscopes in newspapers and magazines.



Shinde



Exercises

27.1 Which names for types of books or other reading material from the opposite page would best fit these statements?

- 1 It's by General Rogers who led the allied forces during the recent war. *Memoirs*
- 2 It's so badly written I don't know how anyone could learn how to use the video camera by reading it. - *Manual*
- 3 I recommend it. If you want to read a typical selection of English poets, it's excellent. *anthology*
- 4 The latest issue contains a paper by Professor Colin Frith, in which he presents a new theory of the human mind. - *compendium*

27.2 Now rewrite these sentences using words or phrases from C to describe the experience of reading particular books.

- 1 I just could not seem to become involved in the story, so I stopped reading it. *get into it*
- 2 It's not very serious, and it's easy to read. - *lightweight*
- 3 It's dense and very difficult to read. - *heavy going*
- 4 Take it to bed with you; it's just right when you're settling down at night. All the time I was reading it I just couldn't wait to get to the next page. - *bed time*
- 5 You find yourself wanting to read more, it's so fascinating. - *compulsive / can't*

27.3 Fill the gaps in these sentences with appropriate adjectives from the opposite page, based on the meaning in brackets. Try to do it from memory.

- 1 The story takes place against a rather *enigmatic* background in 18th century London. (dark, mysterious)
- 2 It's full of *dry* comedy and satire. (humour despite a bad situation)
- 3 The book is a *chilling* documentation of abuse in a prison. (frightening)
- 4 The novel is full of *evocative* passages depicting life in Scotland at the turn of the 19th century. (arousing memories or images)
- 5 It's a very *enigmatic* novel; you never really know what is happening until right at the end. (mysterious/puzzling)
- 6 The novel is a *poignant* portrayal of life in a coal-mining community during the time of the General Strike of 1926. (moving and very sad)
- 7 John Farr's latest novel is a *breath-taking* masterpiece. (very impressive/great)
- 8 *House of the Dead* is a *macabre* story of torture and death in a medieval castle. (cruel and dark)

27.4 Write about 50-60 words describing a book you have read recently. Use at least six of the new expressions you have learnt in this unit.

27.5 Match the list of words describing things you might find in particular kinds of books with an appropriate type of book from the list.

- | | | |
|---|---|------------|
| 1 section on 'troubleshooting' [problem-solving] | → | compendium |
| 2 concise information about a subject | → | journal |
| 3 record of a recent examination or test of a lorry | → | manual |
| 4 day-to-day record of life during a war in 1776 | → | logbook |

27.6 Here are some things famous people have said about books. What do you think they mean?

- 1 'All books are divisible into two classes, the books of the hour, and the books of all time.' (John Ruskin: British philosopher) *classical / relevant*
- 2 'Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.' (Francis Bacon: British philosopher and essayist) *Food for the mind*



Shinde



88

Types of idiom

A group of words in a fixed order that have a particular meaning that is different from the meanings of each word understood on its own.

A Verb-plus-object

idiom	meaning	example
ram something down someone's throat	impose one's ideas/views on someone	OK, so you're a Marxist; you don't have to ram it down everybody's throat .
draw the line at something	refuse to behave in a certain way because you think it is wrong	I do use some strong language sometimes, but I draw the line at using offensive words.
have second thoughts	change your opinion or begin to have doubts about it	I'm having second thoughts about accepting that job offer. The pay's not enough.

B Prepositional phrases (preposition plus noun phrase)

To bite of more than you can chew.
Our boss always keeps us **in the dark** about changes until the last minute. [uninformed]
Over 100 villagers were killed **in cold blood** by the soldiers. [deliberately, without emotion]
It just happened **out of the blue**. [completely unexpectedly]

C Compounds

idiom	meaning	example
a kick in the teeth	an insult or unfair act	Not giving her the new job was a real kick in the teeth for her.
a stumbling block	an obstacle	Their connections with terrorism have always been a stumbling block in the party's political progress.
open-ended	having no planned ending, can be developed in many ways	I'm not prepared to give an open-ended commitment; I would like to have an agreement in writing.
state-of-the-art	most modern, most technically advanced	He always has a state-of-the-art computer and the latest camera.

D Other types

type	example
binomial (word + word)	She always acts so high and mighty . [self-important, arrogant]
simile (as + adjective + as + noun)	I'm as blind as a bat without my glasses. [can hardly see]
conversational phrases	Hi, Mick, long time no see . [I haven't seen you for a long time]
sayings/maxims	Every little helps . [even a small contribution is helpful]
proverbs	Don't count your chickens before they are hatched . [do not rely on things in the future before they happen]



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Exercises

- 88.1 How many idioms of the type verb + object can you find in this text? Underline each one. Use a dictionary if necessary, especially a good dictionary of idioms.

I always try to make the most of any opportunity to make new friends, such as a party or a social event. But it's not always easy to break the ice, and when you don't know someone, it's so easy to put your foot in it by saying something insensitive or something which unexpectedly rubs someone up the wrong way. But if you keep an eye on what you say, play it by ear and just try to act naturally, it can make all the difference and you may find you stand a good chance of making a new acquaintance or even a good friend.

Now match each of the idioms you found above with their meanings from this list.

- | | |
|--|---|
| (A) be watchful/careful about something | - say or do something socially embarrassing - (2) |
| (1) create a relaxed social atmosphere | have a very positive effect - (7) |
| (5) get the maximum benefit from a situation | there is a strong possibility - (6) |
| (3) irritates someone | don't plan in advance, just see how things go - (8) |

- 88.2 Complete these idioms using the following prepositions: *in, under, on, out, in, from, at*. Use a dictionary if necessary.

- We were talking cross purposes. I was talking about the exams, and you thought I meant the course as a whole.
- I was a bit the weather last week, but I feel much better now.
- I'm afraid we'll have to start scratch again. This system just isn't working.
- We were kept the dark for weeks before anyone told us the truth.
- Where we live now, we have great shops and everything we need our doorstep.
- They were killed cold blood by rebel soldiers.
- One day, of the blue, he left his job and emigrated to Australia.

- 88.3 Rewrite each of these sentences using one of the idioms from exercise 88.2.

- I hate being uninformed about things at work.
- The terrorists had no mercy and killed all the hostages.
- The mountains and ski slopes are just a few miles away; we're so lucky.
- Without any warning she received a letter from her long-lost brother.
- I often find Jane and I have misunderstandings.
- It looks as if they'll have to start all over again.
- Keith's not looking too well these days, is he?

- 88.4 Make combinations using a word from box A and a word from box B to complete the sentences. Use a dictionary if necessary.

A make nitty half long saving

B hearted winded grace believe gritty

- I feel we're not really getting to the of the issue.
- The of the whole situation is that we will no longer have to spend money on a project that was doomed to fail anyway.
- He lives in a world which is very different from reality.
- It was a lecture which said very little.
- She joined us in a rather way; you could see she really didn't want to be with us.



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SPC 1.01 DIV-B

TOPIC- Forest And Dessert Ecosystems

GROUP MEMBERS	UID NUMBERS
1. Hashir Kapadia	172227
2. Rafiya Shaikh	172262
3. Kelsey Rodrigues	172185
4. Akhilesh Tambe	172193
5. Tanaya Nair	172180
6. Aarya Mukhopadhyay	172244
7. Astle Fernandes	172216
8. Derek Jacob	172209
9. Jovita D'Souza	172163
10. Lucus Mirpagar	172241

PLOT SUMMARY -

A skit depicting the varying attitudes of people from different walks of life towards ecosystem degradation- targeting deforestation & decertification in particular. The play emulates Local New Channel panel conferences, with Times Now's infamous Arnab Goswami's segment as point of reference. Special Features including a short documentary clip, a sting operation exposé & "live" footage of an OFR from the designated site.

Presented by GROUP-I with the objective to enlighten the public regarding the topic at hand, via utilising investigative information & hard-hitting data, yet delivering it in an easily processable & relatable manner, with, ofcourse, subtle humorous undertones throughout.

Au revoir & enjoy the show!



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Detailed Curriculum

Introduction to Communication Skills: Verbal and Non-Verbal: What is Communication? – Phases of Communication Process – Understanding Your Own Communication Style – Communication in Your Organization – The Importance of Non-Verbal Communication – Listening – Written Communication – Importance of Oral Communication in Presentation Skills – E-mail Etiquette.

Importance of Discipline: Importance of Discipline – Free Will and Self-Discipline – Some Laws of Self-Discipline – Solutions to Losing Self-Control.

Attitude: What is Attitude? – Power of a Positive Attitude – Developing Mindfulness – Maintaining a Positive Attitude.

Time Management: How to Manage Time Effectively – Balance – The Pareto Principle – Action Plans – The Pickle Jar Theory.

Presentation Skills: Introduction – Keeping Audience's Interest – Using Questions – Answering Questions.

Interpersonal Skills and Leadership: Developing Interpersonal Skills – Accepting Responsibilities – Working in Teams – Interpersonal Skills for Leadership – Leadership – Two Orientations of Leadership.

Decision Making: Good Decision Making and Successful People – Decision Making Chart – Step by Step approach to Decision Making – Peter Drucker on Making Decisions.

Telephone Skills: Telephone Skills – Evaluate Your Telephone Voice – Telephone Skills when Contacting a Potential Employee.

Facing an Interview: Interview Skills – What is an Interview? – Why Interview? – How to Prepare? – What do they ask? – What is a Resume?



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Chapter I

Introduction to Communication Skills: Verbal and Non-Verbal

After reading this chapter, you will be conversant with:

- What is Communication?
- Phases of Communication Process
- Understanding Your Own Communication Style
- Communication in Your Organization
- The Importance of Non-Verbal Communication
- Listening
- Written Communication
- Importance of Oral Communication in Presentation Skills
- E-mail Etiquette





Soft Skills

"Communication is the transmission and interchange of facts, ideas, feelings, or course of action."

- Leland Brown.

WHAT IS COMMUNICATION?

Communication is essential to every area of life. It does not matter whether you are at work, in college or out socially. At some point you are going to be using some form of communication. It could be anything from using the telephone, sending e-mails, giving presentations or writing reports.

Well, the fact that you use so many forms of communication during a single day means that it is probably going to be a good idea to learn how to do it effectively.

If your plan is to go further with your studies, the skills you will learn on Communication Skills course are going to be a big help.

The reason that colleges or universities prefer these skills is that they see them as basic to any course you might be planning to study. These skills will teach you how to manage your work and study more effectively.

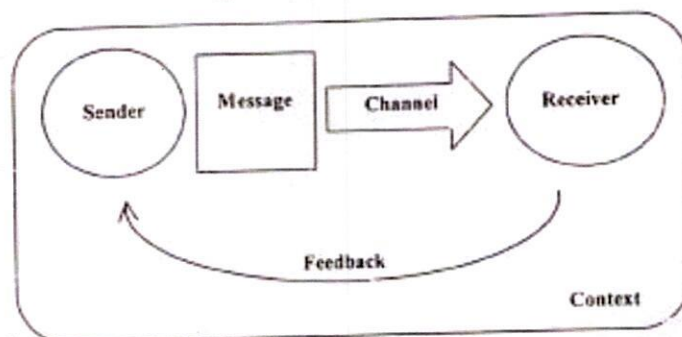
WHAT IS THE SIGNIFICANCE?

The purpose of communication is to get your message across to others. This is a process that involves both the sender and the receiver of the message. This process leaves room for error, with messages often misinterpreted by one or more of the parties involved. This causes unnecessary confusion and counter productivity. In fact, a message is successful only when both the sender and the receiver perceive it in the same way. By successfully getting your message across, you convey your thoughts and ideas effectively. When not successful, the thoughts and ideas that you convey do not necessarily reflect your own, causing a communication breakdown and creating roadblocks that stand in the way of your goals—both personally and professionally. Getting your message across is paramount to progressing. To do this, you must understand what your message is, what audience you are sending it to, and how it will be perceived. You must also weigh-in the circumstances surrounding your communication, such as situational and cultural context.

PHASES OF COMMUNICATION PROCESS

Communication barriers can pop-up at every stage of the communication process (which consists of sender, message, channel, receiver, feedback and context - see the diagram below) and have the potential to create misunderstanding and confusion.

Figure 1.1: Communication Process



Source: ICFAI Research Team

To be an effective communicator and to get your point across without misunderstanding and confusion, your goal should be to lessen the frequency of



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**Introduction to Communication Skills:
Verbal and Non-Verbal**

these barriers at each stage of this process with clear, concise, accurate, well-planned communication. It is advisable to pursue the following process:

- i. **Sender:** To establish yourself as an effective communicator, you must first establish credibility. In the business arena, this involves displaying knowledge of the subject, the audience and the context in which the message is delivered.

You must also know your audience (individuals or groups to which you are delivering your message). Failure to understand who you are communicating to will result in delivering messages that are misunderstood.
- ii. **Message:** Next, consider the message itself. Written, oral and nonverbal communications are effected by the sender's tone, method of organization, validity of the argument, what is communicated and what is left out, as well as your individual style of communicating. Messages also have intellectual and emotional components, with intellect allowing us the ability to reason and emotion allowing us to present motivational appeals, ultimately changing minds and actions.
- iii. **Channel:** Messages are conveyed through channels, with verbal communication including face-to-face meetings, telephone and videoconferencing; and written including letters, e-mails, memos and reports.
- iv. **Receiver:** These messages are delivered to an audience. No doubt, you have in mind the actions or reactions you hope your message prompts from this audience. Keep in mind, your audience also enters into the communication process with ideas and feelings that will undoubtedly influence their understanding of your message and their response. To be a successful communicator, you should consider these before delivering your message, acting appropriately.
- v. **Feedback:** Your audience will provide you with feedback, verbal and nonverbal reactions to your communicated message. Pay close attention to this feedback as it is crucial to ensuring the audience understood your message.
- vi. **Context:** The situation in which your message is delivered is the context. This may include the surrounding environment or broader culture (i.e. corporate culture, international cultures, etc.).

UNDERSTANDING YOUR OWN COMMUNICATION STYLE

Good communication skills require a high level of self-awareness. Understanding your personal style of communicating will go a long way toward helping you to create good and lasting impressions on others. By becoming more aware of how others perceive you, you can adapt more readily to their styles of communicating. This does not mean you have to be a chameleon, changing with every personality you meet. Instead, you can make another person more comfortable with you by selecting and emphasizing certain behaviors that fit within your personality and resonate with another. In doing this, you will prepare yourself to become an active listener.

COMMUNICATION IN YOUR ORGANIZATION

"In a recent survey of recruiters from companies with more than 50,000 employees, communication skills were cited as the single more important decisive factor in choosing managers."

To ensure successful communications within your organization, it is best to start with the very basics: your knowledge of verbal and non-verbal communications. In the workplace, these types of communications are continually exchanged, oftentimes without much planning or even the thought that such communications are taking place.





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THE IMPORTANCE OF NON-VERBAL COMMUNICATION

For instance, it is not always just what you say. It is also how you "say" it – taking into account your eyes, your posture, your overall body language, even your appearance at the time the communication is exchanged, and the voice in which you offer the exchange.

In verbal communication, an active dialogue is engaged with the use of words. At the same time, however, non-verbal communication takes place, relying on nonverbal cues, such as gestures, eye contact, facial expressions, even clothing and personal space.

Nonverbal cues are very powerful, making it crucial that you pay attention to your actions, as well as the nonverbal cues of those around you. If, during your meeting, participants begin to doodle or chat amongst themselves, they are no longer paying attention to you: your message has become boring or your delivery is no longer engaging.

Once again, you need to be mindful of cultural differences when using or interpreting nonverbal cues. For instance, the handshake that is so widely accepted in Western cultures as a greeting or confirmation of a business deal is not accepted in other cultures, and can cause confusion.

While eye contact, facial expressions, posture, gestures, clothing and space are obvious nonverbal communication cues, others strongly influence interpretation of messages, including how the message is delivered. This means paying close attention to the tone of your voice, even the overall loudness and pitch of your voice.

Be mindful of your own nonverbal cues as well as the nonverbal cues of those around you. Keep your messages short and concise. This means preparing in advance whenever possible. And in an impromptu meeting, you should think before you speak.

LISTENING

"It is only through listening that you learn, and I never want to stop learning."

– Drew Barrymore

People speak at 100 to 175 words per minute (WPM), but they can listen intelligently at 600 to 800 words per minute. Since only a part of our mind is paying attention, it is easy to go into mind drift - thinking about other things while listening to someone. The cure for this is active listening - which involves listening with a purpose. It may be to gain information, obtain directions, understand others, solve problems, share interest, see how another person feels, show support, etc.

If you are finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say it - this will reinforce their message and help you to concentrate more.

Tips for Non-Verbal Communication

- Be mindful of gestures as they can both compliment and contradict your message.
- Eye contact is an important step in sending and receiving messages. Eye contact can be a signal of interest, a signal of recognition, and even a sign of honesty and credibility.
- Eye contact is closely linked to facial expressions, which can reflect attitudes and emotions.
- Posture can also be used to effectively communicate your message.
- Dress code is important. By dressing for your job, you show respect for the values and conventions of your organization.





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- Be mindful of people's personal space when communicating. Do not invade their personal space by getting too close and do not confuse communications by trying to exchange messages from too far away.
- Use nonverbal behaviors to raise the channel of interpersonal communication. Nonverbal communication is facial expressions like smiles, gestures, eye contact, and even your posture. This shows the person you are communicating with that you are indeed listening actively and will prompt further communications while keeping costly, time-consuming misunderstandings at a minimum.

WRITTEN COMMUNICATION

When writing letters, it is best to address the letter to an individual. And, when beginning the letter with a personal name, be sure to end it with an appropriate closing, such as 'Sincerely yours'. If you cannot obtain an individual's name, consider ending it with a more generic (less personal) closing, such as 'With kindest regards'.

For normal business letters, your letter should start with an overall summary, showing in the first paragraph why the letter is relevant to the reader. It is not a good practice to make the reader go past the first paragraph to find out why the letter was sent to them.

The body of the letter needs to explain the reason for the correspondence, including any relevant background and current information. Make sure the information flows logically, ensuring you are making your points effectively.

The closing of the letter is the final impression you leave with the reader. End with an action point; such as 'I will call you later this week to discuss this further'.

IMPORTANCE OF ORAL COMMUNICATION IN PRESENTATION SKILLS

The Process

Speaking to an audience can be fun and exciting. Once you have determined your presentation's objective and overall goal, as well as the audience, it is time to structure your presentation. You will need to start this process by determining the following points:

- Who are you speaking to? What are their interests, presuppositions and values? What do they share in common with others; how are they unique?
- What do you wish to communicate? One way of answering this question is to ask yourself about the 'success criteria'. How do you know if and when you have successfully communicated what you have in mind?
- How can you best convey your message? Language is important here, as are the nonverbal cues discussed earlier. Choose your words and your nonverbal cues with your audience in mind. Plan a beginning, middle and end. If time and place allow, consider and prepare audio-visual aids.
- When? Timing is important here. Develop a sense of timing, so that your contributions are seen and heard as relevant to the issue or matter at hand. There is a time to speak and a time to be silent. 'It is better to be silent than sing a bad tune.'
- Where? What is the physical context of the communication in mind? You may have time to visit the room, for example, and rearrange the furniture. Check for availability and visibility if you are using audio or visual aids.
- Why? In order to convert hearers into listeners, you need to know why they should listen to you - and tell them if necessary. What disposes them to listen? That implies that you know yourself why you are seeking to communicate - the value or worth or interest of what you are going to say.





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Preparation

"It usually takes me more than three weeks to prepare a good impromptu speech."

– Mark Twain.

Keep your presentation short and simple. Your audience will not remember every point of your presentation, so highlight the most important parts. The longer the presentation, the higher the risk of boredom.

When in doubt, use the "tell them" structure:

- Tell them what you are going to tell them (For instance, "In this presentation I will show you...")
- Tell them the key points, expanding and illustrating each one, clearly and concisely.
- Tell them what you have told them (For instance, "In closing..." or "In summary...") and conclude. Demonstrate your message.

E – MAIL ETIQUETTE

"The new information technology.....Internet and e-mail.....have practically eliminated the physical costs of communications."

– Peter Drucker

As with all written communications, your e-mails should be clear and concise. Sentences should be kept short and to the point.

This starts with the e-mail's subject line. Use the subject line to inform the receiver of EXACTLY what the e-mail is about. Keep in mind, the subject line should offer a short summary of the e-mail and allows for just a few words. Because everyone gets e-mails they do not want, appropriate use of the subject line increases the chances your e-mail will be read and not discarded into the deleted e-mail file without so much as a glance.

Because e-mails have the date and time they were sent, it is not necessary to include this information in your e-mail correspondences. However, the writing used in the e-mail should be similar to the language in other business writings. The e-mail should be clear and concise, with the purpose of the e-mail detailed in the very first paragraph.

The body of the e-mail should contain all pertinent information (see writing tips in Written Communications) and should be direct and informative.

Make sure to include any call to action you desire, such as a phone call or follow-up appointment. Then, make sure you include your contact information, including your name, title, phone and fax numbers, as well as snail-mail address. If you have additional e-mail addresses, you may want to include these, as well.

If you regularly communicate using e-mail, make sure to clean out your e-mail inbox at least once each day. Of course, the exception here may be on days you do not work, such as weekends and holidays.

Make sure you return e-mails in a timely manner. This is a simple act of courtesy and will also serve to encourage senders to return your e-mails in a timely manner.

Tips for Effective E-Mail

- i. Think before you write. Just because you can send information faster than ever before, it does not mean that you should send it. Analyze your readers to make certain that you are sending a message that will be both clear and useful.





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Introduction to Communication Skills: Verbal and Non-Verbal

- ii. Remember that you can always deny that you said it. But if you write it, you may be held accountable for many moons. You may be surprised to find where your message may end up.
- iii. Keep your message concise. Remember that the view screen in most e-mail programs shows only approximately one half of a hard-copy page. Save longer messages and formal reports for attachments. On the other hand, do not keep your message so short that the reader has no idea what you are talking about. Include at least a summary (action or information?) in the first paragraph of your message.
- iv. Remember that e-mail is not necessarily confidential. Some companies will retain the right to monitor employees' messages. (Refer to #1 and #2, above.) Do not send anything you would not be comfortable seeing published in your company's newsletter (or your community's newspaper).
- v. Do not attempt to "discipline" your readers. It is unprofessional to lose control in person—to do so in writing usually just makes the situation worse.
- vi. Do not "spam" your readers. Do not send them unnecessary or frivolous messages. Soon, they will quit opening any message from you.
- vii. DO NOT TYPE IN ALL CAPS! IT LOOKS LIKE YOU ARE YELLING AT THE READERS! Remember, if you emphasize everything, you will have emphasized nothing.
- viii. Do not type all in lower case (unless you are e.e. cummings.) If you violate the rules of English grammar and usage, you make it difficult for the reader to read.
- ix. Use the "Subject" line to get the readers' attention. Replace vague lines ("Information on XYZ Project," or "Status Report Q1") with better "hooks": "Need your input on Tralfamadore Project," or "Analysis of recent problems with the new Veeblefretzer."

Take the time to proofread your document before you sent it. Rub the document through the spell checker and/or the grammar checker. Even simple tips will make you look slop pie and damage your professional credibility.





19 Observing others: character traits

A Visible behaviour: some useful adjectives

word	meaning	example
impetuous	acts on a sudden idea without thinking first; generally negative	He's so impetuous ; I wish he would consider things first.
impulsive	similar to impetuous, but can be used in a more positive way	His impulsive generosity led him to give away most of his money.
effusive	gives exaggerated expression of pleasure, praise or gratitude	She always gives you such an effusive welcome.
excitable	easily excited by things	He's a very excitable child; he needs to calm down.
pushy	always selfishly promoting one's own position or interests (informal)	She's so pushy , it's typical of her to demand an interview for the new job.
garrulous	talks too much, especially about unimportant things	Freddie's so garrulous ; it's impossible to get any work done.
taciturn	reserved or says very little (generally negative)	I thought he was rather taciturn when I first met him. He hardly spoke.

B Sociability

Jean's such an **introvert** [inward-looking and quiet], and her brother Mark is such an **extrovert** [outward-looking and sociable]. Strange, isn't it?
Mr Rogers is such a **diffident** man. [lacks confidence; has a low opinion of himself]
English people are traditionally thought of as rather **reserved**. [not immediately sociable]
Barbara tends to be rather **aloof**. I don't know if she's just shy. [unfriendly and not sociable]
My aunt Annie can be very **haughty** [unfriendly and thinks herself better than others] and **disdainful** [does not believe others deserve respect] at times, but she's lovely really.
I've always found Professor Mactoft very **unapproachable** [not easy to be sociable with or start a conversation with], but his colleague Dr O'Daly is very **approachable**.
Nancy is so **conceited** [thinks herself wonderful] and **self-important** [has an exaggerated sense of her importance], but Flora is such a **modest** person. [prefers not to exaggerate her own qualities]
My boss is such a **flirt**, though I would never call her that to her face. Nobody in the office is safe. [makes constant romantic approaches]

C Character traits

Joss is a somewhat **naïve** person; he thinks love can solve all the world's problems. [naɪv/ willing to believe simple things perhaps because of inexperience]
Telephone salespeople often take advantage of **gullible** people. [easily deceived]
My father was a very **conscientious** man; he never took time off work unless he was really sick. [kɒnʃi'entʃəs/ always took his work very seriously]
You are so **obstinate** [unwilling to change, despite persuasion] and **pig-headed**! [similar to obstinate but stronger, more disapproving] Why don't you listen when people give you good advice?
He's quite an **unscrupulous** character; I should be very careful if I were you. [lacking in moral principles, prepared to do very bad things]





Exercises

19.1 Answer these questions.

- 1 What is the opposite of *approachable*?
- 2 What word is a stronger way of saying *obstinate*?
- 3 If someone is *diffident*, do they have lots of or little self-confidence?
- 4 How could you describe a greeting that showed exaggerated pleasure?
- 5 Is *scrupulous* the opposite of *unscrupulous*? (Use a dictionary if necessary.)
- 6 Which tends to be more negative, *impetuous* or *impulsive*?

19.2 Complete the following tables by writing the noun forms of the adjectives. Use a dictionary if necessary.

adjective	noun	adjective	noun
excitable	excitability	gullible	gully gullibility
disdainful	disdain	reserved	reservist reservedness
impetuous	impetuosity	garrulous	garrulosity
obstinate	obstinacy	conceited	conceit
modest	modesty	pig-headed	pig-headedness

19.3 Fill the gaps with adjectives from the opposite page. The first letter of each word is given.

I remember my grandmother so well. Her ~~impulsive~~ (1) generosity meant she was always giving money to beggars and other poor people. She was very approachable (2), never a ~~leaf~~ (3), and would always chat to strangers; in fact she was quite an ~~extrovert~~ (4) and would sing and dance at parties. But when it came to work she was very conscientious (5) and never missed a day in forty years. She was a very determined person, indeed she could be

quite obstinate (6) and pig-headed (7), and could not be persuaded to do something she didn't want to. She was proud but never conceited (8) or self-centred (9), talkative but never garrulous (10), self-confident but never modest (11), always wishing success for everyone else before herself. She was always disdainful (12) of unscrupulous (13) people, since she was a person of great moral principles.

19.4 These sentences contain words from the opposite page, but in a different form. Rewrite the sentences using words from the opposite page. For example, use a noun instead of an adjective.

- 1 She's a flirtatious sort of person, and doesn't care who knows it.
- 2 He's always had a tendency to be introverted.
- 3 Larry shows a lot of reserve, while his sister is known more for her approachability.
- 4 I'm a person who buys on impulse rather than thinking about what I really need.
- 5 He was a man of great garrulosity, and taciturnity is a word I would never associate with him.

FOLLOW UP

See how many words and expressions describing behaviour and character traits you can find in horoscopes in newspapers and magazines.



Alvina
PRINCIPAL



88 Types of idiom

A Verb-plus-object

idiom	meaning	example
ram something down someone's throat	impose one's ideas/views on someone	OK, so you're a Marxist; you don't have to ram it down everybody's throat .
draw the line at something	refuse to behave in a certain way because you think it is wrong	I do use some strong language sometimes, but I draw the line at using offensive words.
have second thoughts	change your opinion or begin to have doubts about it	I'm having second thoughts about accepting that job offer. The pay's not enough.

B Prepositional phrases (preposition plus noun phrase)

Our boss always keeps us in the dark about changes until the last minute. [uninformed]
Over 100 villagers were killed in cold blood by the soldiers. [deliberately, without emotion]
It just happened out of the blue. [completely unexpectedly]

C Compounds

idiom	meaning	example
a kick in the teeth	an insult or unfair act	Not giving her the new job was a real kick in the teeth for her.
a stumbling block	an obstacle	Their connections with terrorism have always been a stumbling block in the party's political progress.
open-ended	having no planned ending, can be developed in many ways	I'm not prepared to give an open-ended commitment; I would like to have an agreement in writing.
state-of-the-art	most modern, most technically advanced	He always has a state-of-the-art computer and the latest camera.

D Other types

type	example
binomial (word + word)	She always acts so <u>high and mighty</u> . [self-important, arrogant]
simile (as + adjective + as + noun)	I'm <u>as blind as a bat</u> without my glasses. [can hardly see]
conversational phrases	Hi, Mick. <u>long time no see</u> . [I haven't seen you for a long time]
sayings/maxims	<u>Every little helps</u> . [even a small contribution is helpful]
proverbs	<u>Don't count your chickens before they are hatched</u> . [do not rely on things in the future before they happen]





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Exercises

- 88.1 How many idioms of the type verb + object can you find in this text? Underline each one. Use a dictionary if necessary, especially a good dictionary of idioms.

I always try to make the most of any opportunity to make new friends, such as a party or a social event. But it's not always easy to break the ice, and when you don't know someone, it's so easy to put your foot in it by saying something insensitive or something which unexpectedly rubs someone up the wrong way. But if you keep an eye on what you say, play it by ear and just try to act naturally, it can make all the difference and you may find you stand a good chance of making a new acquaintance or even a good friend.

Now match each of the idioms you found above with their meanings from this list.

- be watchful/careful about something *keep an eye*
 create a relaxed social atmosphere *break the ice*
 get the maximum benefit from a situation *make the most of any opportunity*
 irritates someone *put your foot in it*
 say or do something socially embarrassing *rubs someone up the wrong way*
 have a very positive effect *make all the difference*
 there is a strong possibility *stand a good chance*
 don't plan in advance, just see how things go *play it by ear*

- 88.2 Complete these idioms using the following prepositions: *in, under, on, out, in, from, at*. Use a dictionary if necessary.

- We were talking on cross purposes. I was talking about the exams, and you thought I meant the course as a whole.
- I was a bit under the weather last week, but I feel much better now.
- I'm afraid we'll have to start from scratch again. This system just isn't working.
- We were kept in the dark for weeks before anyone told us the truth.
- Where we live now, we have great shops and everything we need at our doorstep.
- They were killed in cold blood by rebel soldiers.
- One day, out of the blue, he left his job and emigrated to Australia.

- 88.3 Rewrite each of these sentences using one of the idioms from exercise 88.2.

- I hate being uninformed in the dark about things at work.
- The terrorists had no mercy and killed all the hostages in cold blood.
- The mountains and ski slopes are just a few miles away; we're so lucky out of luck.
- Without any warning she received a letter from her long-lost brother out of the blue.
- I often find Jane and I have misunderstandings on cross purposes.
- It looks as if they'll have to start all over again from scratch.
- Keith's not looking too well these days, is he? under the weather.

- 88.4 Make combinations using a word from box A and a word from box B to complete the sentences. Use a dictionary if necessary.

A make nitty half long saving

B heartfelt winded grace believe gritty

- I feel we're not really getting to the heart of of the issue.
- The gritty of the whole situation is that we will no longer have to spend money on a project that was doomed to fail anyway.
- He lives in a winded world which is very different from reality.
- It was a gritty lecture which said very little.
- She joined us in a rather gritty way; you could see she really didn't want to be with us.





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Prepositions and Prepositional Phrases

From now on, ending a sentence with a preposition is something up with which I will not put.
WINSTON CHURCHILL (1874–1965)

You'd be surprised by the number of OOPs we find in sentences. First, you will learn what OOPs actually are and then you'll learn how and where to find them.

COMMON PREPOSITIONS

about	above	across	after	against	along
among	around	as	at	before	behind
below	beneath	beside	between	beyond	but
by	concerning	despite	down	during	except
for	from	in	into	like	near
next	of	off	on	onto	out
outside	over	past	since	through	throughout
to	toward	under	underneath	unlike	until
under	up	upon	with	within	without

A **preposition** is a word that expresses a relationship between some words in a sentence, usually in regard to time (when) or space (where), much like an adverb. In order for a word to be considered a preposition, it must be part of a **prepositional phrase**—a group of words, that begins with a preposition and ends with a noun or a pronoun. The noun or pronoun at the end of the phrase is called the **object of the preposition**, or OOP. Here are a few prepositional phrases:

across the street

over the top

beyond her comprehension

around the corner

Since adverbs also tell *where* and *when* about words, telling the difference between a preposition and an adverb can be tricky. Just remember that a preposition must always be part of a prepositional phrase, and in fact must always be the first word in the phrase. If it does not begin a phrase, it is an adverb. For example, the words *underneath* and *around* in the following sentences are adverbs, because they do not begin a prepositional phrase:
I lifted the log carefully, looked *underneath*, and saw a centipede.

When Julie heard a strange noise, she turned *around*.

Notice how the words *underneath* and *around* stand by themselves in the sentences. Adverbs can do that.

In the next two sentences, *underneath* and *around* are prepositions. Each is followed by an OOP, making a prepositional phrase:



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Sally found her mother's slippers *underneath the bed*.

Ken looked *around the corner* before proceeding.

Prepositions and Prepositional Phrases Practice Exercises Practice Exercise

Indicate the prepositional phrases in these sentences.

1. After school, the boys played a game of baseball at the park.
2. We hid our canoe in the bushes and set up camp by the river.
3. Candy signed her name on the line and passed the paper across the table.
4. Without any warning, the dog dashed to the door and barked loudly.
5. The storm caused the tree in our front yard to fall against the house.

Try to determine whether the boldfaced word is a preposition or an adverb.

6. Pull **up** a chair and sit **down** by Steven.
7. **Throughout** the day, Carla hummed a favorite song **to** herself.
8. Please bring the newspaper **inside**.
9. **After** brushing her teeth, Margaret likes to read **in** bed **before** going to sleep.
10. Run **to** the store **across** the street and pick **up** a gallon of milk, please.
11. Haley rode her bike **across** the bridge **into** Red Bank and hung out **with** her friends.
12. Linda stood **up** and clapped loudly.
13. Lisa borrowed a sweatshirt **from** her friend.
14. Be careful walking **across** the wet floor.
15. I saw an interesting show **about** Mt. Everest **on** television yesterday.

Prepositions of Place

1. The point itself - in, inside (for something contained), on (the surface), at (at general vicinity).
2. Higher than a point - over (generally), above (directly).
3. Lower than a point - under (generally, underneath (close under), beneath, below (directly).
4. Neighboring the point - near, by, next to, between, among, opposite.

Supply the required preposition of place:

1. I'll meet you _____ the Statler Hotel.



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2. We are still living _____ Bedford Avenue. We used to live _____ 42 Bedford Avenue, but now we live _____ 631 Bedford Avenue.
3. Some of the most expensive stores _____ New York are _____ Fifth Avenue.
4. The tax office is _____ the second floor.
5. They arrived _____ the United States last week.
6. The plane arrive _____ the airport two hours late.
7. A submarine operates _____ the surface of the water.
8. The students were busy writing _____ their desks.
9. When you are sitting _____ the table for dinner, don't put your elbows _____ the table.
10. Turn left _____ the next intersection.
11. We'll wait for you _____ the lobby of the hotel.
12. There is no one _____ the world who can help me now.
13. Please play _____ the house. It's too cold outside.
14. He saw a dollar bill lying _____ sidewalk.
15. _____ the front page of the newspaper are the most important stories of the day.
16. You will find some stamps _____ the middle drawer of the desk.

PREPOSITION EXERCISE #2

A preposition relates its object to some other word in the sentence. A preposition never appears alone. It is always used a word a group of words called its object.

The bird flew past my window. (Past is a preposition; window is an object.)

After the game, we went home. (After is a preposition; game is its object.)

Here are some frequently used prepositions:

about among beside except near through





above around between for of to
across at beyond from off under
after before by in on up
against behind down into out with
along beneath during like over without

EXERCISE (A)

Underline each preposition in the following sentences, and circle its object.

EX: Billy lost his wristwatch under the bleachers.

1. My sister drove me to the meeting.
2. No one on the basketball court was hurt.
3. In the library you must be very quiet.
4. Someone in the front row took a picture.
5. I fell off my skateboard onto the rough pavement.
6. During an operation, several nurses assist the surgeon.
7. We drove from Chicago to Las Vegas in two days.
8. With a teacher like Mr. Hardy, I know I have a little homework every night.
9. After my eighteenth birthday, I hope I can buy my own car.
10. The static in these speakers makes the record sound scratchy.
11. Macbeth is read by many students in the twelfth grade.
12. There are many uses for safety goggles in a dental laboratory.
13. The houses on that block are set far back from the street.
14. The exhibit at the museum will interest students of Egyptian history.
15. In a courtroom, the burden of proof is on the plaintiff.
16. A painting by Picasso will increase in value over the years.
17. The frightened kitten crept under the bed and hid from the dog.





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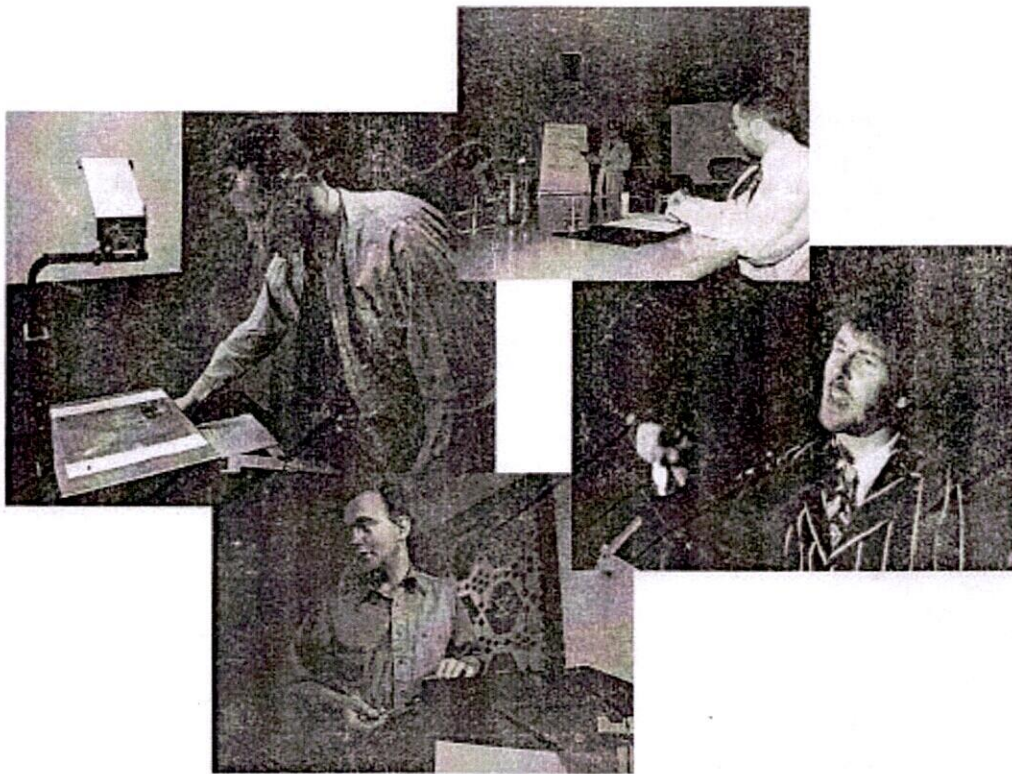
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Introduction

WHAT IS PROFESSIONAL PRESENTATIONS?

Professional Presentations is a video-based course for teaching presentation skills in English to professional people from the intermediate level upwards.

AIMS

The course aims to develop both the language skills *and* communication techniques of learners so that their presentations make the maximum impact.

COURSE CONTENTS

The course consists of the **Video**, which contains four parts: *Performing the Presentation, A Bad Dream, The New Product Line* and *An Interview about Presentations*, and this **Teacher's Guide**, which contains comprehensive teaching notes, and photocopyable tasks and videoscripts to give to learners for the four parts of the Video. In addition, in the Teacher's Guide there is a separate, introductory part of the course, which is not on the Video, called *Preparing the Presentation*.

Course summary	
Teacher's Guide	Video
Preparing the Presentation
Performing the Presentation	Performing the Presentation
A Bad Dream	A Bad Dream
The New Product Line	The New Product Line
An Interview about Presentations	An Interview about Presentations



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Introduction

THE COURSE IN MORE DETAIL

Preparing the Presentation

This part is divided into five short sections: **Why, Who, What, How, and When and Where**, and is designed in total to take no more than two to three hours. It assumes that learners will have a future presentation in mind for which they must prepare.

Performing the Presentation

This part contains six sections which provide the **core** of the teaching material. On the Video learners watch six extracts from two fictional presentations. One is an informal internal presentation about an office move while the other is an external and more formal presentation about managing change within a company.

The six extracts on the Video are:

- Beginning (*The office move*)
- Language (*Managing change*)
- Visual Aids and Body Language (*The office move*)
- Voice (*Managing change*)
- Ending (*The office move*)
- Questions (*Managing change*)

The Teacher's Guide provides:

- warm-up activities
- comprehension tasks
- language focus tasks
- controlled and free-stage practice activities
- language reference sections

Again, this part assumes that learners will have a future presentation in mind for which they must practise. Each of the six sections is designed to take two to three hours.

A Bad Dream

This complete presentation is intended to provide an amusing example of how *not* to do a presentation and, like *Performing the Presentation*, it is divided into six sections: *Beginning, Language, Visual Aids and Body Language, Voice, Ending and Questions*.

It can be used to review the course or even preview it, and is designed to provide 30 to 45 minutes' worth of work.

The New Product Line

This authentic, unscripted presentation is a rehearsal to colleagues of a presentation that Steve Knight, the export manager of Arcam, a hi-fi producer, gave to overseas distributors.



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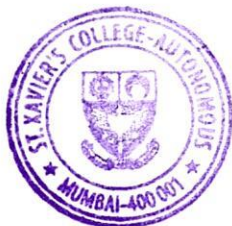
It is not intended to be an example of the 'perfect presentation' but an opportunity to see and hear a business person do a real presentation. Learners can evaluate Steve Knight's performance and reflect on the issues it raises for them. It will be of particular interest to students who have to do product presentations or those who are technically minded.

This part provides about one hour's worth of teaching material.

An Interview about Presentations

This is an interview Steve Knight gave after his product presentation and it gives the learners the opportunity to hear someone speak from real and personal experience.

This part can be done in approximately 30 minutes.



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Introduction

FITTING PROFESSIONAL PRESENTATIONS INTO YOUR PROGRAMME

Professional Presentations is designed to be a **flexible** course.

If you use all the content, you will need about 30 hours' teaching time. But you can be selective. Here are some suggestions:

Preparing the Presentation

With learners who have experience of doing presentations in their own language this part can be gone through quickly, set as homework or even skipped if time is really short.

Performing the Presentation

As has been stated, this is the core of the course so we advise that nothing is skipped.

A Bad Dream

This is intended to provide light relief and is not an integral part of the course. It is optional or could be viewed at a later point.

The New Product Line


This is the most specific of the four presentations in terms of its content and may not be appropriate for your learners. Again, it is optional.

An Interview about Presentations

Again, this is an optional extra.

We hope you and your course participants enjoy using the course. If you have any comments, then please write to Malcolm Goodale, c/o Will Capel, ELT Group, Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, UK. Or email to wcapel@cup.cam.ac.uk.




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Preparing the Presentation

This course assumes that participants will have in mind a presentation for which they must prepare and practise. If learners can't think of a subject for their presentation or are pre-work experience students, here is a list of topics most learners should be able to use without too much research:

- their company or educational establishment
- their department/branch/section
- their job and its responsibilities
- a project
- a briefing on a recent training course they attended
- a report they may have written
- a new product
- a management book they have read
- the importance of English for business communications.

Preparing the Presentation focuses on all aspects of the learner's presentation: its objective, its structure and even the best time to give the presentation! That said, if your students are already experienced presenters in their own language, you might like to go over this part fairly rapidly, set it as preparatory work to be done outside the classroom or even skip it.

This part is in five sections:

- Why
- Who
- What
- How
- Where and When

The order of these sections is important. Many people concentrate on the content of their presentation (the *what*) before considering the purpose (the *why*) and the audience (the *who*). Others don't even consider the *why* and the

who at all. The *How* section considers the use of keywords and the importance of rehearsal, though the whole of the next part *Performing the Presentation* is about *how* to give a presentation. The *Where and When* section consists of useful checklists to work through.

Why

Here the focus is on getting the students to write a clear statement of purpose for their presentation.

COMMUNICATION TECHNIQUES

The **General Purpose** slide shows students that they have to decide whether their presentation purpose is to *inform* or to *persuade*. (There is a third general purpose, not mentioned on the slide, which is to *entertain*!) There is another school of thought which says that *all* presentations are to persuade, but for the students it is probably easier if they think in terms of *inform* or *persuade*.

The **Specific Purpose** slide focuses on the desired result – what do you want the audience to do? – and should be clear and concise.

The first time learners write their Purpose statements they are usually too long and vague. When you have checked what they have written, get them to go a bit deeper by asking *Why?*



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Preparing the Presentation *Teacher's page*

Here's an example:

Q: What's your purpose?

A: To show the audience how the new appraisal system works and how to fill in forms.

Q: Why are you doing that?

A: Because it's new and they need to understand what it is.

Q: Why do they need to understand?

A: Because it won't work if they don't know how to use it.

Q: So, would 'to persuade the audience to use the new appraisal system' be a clearer purpose?

The redrafting of the statement of purpose in a maximum of seven words will be a challenge but it is essential for each student to have a clear objective for their presentation. So make sure you go round and check each one.

Who

This section makes students aware of the importance of the audience at the preparation stage. By analysing the audience before they start organising the content of their presentations, they will have a much clearer idea of what to include and how to get the message across.

One of the major mistakes presenters make is not tailoring their presentations to particular audiences. This section asks students to focus on their audience by completing an audience profile and anticipating some of the questions they may be asked. These questions will vary depending on the type of product or service they are presenting. To do these exercises will take around 30 minutes. This could be done as homework and then gone over in class.

AUDIENCE PROFILE

If students say they don't know the answers to some of these questions, point out that it is essential that they find out as much as possible

about the audience before they start working on their presentations. Ask the class to brainstorm ways of finding out information.

Here are some suggestions for finding out more information:

- discuss it with your manager
- talk to the organiser
- phone up some of the participants
- send this Audience profile to the organiser
- find out if any of your colleagues have presented to this particular audience.

QUESTIONS/COMMENTS/OBJECTIONS

This exercise is difficult as it is asking students to imagine the sort of questions they could be asked. As these questions depend on each student's subject, it is difficult to predict the points they will come up with.

Here are a few examples of questions/comments/objections:

- How much will it cost?
- Can you tell us who else has bought your product?
- How reliable is it?
- Your competitors offer a cheaper package.
- This will never work in our company.

This exercise may take up to 20 minutes to complete. It can also be set for homework. Students may wish to go back and revise their Purpose statements in the *Why* section after doing these exercises.

What

The task here is filling in a presentation outline. It can only be done in class if the students have already thought about their topic in some detail. It may be better to run through the communication techniques on the four slides with them and set the task for homework.



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Preparing the Presentation *Teacher's page*

COMMUNICATION TECHNIQUES

Most of this information is self-explanatory. Students may ask about one or two things here.

- **Three or four main points** is important as a normal audience is unlikely to remember more than that. The maximum they will remember is seven points, but this is a rare audience indeed. Detailed explanations or additional points can be covered in the handouts. A presentation should draw out significant points and not get bogged down in detail. This is not always the case for other cultures. Some cultures provide a more detailed analysis and may find the American-British method too simplistic. The answer to this question, if it comes up, is to analyse your audience. What do they expect?
- **Signposts** are practised in the *Language* section of *Performing the Presentation*. They are basically words like *firstly, secondly*, and phrases like *Before moving on to my second point ...*

THE PRESENTATION OUTLINE

The outline can be used for any presentation subject, but it is meant to be flexible, so students should feel free to adapt it. Students may like an additional copy to keep for future presentations.

Another way of organising presentations (not practised here) is using Mind Maps, which were devised by Tony Buzan. If you are unfamiliar with this technique, you can find a full explanation in *The Mind Map Book* (BBC Books, 1993) by Tony and Barry Buzan. You can also find information on Buzan's Home Page on the Internet. This system allows you to structure your thoughts very quickly and can be particularly useful if you have to make presentations at short notice.

How

This section focuses particularly on the use of keywords on postcard-sized cards and the importance of rehearsal. Both are ways of overcoming the natural fear most of us have of speaking in public.

COMMUNICATION TECHNIQUES

The keywords technique means that students have to transfer the information they have gathered onto index cards. They will then have these cards in their hands while giving the presentation. Keywords serve as memory joggers and keep the presenter on track and on time. Other methods such as reading a written speech aloud or memorising a whole speech tend to be lifeless and make it more difficult to establish contact with an audience. Some students may, at first, resist keywords because of their lack of confidence in English. Once they have tried it, they will see for themselves the advantages.

Ask the students to bring in some cards or make sure you have some for the lesson. Alternatively, this can be set for homework.

Rehearsal is part of the preparation and not a last minute job. During a rehearsal, students will notice things that don't quite work, or that examples are needed, or that the whole presentation is going to take twice the time allotted. If they have rehearsed early enough, they will have time to make these adjustments.

In this section they will not be rehearsing their presentation as they will be rehearsing each part of their presentation throughout the six sections in *Performing the Presentation*. This should be sufficient rehearsal time for their final presentation.



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EFFECTIVE COMMUNICATION

The Organizers

You should find out everything possible about the organizers; the name of the organization, names of the president, the secretary, office-bearers and any other important person who will be sitting on the dais with you.

The Occasion

It is important to know what is the occasion for which the function or the talk has been organized. It may be an anniversary, a celebration, an inauguration or a training session. You will have to refer to it in your presentation, and use the appropriate tone and style to suit the occasion.

Time Available

Always check before hand, the time that has been allotted to you. Check this on being invited and before you accept the invitation. Preparation work depends on the given time. It is necessary to keep strictly within the allotted time. The right time to arrive at the venue and the right time to depart are also important. Some organizers may expect that you stay to meet the audience after the speech. It is courteous to keep time to interact with members of the audience.

Other Speakers

It is useful to know about all the people who are involved. Find out if there are other speakers, and their background, the topics on which they will speak, their points of view, their expectations from you, and whatever else can be found out.

Audience

This is the largest group; it is the most important for any speaker and requires careful analysis. The talk must be in a form and style that suits and interests the audience; the content and the tone of the speech depend on the nature of the audience.

Age group: This is one of the factors to be taken into account; the following may provide a clue:

- * Children love to listen to stories and are interested in dramatic presentation; emotions of joy and sorrow can be aroused through stories; ideas must be built up from familiar surroundings.
- * High school and college students (teenagers) like to be treated like adults; they are responsive to new ideas; appreciate an honest straightforward approach; can be roused to idealism, but are also likely to be critical; they expect well-prepared, informative presentations. Visual aids are effective.
- * Young adults are the most sophisticated audience, with a wide range of interests and progressive attitude; they like new projects and ideas, but they are also very critical.
- * Middle-aged audiences are conservative and do not accept new ideas easily; they have more knowledge and experience of life, but may not





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SPEECHES AND PRESENTATIONS

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be very enthusiastic about changes or new ideas; they listen with interest but do not easily accept.

- * Senior citizens are usually interested in information about new developments and what is going on in the world. They also like to be reminded of the good old days.

Status: You need to know the educational and economic status of the audience. Highly educated audiences of any age group are more critical. The rich, as a class, do not favour social changes.

The nature of the audience is determined by the occasion; if it is the opening of a study centre for the visually handicapped there would be people with visual impairment in the audience; an annual convention of a women's organization would have a predominantly female audience; an annual gathering of a school has an audience of children. You must take care of the words you use in the speech and must not refer to anything that might be inappropriate.

Relationship with audience: Consider your own relationship to the audience. A speaker may be viewed by the audience as an expert on the topic, as a colleague sharing experience, as a role model, as a company representative wanting to sell ideas. You need clarity about how you relate to the audience and how you are being perceived by the audience.

Review

Fill in the blanks:

When you accept an invitation to speak, you should find out about ____.

The four stages of preparation for a presentation are: ____.

PREPARING THE TEXT

The most important thing in preparing the text is to decide exactly what to say, find out the required information, and give it a proper shape. It must be logical and have a smooth flow from one point to the next. For beginners, it is advisable to write down the whole speech, including the address, the opening sentences and the ending sentences.

Length

The talk must fit comfortably into the time available. The average speed of speaking is 150 words per minute, but you should find out your own speed by "delivering" a speech. The speed varies according to the audience's capacity to understand and on the familiarity of the ideas presented. An A4 size sheet typed in one-and-a-half line spacing in 12-point font size makes a two-minute speech.

Style

A talk is not a written text being read out; it must sound like conversation. The style of speech is different from the style of writing. In writing, long sentences can be used since the reader can refer back to the earlier part of the sentence. But in speaking, sentences must be short to enable the listener to grasp them at once. Vocabulary should consist of simple everyday words,

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Chapter 10

INTERVIEWS

An interview is a formal meeting in which a person or persons question, consult or evaluate another person or persons.

Reporters and writers have meetings with eminent persons to ask questions to gather material for a media story or broadcast. It is an oral, face-to-face communication.

An interview reveals the views, ideas and attitudes of the person being interviewed as well as the skills of the interviewer. Both, the interviewer and the interviewee must be well prepared for an interview.

While the interview for publication is confined to outstanding personalities and journalists, the interview for employment is an inevitable experience for everyone. The employment interview needs a good deal of preparation by both the interviewer and the candidate, and is discussed here in detail.

TYPES OF INTERVIEW

Interviews are classified by the purpose for which the interview is held.

The interview is used in an organization for several purposes besides selection for employment. Interviews of present employees are a channel of upward communication. Employees' attitudes, opinions and views, ideas and suggestions, feelings of fear, hopes and ambitions are revealed during an interview. Rumours which circulate among employees do not move upward through regular, routine channels; they can be made to move upward through interviews.

Besides, the interview is used for getting feedback in specific situations and for finding out information.

Promotion Interview

Persons due for promotion are interviewed even if there is no competition. The interview is likely to be informal and serves as induction into a new team, with new responsibilities. Clarifications about nature of duties, responsibilities and expectations are made during a promotion interview.

If there is competition for promotion, the interview helps in the selection process and may also serve as an opportunity for a discussion of career opportunities for each candidate.

Appraisal or Assessment Interview

An appraisal interview is one of the methods of periodical assessment of employees. There are other methods like completion of self-assessment forms



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and assessment by supervisors. But annual appraisal interview is the best method for judging employees' attitudes. A face-to-face confidential talk is an opportunity for both, the employee and the supervisor to discuss several issues.

This interview is more a discussion than question-answer. The focus is on the career development of the employee; short-comings, areas which need improvement, areas which can be further strengthened, training needs, job enrichment and opportunities for promotion, etc, may be discussed at the interview.

Exit Interview

An exit interview is given to an employee who has resigned. Several things can be accomplished in an exit interview. The organization can —

1. find out the precise reason for the employee's decision to leave. If there has been any misunderstanding or ill-feeling, there is an opportunity to clear it. It is better for an organization's public image to maintain good relations with past employees;
2. get feedback on employees' attitudes to and opinion of the organization's policies. An employee who is leaving has no fear of the bosses' displeasure and is likely to express his opinion of the organization's employee relations, public relations, sales policies etc., quite freely;
3. check all the details and information in the employee's personal record file to make sure that they are up-to-date;
4. give the final pay cheque, or information about when it will be ready and how it will be handed over;
5. give information about accrued benefits like sick leave, earned leave which has not been used by the employee. The employee will also have made some calculations and may be anxious to know if the boss concurs;
6. give information about Provident Fund, Group Insurance or any other benefits, and how and when the dues will be paid;
7. check that all books, manuals, tools, equipment which were issued to the employee have been returned.

When the exit interview is handled carefully and tactfully it can be an asset to the organization.

Problem Interview

A problem interview is a meeting with a problem employee. An employee whose performance or behaviour is unsatisfactory in spite of warning represents a problem. An interview is more likely to suggest a solution than warnings and notices.

The reason for the employee's poor performance can be found out in a face-to-face talk; it may be domestic problems, ill health, lack of training or dissatisfaction with the job, failure to adjust to the environment, etc. Many organizations have facilities for counselling staff; the employee may be offered a session with the counsellor.



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INTERVIEWS

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If the employee's behaviour is unsatisfactory, the interview can be used for giving a clear understanding of what is expected, and what will be the consequences of unacceptable conduct.

The interviewer needs persuasion and negotiating skills for such interviews.

Stress Interview

As the name suggests, a stress interview puts the candidate into difficult situations in order to test her/his reaction to stress. This method is used for selection for positions in which the person must be able to face difficult situations without getting upset. A stress interview tests such qualities as courage, tact, cool temper, and self-command, which are needed when confronted by employees or people in big or small groups.

Several methods are used to throw the candidate out of balance: rapid fire questions on several topics at once; questions asked by different members of the panel together; cross questioning and arguing, disputing the candidate's statements, ridiculing the answers; subjecting her/him to silence and inattention. Only a cool-headed and self-possessed candidate responds appropriately and passes the test. Interviewers need practice and training in taking a stress interview.

The candidate must be informed at the end that it was a stress interview.

Employment or Selection Interview

The most important objective of the selection interview is to assess the suitability of the candidates for specific jobs.

The interview is the basis for important decisions for both, the employer and the candidate. The interviewer has to decide whether the candidate should be appointed; an organization wants to find the right persons for employment and the selection can affect the organization. The candidate has to decide whether he/she will accept the job; this decision will influence his/her career.

Employment interviews are usually taken by a panel of interviewers. The panel may have expert interviewers who can draw out and reveal aspects of the candidate's personality which are important for the job. There would also be technical experts and departmental heads and other senior officers to whom the person in the post would report.

For announced vacancies, interviews are taken in a suitable room in the organization's office. Many organizations recruit promising candidates by holding campus interviews in professional colleges and institutions.

An interview may take anything from ten minutes to forty-five minutes or even longer. Interviewers spend more time on good candidates; they have to gather enough information about the candidates to be able to assess their suitability to join the organization. The candidates too must find out about the organization, its employee policies and culture, what it expects the recruits to do and what opportunities for career development it offers. Both the candidate and the interviewer must be well prepared for the interview.



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Candidate's Preparation

The candidate must be physically, mentally and psychologically prepared for the interview. It is not only information and knowledge of the candidate that is assessed at an interview; the whole personality is assessed.

(a) Physical preparation

(i) The candidate is expected to be properly groomed and formally dressed. Clean and well-cut nails, properly combed hair and general personal hygiene are very important. Well-laundered and well-fitting clothes, neat footwear, and a suitable hand-bag or brief case are the normal requirements of formal appearance.

(ii) Posture, that is, carriage and bearing develop over the years; it cannot be changed in a short time. Those who find that their posture is poor, must practise to improve it. The way a candidate carries himself while standing, walking and sitting reveals a good deal about him. Self-confidence, nervousness or over-confidence, are all reflected in the posture and bearing of the candidate. Note your body movements, and take care to stop any bad habitual movements.

(iii) Good manners and conduct are necessary. The candidate must know what is the suitable greeting for the time of the day. Indian style greeting of "namaste" is acceptable if the company is Indian and all interviewers are Indian.

- * Do not offer to shake hands unless it is offered by an interviewer.
- * Do not sit until you are asked to sit down; if you are not asked to sit, ask for permission to sit: "May I sit down?" should be said politely and without embarrassment.
- * Take care while handling the chair; it should not be dragged noisily or clumsily. Sit comfortably and with good posture.
- * If you have a large brief case, put it down on the floor near the chair. If you have a small hand bag, keep it on your lap. Be comfortable and well practised in handling your bag or brief case.
- * Do not put elbows or hands on the table. Practise keeping hands comfortably when you are not using them.
- * Maintain comfortable posture throughout the interview.
- * At the end of the interview, remember to thank the interviewers and wish them *Good day*.

(b) Mental preparation

- (i) For new job-seekers, it is necessary to revise subjects studied for the completed examinations and courses. Knowledge in the field of specialization must be up-to-date. It is absolutely necessary to take a look at the bio-data, and be prepared to give more information about all items including hobbies and other interests mentioned in it.
- (ii) Current events, important current issues in the country and in the world will be subjects at the interview. Regular reading of newspapers, listening to TV news and discussions on current issues are useful in



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~~Group No. 7~~

Batch B

Preparing the Presentation

"In all things success depends on previous preparation, and without such preparation there is sure to be failure." Confucius

Course objective

To complete this course successfully, you need to concentrate on one particular work-related presentation. Ideally, this will be a presentation that you will be giving in the near future. You could also choose a presentation you have given in the recent past, or think of one that you *could* be asked to give in the future. If you don't have a specific presentation topic in mind, make one up or ask your course leader for some ideas.

The presentation subject you choose will be worked on from the beginning of the course right through to the end. When you have finished the course material, you should give your complete presentation to the whole group.

Why

This section is designed to help you focus on the purpose of your presentation.

COMMUNICATION TECHNIQUES

The two slides below introduce the important points to remember for this section.

Why - The General Purpose

- To inform
- To persuade

Tell? Sell?

Why - The Specific Purpose

- The result you want to achieve
- State it in one sentence - clearly & concisely



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Preparing the Presentation *Student's page*

Here are some examples of purposes:

- to inform the audience about the benefits of using a particular system, for example the Internet
- to tell the audience about new procedures
- to persuade the audience to support a project
- to persuade the audience to use our services
- to 'sell' our company to the audience.

Write the purpose for your own presentation in the box below.

Now rewrite it here with a maximum of seven words.

When you have finished, read out your purpose to your colleagues, or show it to someone and ask their opinion.

Remember to refer back to your statement of purpose while you are preparing your presentation. You can change it whenever you want, but you should always have it clear in your mind.

Note: This purpose is not something you may want to say to your audience. If your purpose is *To sell my product*, it would not be a good idea to start your presentation by saying that!



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Preparing the Presentation Student's page

Who

"Never overestimate an audience's knowledge, never underestimate their intelligence." G.K. Chesterton



COMMUNICATION TECHNIQUES

Fill in this audience profile for your presentation.

Audience profile	Answers
Who are they?	17 and above Under graduate students.
How many will be there?	8 people.
Why are they coming?	
What do they know about the subject?	
Why are they interested in the subject?	
What is their relationship to you?	





Preparing the Presentation *Student's page*

Put yourself in the shoes of the audience. What five questions/comments/objections could you expect? Fill in the table below. This exercise may take some time, but its objective is to help you focus your presentation.

Questions/Comments/Objections	My responses
1	
2	
3	
4	
5	

Make sure your responses are short and complete. If you haven't got a response, now is a good time to find one. If you think the audience is going to ask these questions or make these comments/objections, it is a good idea to include this material in your presentation.

Just to check that you have identified the most probable questions:

- What question do you hope you won't be asked?
- What question might be the most embarrassing?
- What question would bring up a past mistake?
- Do you have answers to these questions?



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Preparing the Presentation Student's page

What


"Three things matter in a speech; who says it, how it is said, and what is said – and of the three, the last matters least." *John Morley*

COMMUNICATION TECHNIQUES

The main points of this section are summarised in these four slides.


What - Good Organization

- ◆ Helps you remember
- ◆ Helps them remember
- ◆ Helps them understand
- ◆ Helps you keep to the point
- ◆ Helps you reduce your nervousness




The Beginning

- ◆ Capture interest
- ◆ Relate subject to them
- ◆ Give purpose
- ◆ Be brief




The Middle

- ◆ Have 3 or 4 main points – they will not remember more than 4 points!
- ◆ Take 80% of the time
- ◆ Have signposts and summaries



The Ending

- ◆ Summarize main points
- ◆ Relate conclusion to them
- ◆ Don't present new ideas
- ◆ Be interesting
- ◆ Be brief



Use the outline on the next page to organise your presentation. The outline is flexible, so if it doesn't suit your needs, change it. The important thing at this point is to have a structure for your presentation, so avoid putting in too much detail.





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Preparing the Presentation Student's page

Presentation outline

Purpose: Provide people with the blend of the detouring values of the society.

Title: Corruption

Time: 6-7 mins.

Beginning

Interesting beginning: With a question.

Purpose: to draw attention of the audience

Summary of main points: what is corruption,
why is it rising

Middle

First main point: Corruption in the movie.

Second main point: How it started in the
movie

Third main point: How it went on

Fourth main point: How it ended.

Ending

Summary of main points: Overcoming of all
types of corruption, cruelty.

Conclusion: To make people more aware
about these.

Interesting ending: Not thought yet.



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Chapter 11

GROUP DISCUSSION

A group is defined as a number of persons engaged in interaction with one another. The interaction may be during a single meeting or a series of meetings which may be formal or informal. In the course of the meetings, each member receives some impression of every other member and develops acquaintance. A group has a common purpose and develops norms for inter-personal relations; it also develops leaders and followers.

Group communication takes place in a meeting. A meeting may be formal or informal, and it may be conducted in different ways depending upon its purpose and the size of the group. Statutory and conventional meetings like Annual General Meetings or Board of Directors' Meetings etc, which are held at fixed intervals, usually have a fixed agenda and business to be conducted; such meetings are very formal. Meetings of committees which are assigned specific tasks are held as frequently as required for their work, and may be informal. Groups of persons connected with different aspects of a job, or having similar responsibilities may be called for a conference meeting to discuss common problems or plans. Trainees and learners meet to discuss topics and learn from one another.

A group discussion can be a very stimulating communication activity for those who have the skill. It is a very useful activity in organizations. It helps in understanding a situation, in exploring possibilities and in solving problems because it allows a multiple point of view. It also gives a sense of participation to all those who participate in it. A meeting is an education for all persons who take part in it, including the leader/chairman. Participants get an overview of the organization and the different aspects of its activities. The discussion enables the participants to see and appreciate other people's point of view. The business meeting has been described as continuing education in business management.

Participating in group communication requires skill and training; multiple barriers can come in the way of useful discussion and spoil the meeting. But a meeting costs money and time; an organization needs people who have the skill to make the best use of meetings. Ability to participate effectively in a group discussion is an important asset for anyone; many companies select candidates for personal interviews after testing their ability to participate in a group discussion.

PROBLEMS OF GROUP COMMUNICATION

There can be problems in communication even when only two persons are involved. Various barriers operate and are multiplied when more persons are





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involved. The participants as well as the leader need to have meeting skills, otherwise, a meeting can be very frustrating and a waste of time.

Problems are created by various personalities among members of the group. Some persons are shy or nervous of addressing a group; even if they have good ideas or good analytical ability, they may not speak up. Some are aggressive and prevent others from speaking; they take up all the time and insist on following their own agenda. Some do not participate at all because they have not applied their mind to the agenda or discussion topics. Members may get excited and turn hostile to one another. Even a cohesive group may have problems occasionally.

If the leader cannot control the meeting, or guide the discussion, the group's communication may go off the track or become diffuse and not arrive at a proper conclusion.

One of the worst problems in group communication is not being able to come to a conclusion within reasonable time. Meetings that go on for too long do not produce good decisions and are very frustrating to members of the group.

In order to overcome problems and to ensure success of group communication, the leader must have the required skills to conduct a meeting and lead a discussion; the other members must have the commitment and the skills to take part in the discussion.

TYPES OF MEETINGS

Meetings can be classified on the basis of their formality as:

- (a) Very formal meetings, like parliament, state assemblies, company shareholders meetings, management-union negotiations, university senate, councils and executive bodies.
- (b) Formal meetings, like committees, managing councils and general bodies of voluntary organizations, briefing sessions, advisory bodies, management meetings.
- (c) Informal meetings, like group discussions, ad hoc meetings of task groups, brainstorming sessions.

Purpose

A meeting may have any of the following objectives:

- | | |
|-----------------------------|--------------------|
| to arrive at a consensus | to get feedback |
| to solve a problem | to collect ideas |
| to understand the situation | to learn and train |
| to inform and explain | |

Meetings can also be classified on the basis of the purpose for which they are held.

Decision-making Meeting: Committees, boards of directors, and such specially appointed bodies with powers to take decisions on behalf of the parent body or appointing authority, hold decision-making meetings.





Executive Meeting: Some committees like the board of directors or the executive council have powers to implement decisions; they may review recommendations of other bodies, or take decisions on their own. They hold meetings at which they pass orders and give instructions for carrying out certain work.

Consultation Meeting: An advisory body, which may consist of experts, holds meetings to discuss and advise other bodies. They do not have powers to take any decisions or action. Joint consultations between different departments, sections, or other related bodies/groups are an example of consultation meetings.

Briefing Meeting: Giving information is the main function of a briefing session. A prepared note of briefing may be read out, and questions or requests for clarification are answered; but there is no discussion at briefing meetings.

Companies may hold a briefing meeting to inform the press/media. Within a company, seniors at every level hold briefing meetings for their subordinates. These briefing sessions are an addition to the formal information system of the company.

Problem-solving Meeting: A meeting of all those concerned with a particular activity where the problem is found may be called for the specific purpose of solving the particular problem. Everyone contributes by looking at the problem from his/her point of view and task. Any snags and blocks can be dealt with in co-ordination.

Negotiation Meeting: This is characterized by the presence of two clearly competing sides. When parties with competing interests like buyer-and-seller, or two separate organizations which want to collaborate, or employer-and-employee, need to settle their differences, they meet to discuss and arrive at an agreement. It may take a series of meeting to come to an agreement. Each side is briefed by the authorities they represent, and their agreements have to be ratified by the parent body of each side.

Various other meetings of management with the staff, like interviews for selection, reprimand, appraisal and exit interviews and meetings for discussion of grievances also have an element of negotiation.

Group Discussion: This type of meeting is usually informal. It can be a very stimulating and useful activity in organizations. It helps in understanding a situation, in exploring possibilities and in solving problems as it generates a multiple point of view. It gives a sense of participation to all those who participate in it.

It is used as a tool for selecting candidates by observing the behaviour and abilities of the individuals taking part in it.

Conference: A conference is a meeting of a large group of persons assembled for the purpose of discussing common problems or activities. The number of participants may be anything from 10 to 500 or more; a large conference is divided into small groups for the purpose of discussions. The participants may not be from the same organization.





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A conference may last a day or a few days, depending upon the subject of the conference. Participants are expected to pay a participation fee to cover the expenses.

The conference is a tool of learning and training and development; members pool together and share their knowledge and experience, and discuss their problems. It is an enriching activity. It does not have a task to complete; any conclusions that are arrived at during the discussions are included in a report of the conference.

Copies of the report are given to the participants and their organizations, and may be sent to various authorities concerned with the subject of the conference.

A conference does not have any authority but it may make recommendations since the participants are persons who have experience and are engaged in the activity and are directly affected by the state of affairs in the field.

Committee Meetings

A committee is a small group of persons entrusted with a special business task appointed by a bigger group or someone in authority. A committee is a tool of administration and management and is expected to complete a given task in the given time. It meets as often as is required for the task, and maintains the minutes of its meetings. It is expected to prepare a report of its conclusions and submit it to the appointing authority.

The size of a committee usually affects its working; sometimes a large committee may not arrive at decisions owing to too many differences of opinion; on the other hand, a very small committee may find that it lacks the information it needs.

There are several types of committees:

(1) Sub-committee is a smaller body formed by a large committee from among its own members, for the purpose of completing an aspect or a part of the larger task assigned to the committee.

(2) Ad hoc committee is a small group selected on the spot, sometimes during a meeting, for looking into a troublesome problem; it may have members from among those present at the meeting as well as others. Persons who are knowledgeable about the problem are usually chosen for the committee.

(3) Standing committee is a part of the organizational set up. Membership of a standing committee is by position and title and office held; for example, Labour Welfare Officer, Health Counsellor and other office holders may be on a Grievance Committee. Whoever holds the particular post becomes a member of the committee. The committee is permanently in existence, but its membership may be for one or two years, and may change by rotation. A standing committee has a permanent recurring task assigned. It meets periodically to examine recurring problem, in the given area. Usually, a standing committee has high powers and can implement its decisions.





(4) Special Committee is appointed for handling a special task. Its members are carefully selected for their special knowledge and experience in the field of the task.

There are advantages as well as disadvantages in using a committee for decision-making. The advantages are:

- (i) the decisions are more acceptable to all concerned since they are impersonal and democratic;
- (ii) a committee can examine the matter from several angles and put together more information, knowledge and experience than a single person can do;
- (iii) it spreads the responsibility to the members of the committee, and relieves the manager of sole responsibility.

The disadvantages of using a committee for decision-making have attracted some humorous and sharp remarks like: "A committee is a group that keeps the minutes and loses the hours," and "If you want to kill an idea, get a committee working on it." The disadvantages are:

- (i) a committee takes more time than an individual; sometimes, a manager may appoint a committee as a delaying tactic when he is faced with a troublesome situation;
- (ii) committees are expensive; the members have to take time out of their work to attend committee meetings. Secretarial help, stationery, refreshments are further expenses of a committee;
- (iii) committees sometimes fail to arrive at any useful conclusion.

But, in spite of the disadvantages, committees are extensively used for administration and management because the advantages are so many and so important.

ADVANTAGES AND DISADVANTAGES OF MEETINGS

Group work has many advantages. Some of them are given here.

- (a) There is an enormous amount of information and knowledge in every field. Activities have become complex and it is difficult for one person to handle tasks which have several aspects. Discussion permits a multiple point of view, it enables an organization to benefit from the expertise of specialists in technology, law, taxation, personnel and so on.
- (b) Being involved in group activity and discussion provides social and emotional support to the participants. Employees who have a chance to contribute and take part in decisions are known to be more loyal.
- (c) Discussing ideas and problems in a meeting is a democratic way of functioning. It shows respect for individuals and their opinions and views.
- (d) As technology develops there will be easier access to information in organizations. It will be advantageous for managers to keep in touch





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2.2.1 LEARNING LEVELS

- ❖ **Guidelines**
- ❖ **Schematic Representation of QEP / HUB**



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Schematic Representation of QEP /HUB Honours Programme

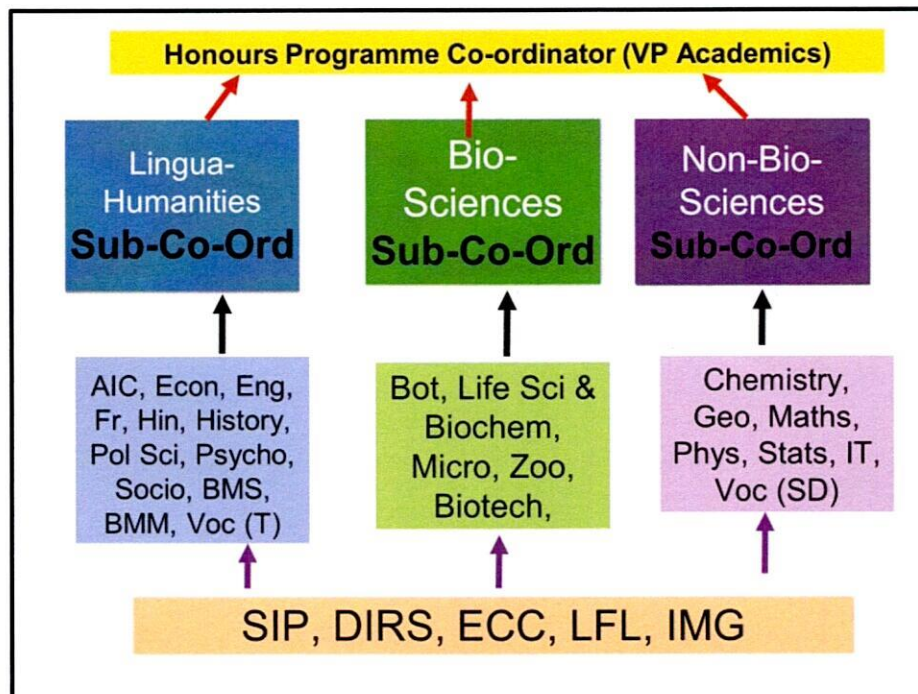
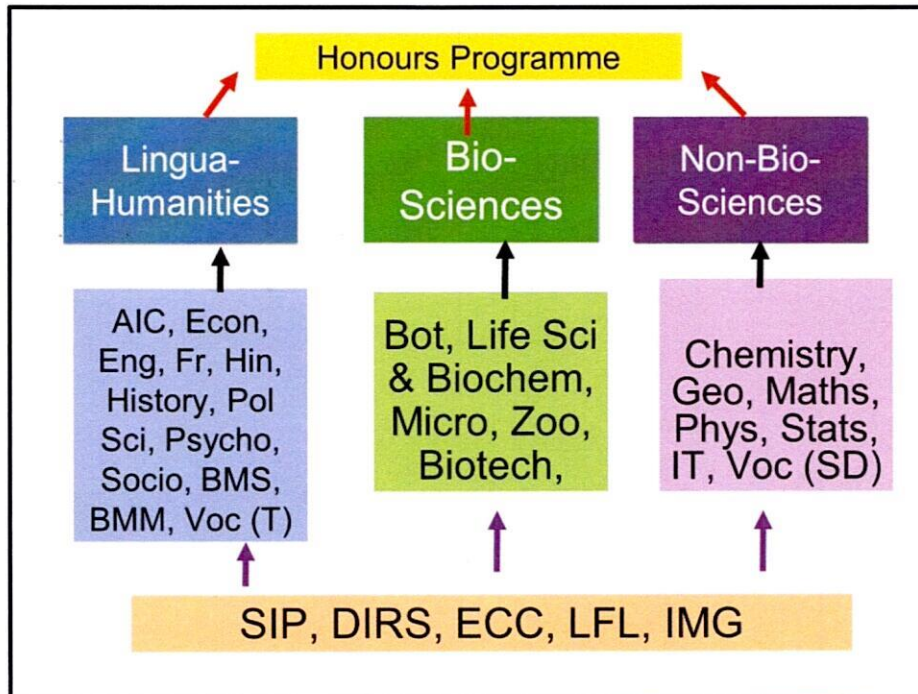


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Guidelines for the Honours Programme 2019-2020



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HONOURS PROGRAMME

2019-2020

About the Honours Programme

- Involvement is over three years
- Along with the degree course
- Acquire 7 “academic” credits
- Participation in “ activities”

ACTIVITIES

Co-curricular

Beyond the syllabus

Encourage Critical Thinking

Promote a ‘Research Culture’

REQUIREMENT:

- 7 ACADEMIC CREDITS
- 5 OF THE FACULTY
- 2 ‘ TRANSFER ’
- OVER THE THREE YEARS





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TYPE OF ACTIVITIES

- Library assignments
- Book / Movie reviews
- Laboratory and Field work
- Lecture courses
- Seminars,
- Workshops and Projects

“ HONOURS PROGRAMME”

- CO-CURRICULAR ACTIVITY
- INVOLVEMENT OVER THREE YEARS OF GRADUATION IS MANDATORY
- CERTIFICATION AT THE GRADUATION CEREMONY

INVOLVES:

REGISTRATION
IN A 'HUB' OF YOUR SUBJECT

'HUB' – cluster of departments

SELECTION OF ACTIVITY

[more than one possible, maximum three in an academic year]

COMPLETION

OF THE SELECTED ACTIVITY
ACCORDING TO THE TERMS AS
SPECIFIED BY THE FACULTY

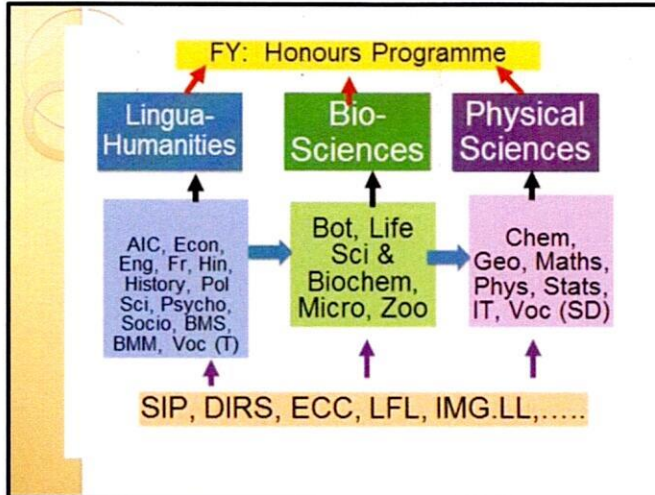
FOR CERTIFICATION:

- 5 CREDITS OF A HUB AND
- 2 CREDITS OF OTHERS
[ANOTHER HUB OR FROM A SET OF OPTIONS] TRANSFER CREDIT
- TOTAL = 7 CREDITS OVER SIX SEMESTERS





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Eg.
• **REGISTRATION IN THE LINGUA-HUMANITIES HUB**
would mean the student has chosen to work with activities offered by the Arts, BMM, BMS, B Voc(tourism) for 5 credits
• **AND would also select activities upto minimum of 2 credits from the Bio-Sciences / Physical sciences / SIP/ DIRS/ ECC/ LFL/ LL/ IMG/ Heras**
• **Activities for the academic year will be displayed on the web site and Notice Boards to facilitate selection.**

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1. Name of the student _____

2. Roll No. _____ UID No. _____ email ID : _____

3. Subject Combination: _____

4. Aggregate Marks obtained: _____ out of _____ % _____

5. Hub in which the activities are considered: _____

I am aware of all the rules of the Honours Programme and I hereby undertake to fulfill all the requirements for the Honours Programme to the complete satisfaction of all concerned Department and the Principal.


Signature of the student: _____ Signature of the Parent / Guardian : _____

Name of the Parent / Guardian : _____

Rules of the Honours Programme:

1. In order to be eligible for the Honours Programme, the student must have secured a minimum of 70% marks in the last examination.
2. A student who does not fulfill the attendance (75%) and examination performance (ATKT/ TNG/ Failed, etc) criteria at any point of the three year degree course is disqualified from the Honours Programme.
3. The Honours Programme is to be carried out over and above and not at the cost of the regular prescribed syllabus.




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HONOURS PROGRAMME

2018-2019

HUBS

- LINGUA/HUMANITIES
- PHYSICAL SCIENCES
- BIOLOGICAL SCIENCES

LINGUA/HUMANITIES HUB

- ✦ ENGLISH
- ✦ COMMERCE
- ✦ ECONOMICS
- ✦ SOCIOLOGY AND ANTHROPOLOGY
- ✦ HINDI
- ✦ ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY
- ✦ BMM
- ✦ BMS

BIOLOGICAL SCIENCES

- ✦ BOTANY
- ✦ ZOOLOGY
- ✦ MICROBIOLOGY
- ✦ BIOTECHNOLOGY
- ✦ BIOCHEMISTRY



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2_2_1_LearningLevelsHonours

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PHYSICAL SCIENCES

- ✦ CHEMISTRY
- ✦ GEOLOGY
- ✦ MATHS
- ✦ STATISTICS
- ✦ IT

TRANSFER CREDITS

- ✦ INDIAN MUSICAL GROUP
- ✦ HERAS INSTITUTE
- ✦ SIP
- ✦ DIRS
- ✦ CAIUS RESEARCH LABORATORY
- ✦ LFL
- ✦ LL

DEPARTMENTS OFFERING COURSES

- | | |
|---|---------------------------------------|
| ✦ LINGUA | ✦ BIOLOGICAL SCIENCES |
| ✦ ENGLISH-03 | ✦ BOTANY-03 |
| ✦ HINDI-01 | ✦ ZOOLOGY-03 |
| ✦ ECONOMICS-03 | ✦ MICROBIOLOGY-04 |
| ✦ COMMERCE-01 | ✦ LIFE SCIENCE AND
BIOCHEMISTRY-09 |
| ✦ ANCIENT INDIAN
HISTORY CULTURE AND
ARCHAEOLOGY-02 | ✦ BIOTECHNOLOGY-03 |
| ✦ SOCIOLOGY AND
ANTHROPOLOGY-01 | ✦ PHYSICAL SCIENCES |
| | ✦ CHEMISTRY-06 |
| | ✦ IT- |
| | ✦ STATISTICS-03 |

TRANSFER CREDITS

- ✦ HERAS -
- ✦ INDIAN MUSICAL GROUP-02
- ✦ CAIUS RESEARCH LABORATORY-02



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**ST. XAVIERS COLLEGE
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**QUEST FOR EXCELLENCE
PROGRAMME**

9th JULY 2017

INVOLVES:

- **REGISTRATION** IN A 'HUB' OF YOUR CHOICE / SUBJECT PREFERENCE
- 'HUB' - cluster of departments
- **SELECTION OF ACTIVITY**
[more than one possible, maximum three in an academic year]
- **COMPLETION**
OF THE SELECTED ACTIVITY ACCORDING TO THE TERMS AS SPECIFIED BY THE FACULTY

**QUEST FOR EXCELLENCE
PROGRAMME [QEP]**

- CO-CURRICULAR ACTIVITY
- INVOLVEMENT OVER THREE YEARS OF GRADUATION IS MANDATORY
- CERTIFICATION AT THE GRADUATION CEREMONY

FOR CERTIFICATION:

- **5 CREDITS OF A HUB** AND
- **2 CREDITS OF OTHERS**
[ANOTHER HUB OR FROM A SET OF OPTIONS]TRANSFER CREDITS
- **TOTAL = 7 CREDITS OVER SIX SEMESTERS**

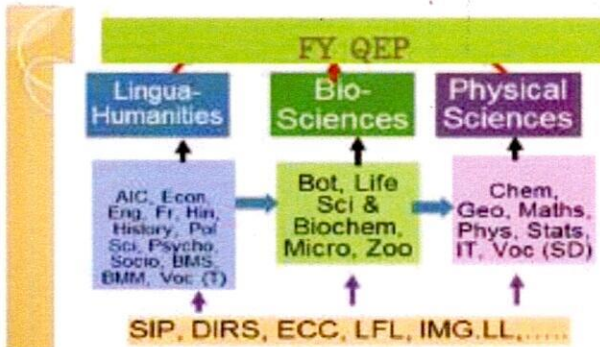


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PROCEDURE:

REGISTER:

1. Forms will be available in the Treasurer's Office from Monday 10th July 2017
2. 500 INR will be the Annual Fee to be paid from Thursday 13th July 2017 during working hours at the Treasurer's Office.

Eg.

REGISTRATION IN THE LINGUA-HUMANITIES HUB would mean the student has chosen to work with activities offered by the Arts, BMM, BMS, BVoc (Tourism) for 5 credits

AND would also select activities upto minimum of 2 credits from the Bio-Sciences / Physical Sciences / SIP/ DIRS/ ECC/ LFL/ LL/ IMG/ Heras

ENROL:

Activities will be displayed on the website & Notice Boards.

Select the activity of your choice.

Pay the activity fee.

ACKNOWLEDGEMENT:

'CREDIT CARD' will be given at the successful completion of the activity

'CERTIFICATE' will be awarded at the Graduation Ceremony



NAAC SSR Cycle 4 (2015-2020):
2_2_1_LearningLevelsHonours

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1. Name of the student: _____

2. Roll No. / UID No. / Email ID: _____

3. Subject Code/Name: _____

4. Aggregate Marks/Obtained out of _____ %

5. Mark to which the student is entitled: _____

6. Name of all the units of the QEP and identify explicitly in detail all the requirements for the QEP to the complete satisfaction of all concerned Departments and the Principal.

Signature of the student: _____ Signature of the Panel / Chairman: _____
 Name of the Panel / Chairman: _____

8. Name of the QEP

9. In order to be eligible for the QEP, the student must have secured a minimum of 75% marks in the last examination.

10. A student who does not fulfil the minimum (75%) and maximum performance (ACTED/100% Marks), etc) criteria at any point of the three year degree course will be ineligible for the QEP.

11. The QEP can be carried out over and above the total duration of the regular prescribed syllabus.

QUEST FOR EXCELLENCE
 SOCIAL INVOLVEMENT PROGRAMME-2017-2018

Introduction to Social Work (1 Optional Credit)

The Objectives of this course:

- To help the learner understand the social work profession.
- To provide an overview of Professional values, principles and skills in social work.
- Develop the capacity to analyse social problems, identify causative factors and assess the magnitude of the problems.
- Understand the problem situation, profile of the client system and relatedness of agency's intervention.
- Develop self awareness and sensitivity to situations of vulnerable individuals, groups and communities and recognize their capacities to deal with their situation.

Example:

- QEP/ Honors Program offered by the Cairns Research Laboratory - 2017
- 1. Name of the Program: Research Methodology and Analytical Techniques (Basic Level)**

No. of credits: 2

- Eligibility: Science students of any discipline - Bt, ST and TV
- No. of students: 15
- Fee Charge: Rs - (5000)-
- Evaluation: Design of Experiment and application of analytical techniques
- Time: One week in School Holidays - 9am - 4pm every day, Attendance compulsory on every day.
- Faculty conducting: Dr. Vithwas Sankarshar and Dr. Priya Sundarajan

Theory inputs (5hrs)

- Unit I. Understanding the Concept of Social work
- Unit II. Social problems and Social Analysis
- Unit III. A course on exploring the problems of Weaker Sections in Mumbai- Pichchan as NGO intervention.

Practical/Field work (20 hrs)

- Field placement at Pichchan- Mumbai central
- Possible activities
 - Teaching children on personal
 - Training women for livelihood activities
 - Working on advocacy level
- ACTIVITY FEES: INR 500
- MINIMUM NUMBER OF STUDENTS: 20



H. Linde
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Department of Botany

TITLE: Morphology and identification of vegetables.

Guide: Dr. Rajendra Shinde

Activity fee: Rs. 200

Number of credits: 2

Assessment: Survey based class project. Completion of work and report submission.

Open for: Biological Sciences (SY and TY)

TITLE: Landscapes Designing

Guide: Khushi Gadgil

Activity fee: Rs. 500

Number of credits: 1

Assessment: Completion of work and report submission.

Open for: All

TITLE: Construction of terrarium garden.

Guide: Khushi Gadgil

Activity fee: Rs. 1500

Number of credits: 1

Assessment: Completion of work and report submission.

Open for: All

2. **Course title:** Comment aborder la traduction d'un texte littéraire et son itinéraire?

Course content: The course will explain the technique of translation, various theories of translation, and how to translate a given text literary as well as non literary. There will be a three day workshop 3 hours per day after this three day workshop students will be given assignments based on the techniques taught, details of which will be discussed with them after completion of the 3 day workshop.

Note: The analysis as well as all the discussions and the assignment will be in French ONLY. Therefore students opting for the course are expected to have prior knowledge of the language.

Resource person: Vinita Suryastoyan
M.A. in Translation and Interpretation, Dept. Of French, IISL,
Jawahar Education University, New Delhi

Dates: 04th and 05th September 2017. 2.00 pm to 4.00 pm attendance is compulsory.

Activity fee: students will pay Rs. 200/- for the course.

QEP PROPOSAL - DEPARTMENT OF FRENCH

The Department of French will be offering two courses with one credit each for the QEP students in the academic year 2017-18.

1. **Course title:** Le corpus thématique

Course content: The course will explore three themes in French literature as a corpus through varied forms of expression: poetry, music and painting. There will be a three day workshop 3 hours per day wherein analysis, discussion and development of the themes will be done. After this three day workshop, students will have to create their own corpus thématique and submit a written assignment, the details of which will be discussed with them.

Note: The analysis as well as all the discussions and the assignment will be in French ONLY. Therefore students opting for the course are expected to have prior knowledge of the language.

Resource person: Sandhul Chetopadhyay

Dates: 29th July, 3rd August and 3rd August 2017. 2.00 pm to 4.30 pm attendance is compulsory.

Activity fee: Students will pay Rs. 250/- for the course.


LAST DATE FOR REGISTRATION :

26th JULY 2017

FOR ENROLMENT:

**PLEASE CHECK WITH DEPARTMENTS.
SUBMIT A XEROX COPY OF THE
REGISTRATION RECEIPT.**




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NAAC SSR Cycle 4 (2015-2020):

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Guidelines for the Honours Programme 2016-2017



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HONOURS PROGRAMME
30th JUNE 2016

About the Honours Programme

- Involvement is over three years
- Along with the degree course
- Acquire 7 "academic" credits
- Participation in "activities"

ACTIVITIES

Co-curricular

Beyond the syllabus

Encourage Critical Thinking

Promote a 'Research Culture'

REQUIREMENT:

- 7 ACADEMIC CREDITS
- 5 OF THE FACULTY
- 2 'TRANSFER'
- OVER THE THREE YEARS





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TYPE OF ACTIVITIES

- Library assignments
- Book / Movie reviews
- Laboratory and Field work
- Lecture courses
- Seminars,
- Workshops and Projects

MORE DETAILS

AT AN ORIENTATION IN MID JULY

DATE AND VENUE:
WILL BE ANNOUNCED IN THE
CLASSES

" HONOURS PROGRAMME"

- CO-CURRICULAR ACTIVITY
- INVOLVEMENT OVER THREE
YEARS OF GRADUATION IS
MANDATORY
- CERTIFICATION AT THE
GRADUATION CEREMONY

INVOLVES:

REGISTRATION
IN A 'HUB' OF YOUR SUBJECT

'HUB' – cluster of departments

SELECTION OF ACTIVITY
[more than one possible, maximum three
in an academic year]

COMPLETION
OF THE SELECTED ACTIVITY
ACCORDING TO THE TERMS AS
SPECIFIED BY THE FACULTY

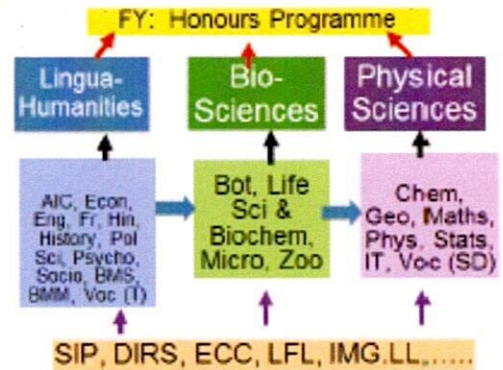




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FOR CERTIFICATION:

- **5 CREDITS OF A HUB AND**
- **2 CREDITS OF OTHERS**
 [ANOTHER HUB OR FROM A SET OF OPTIONS] **TRANSFER CREDIT**
- **TOTAL = 7 CREDITS OVER SIX SEMESTERS**



Eg.
REGISTRATION IN THE LINGUA-HUMANITIES HUB

would mean the student has chosen to work with activities offered by the Arts, BMM, BMS, B Voc(tourism) for 5 credits

- **AND would also select activities upto minimum of 2 credits from the Bio-Sciences / Physical sciences / SIP/ DIRS/ ECC/ LFL/ LL/ IMG/ Heras**
- **Activities for the academic year will be displayed on the web site and Notice Boards to facilitate selection.**

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1. Name of the student: _____

2. Roll No. _____ UID No. _____ email ID: _____

3. Subject Combination: _____

4. Aggregate Marks obtained: _____ out of _____ %

5. Hub in which the activities are considered: _____

I am aware of all the rules of the Honours Programme and I hereby undertake to fulfill all the requirements for the Honours Programme to the complete satisfaction of all concerned Department and the Principal.

Signature of the student: _____ Signature of the Parent / Guardian: _____

Name of the Parent / Guardian: _____

Rules of the Honours Programme:

1. In order to be eligible for the Honours Programme, the student must have secured a minimum of 70% marks in the last examination.
2. A student who does not fulfill the attendance (75%) and examination performance (ATKT/ TNG/ Failed, etc) criteria at any point of the three year degree course is disqualified from the Honours Programme.
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Guidelines for the Honours Programme 2015-2016



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HONOURS PROGRAMME

SCIENCE

About the Honours Programme

Over three years

7 "academic" credits which include
2 "transfer credits"
AND

1 social involvement credit

Now in the 32nd year

Departments offering the Honours Programme :

- BOTANY Coordinator: Alok Gude
- CHEMISTRY Coordinator: Dr. Abhilasha
- LIFE SCIENCE Coordinator: Dr. Seema
- MICROBIOLOGY Coordinator: Sangeeta
- PHYSICS Coordinator: Dr. Vedashankari
- ZOOLOGY Coordinator: Dr. Pushpa

CHEMISTRY

Book Review : Dr. Gulshan Shaikh

involved reviewing a book and comparison with other books.

Literature Review : Marazban Kotwal

involved reviewing about 20-25 research papers and writing a review on these topics.

Research Project-I : Marazban Kotwal

> Bio-synthesis of silver nanoparticles by different environmentally benign techniques.

> Study of effect of concentration of both the capping agent and the nano-precursor on morphology and size distribution of metallic nanoparticles.

> Optimization of conditions for monodispersity in the particle size.





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Research Project-II : Dr. Pralhad Rege

Project involved -

- Method Development
- Method Validation using ICH guidelines
- Statistical calculations
- Quantification by using Simultaneous Equation and Absorbance Ratio Method

Instrumentation Workshop : Dr. Pralhad Rege

Two Days Instrumentation workshop included Theory and Practical Sessions. It was conducted at PSRAIC LAB, Department of Chemistry, Ruia College, Mumbai.

MICROBIOLOGY: ACTIVITIES

FYBSc

Workshop on antibacterial effects of plants, herbs and spices. 1 credit. Miriam Stewart

Workshop on Plasmid Isolation. 1 credit
Sangeetha Chavan

SYBSc

Animal Tissue Culture. 2 credits. Dr Pampi Chakraborty

TYBSc

Lecture Series- IPR. 1 credit. Dr. Biswa Prasun Chatterjee

Project- Identification of bacteria using 16SrRNA gene amplification using PCR. 1 credit. Prof Sangeetha Chavan

PHYSICS Activities

Dr. Shyamala Bodhane : an interesting experimental project on making thin films by *spin coating technique*. The students learnt the intricacies involved in the coating method which enabled them to get thin films with thicknesses in the range 1 to 10 microns.

The second two credit programme offered by the same professor consisted of two parts. The first is learning microprocessor architecture and assembly language programming.

The second part is to write the programs for specific current applications and execute the program using the microprocessor 8085 kit.



Shinde



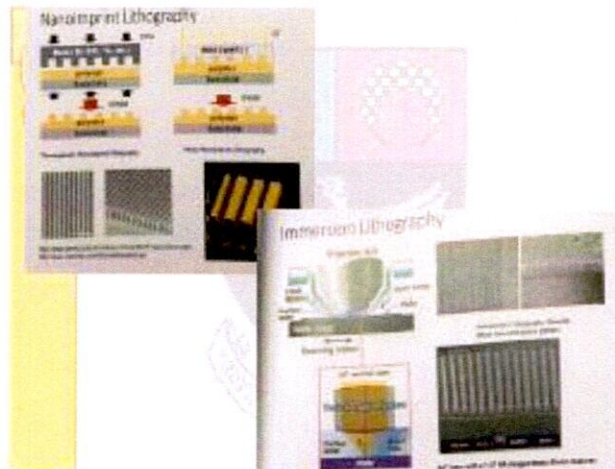
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Dr. J. Vedasankari offered a guided study in the study of electromagnetic spectrum. The students were given specific topics in this to prepare and give presentations related to the industrial and medical applications of different region of wavelength in the electromagnetic spectrum.

Ajay Yadav an experimental project involved calculation and real circuit designing of different amplifier circuits and analyzing the condition for Q point stability.

Dr. Rohan Jadhav offered computational physics in which students selected special topics to write programming, execute the program, do simulations involving physical states and analyze the results.

Dr. Radhekrishna Dubey: a guided study involved some input lectures by Dr. Dubey, group discussions and active presentations from the students.



A glass slide vacuum-fixed in the spin-coating machine

A freshly-baked cadmium sulphide thin film in the oven.



ZOOLOGY : Activities

An interdisciplinary lecture course along with a field visit was conducted on 'Basic Astrobiology' by *Dr. Sujata Deshpande*.

A lecture course on Molecular Biology titled, "DNA: Damage and Repair" was conducted by *Mr. Conrad Cabral*.





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'Dissection of invertebrate specimens' was conducted by
Dr. Smita Krishnan.

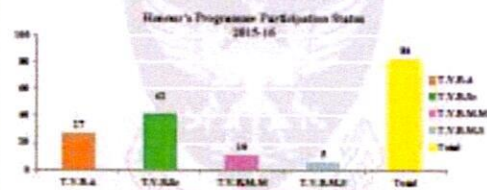
A lecture course along with a field visit was conducted on
 "Ornithology and Herpetology" by *Dr. Leon Pereira.*

Documentation of Museum specimens was conducted
 under the guidance of *Dr. Smita Krishnan.*

Zoological excursion to Okha and Jamnagar



Social Involvement Programme 2015-16



"When the heart is touched by direct experience, the mind is challenged to change." - Fr. Kolvenbach, S.J.

SIP ACTIVITIES:

I. HEALTH (25% Students)



- a. Medical Camp (10 Students)
- b. Genetic Disorder (9 Students)
- c. Hospital Interventions (2 Students)



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SIP ACTIVITIES Contd.

II. LITERACY & LIVELIHOOD (68 % Students)



- a. School Interventions (47 Students)
- b. Work with Destitute (8 Students)
- c. Generating Educational Databases (2 Students)



SIP ACTIVITIES Contd.

III. DIFFERENTLY ABLED (7% students)



- a. Visually challenged (1 student)
- b. Physical and Intellectual Disabilities (5 Students)



MANAGEMENT STUDIES

Program Co-ordinator – Pritesh Atre

MASS MEDIA

Program Co-ordinator – Akshara Jadhav





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BMM Department

City Stories

Resource person: Mr. Chaitanya Marpakwar,
Journalist, Mumbai Mirror

The course was meant to inculcate observation technique and presentation skills among the students from a journalistic point of view. Keeping in mind the various aspects of Mumbai city the students explored some significant subjects about the vibrant, dynamic life and present it in a crisp way.

From Pencil to Pixel

Resource Person: Mr. Siddharth Bhatia

Course Details: The course was meant to communicate ideas through the use of Illustrator and make it effective. The primary aim was to convey that anyone could who can think and wants to express can learn Illustrator and communicate with the audience.





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2.2.1 LEARNING LEVELS

- ❖ Honours Programme Report 2018-19

- ❖ Honours Programme Report 2015-16



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2018-2019

HONOURS PROGRAMME REPORT



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2018-19
Honours Programme Report

Overall Coordinator- Fr. Roy Pereira, Vice Principal Academics

Faculty Coordinator- Dr. Radha Kumar

Administrative Coordinator- Ms. Jemima Almeida

The Honours Programme has been in existence for more than thirty years. More recently after St. Xavier's college got autonomy many of the courses offered in the Honours Programme were made interdisciplinary through the 'Hub System'. This took the overall academics of the college to a higher level. In the years 2016-17 the programme was revamped into different format to inculcate the main objective of the programme, which is to offer interdisciplinary and multidisciplinary courses. This would encourage the students to have a holistic approach in their academic endeavour.

1. The classification of the departments are grouped into the three **HUBS** categorically

1. Biological Sciences Hub


- Botany
- Life Sciences and Biochemistry
- Microbiology
- Zoology
- Biotechnology
- Caius Research Laboratory

2. Lingua/ Humanities Hub

- English
- Economics
- Sociology and Anthropology
- Hindi
- Ancient Indian History, Culture and Archaeology
- Statistics
- Psychology
- Commerce
- Mass Media



NAAC SSR Cycle 4 (2015-2020):
2_2_1_LearningLevels


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- Management Studies
- Vocational Tourism

3. Physical Sciences Hub

- Information Technology
- Chemistry
- Physics
- Statistics

II. The Overall Structure- 2018-19

Registrations for the year 2018-19 were held between 1st August 2018 and 10th August 2018. Timings: 9.30am to 3.30pm Venue: IQAC Office. An enrolment fee of Rupees 700/- was charged, which had to be paid at the Treasurer's Office, as central registration fees.

III. Total Number of Registrations for the year 2018-19

Lingua Hub

TY- 51
SY-156
FY-206
TOTAL=413

Physical Sciences Hub

TY-14
SY-22
FY-83
TOTAL=119

Biological Science Hub


TY-47
SY-39
FY-54
TOTAL=140

Total Number of Registration

FY-343
SY-217



NAAC SSR Cycle 4 (2015-2020):
2_2_1_LearningLevels


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TY-112
TOTAL=672

IV. The Process of Enrollment

A Student was expected to collect the form from the IQAC Office. Basic requirement for the enrolment was the previous examination mark sheet photocopy which would be verified at the IQAC Office along with the form. Verification of the form included checking of the mark sheets and stamping of the form. After the verification of the form the student was given the student copy of the form. Then the student would proceed to the Treasurer's office to pay the enrollment fee, after which the Treasurer's office would give a receipt.

V. Criteria for Enrollment

Students have to put in 15 hours of work for one credit. Students are expected to keep up their academic excellence by maintaining their CGPA: 3.00/4.00 and 7.00/10.00. For the students of first year 70% in the last examination is required.

Students who do not fulfil the criterion of 75% attendance are disqualified. Any student who gets an ATKT or TNG is disqualified from the programme.

Student who meets all the criteria, in the third year qualifies for the Final Honours Certificate.

Total Number of TY Students who received the Honours Certificates in 2018-19: 103

VI. Honours Programme Committee

A Committee of Faculty Members put in their efforts to take this programme ahead.

The Committee of Faculty Members included

Vice Principal Academics

Fr. Roy Pereira

Faculty Coordinator

Professor Radha Kumar

Hub Coordinators

1. Physical Sciences Hub- Professor Abhilasha Jain and Professor Piyali Unnikrishnan
2. Lingua/ Humanities Hub- Professor Pearl Pastakia
3. Biological Sciences Hub- Professor Priya Sunndrajan



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Department Coordinators

1. **Ancient Indian History, Culture and Archaeology**- Professor Anita- Rane- Kothare
2. **English**- Professor Pearl Pastakia
3. **Hindi**- Professor Bhagwati Upadhyaya
4. **Sociology and Anthropology**- Professor Pranoti Chirmuley
5. **Economics** - Professor Manali Pawar
6. **Commerce**- Professor Suvaiba Pirani
7. **Statistics**- Professor Piyali Unnikrishnan
8. **Mass Media**- Professor Akshara Jadhav
9. **Management Studies**- Professor Pritesh Arte
10. **Vocational Tourism**- Professor Siddhi Bhatnagar
11. **Information Technology**- Professor Subhash Kumar
12. **Chemistry**- Professor Abhilasha Jain
13. **Physics**- Professor Vedaankari. K
14. **Botany**- Professor Vijaya Lobo
15. **Microbiology**- Professor Pampi Chakraborty
16. **Life Science and Biochemistry**- Professor Manasi Kanuga
17. **Biotechnology**- Professor Shiny Peter
18. **Zoology**- Professor Sujata Deshpande
19. **Caius Research Laboratory**- Professor Priya Sunndrajan
20. **Heras Institute**- Dr. Joan Dias
21. **Indian Musical Group**- Professor. Bhaskar Saha
22. **Inter Religious Studies**- Fr. Prashant Olalekar

VII. Activity Proposals

Total Number of Activity Proposals: 57

1. INDIAN MUSIC GROUP

■ Know the Raag through Music- **Dr. Bhaskar Saha**

■ Raag Aur Ritu (Season)- **Dr. Bhaskar Saha**


2. MASS MEDIA DEPARTMENT

■ Magazine Writing- **Ms. Jasreen Khanna**



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3. DEPARTMENT OF COMMERCE

☐ Entrepreneurship- Needs and Challenges in the Digital Age- **Mr. Furqan Shaik**

4. DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

☐ Engaged Ethnography and Public Anthropology- **Mr. Proshant Chackraborty**

5. DEPARTMENT OF HINDI

☐ Drama- **Dr. Bhagwati P. Upadhyay**

6. DEPARTMENT OF ECONOMICS

☐ Advanced Econometrics- Use of DGPs for Micro and Macro Econometrics- **Mr. Purbash Nayak**

☐ Banking Crises and Macro Economic Policy- **Mr. Rishab Devnani**

☐ Financial Analysis 101- **Ms. Manali Pawar**

7. DEPARTMENT OF ENGLISH

☐ Persian Language (Basic)- **Ms. Zarin Irani**

☐ How Story-Telling Began- Narrative and Aesthetics in Cinema- **Mr. Jethu Mundul**

☐ Travel Writing (Workshop)- **Ms. Vani Zaveri**

☐ Translation: A Creative Process- **Ms. Vani Zaveri**

8. DEPARTMENT OF CHEMISTRY

☐ Applications of Chem-Draw: A Tool in Chemistry- **Dr. Sandip R. Kale**

☐ Instrumentation Workplace in Analytical Chemistry- **Dr. Pralhad Rege**

☐ Research Project: Complex Chemistry- **Dr. Geeta Kotian And Ms. Saima Khan**

☐ Research Project: Metal Oxide Semiconductors as Effective Photocatalyst: Pros and Cons- **Dr. Ashma Aggarwal**

☐ Conserving Artefacts: A Chemical View- **Dr. Ashma Aggarwal, Dr. Geeta Kotian and Ms. Saima Khan**

9. DEPARTMENT OF STATISTICS


☐ Impact Evaluation of Developmental Economics- **Ms. Kshiti Gala**

☐ R In Excel- **Prof. Hegde**

☐ Market Research Programme- **Mr. Tushar Paharia**



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10. DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE AND ARCHEOLOGY

■ Athurang: Ancient Board Games- **Dr. Anita Rane**

■ Modi Script: Intensive Study

11. DEPARTMENTS OF PHYSICS

■ Computational Physics- **Dr. Deepak More**

12. DEPARTMENT OF PSYCHOLOGY

□ Team Building- **Ms. Rhea Gandhi**

■ Research Capacity Building and Report Writing- **Monk Prayogshala**

■ Sports Psychology- **Ms. Maurelle D'Sa**

■ Psychology of Storytelling- **Ms. Toru Jhaveri**

■ Forensic Psychology- **Ms. Janavi Doshi**

■ Dance Movement Therapy for Dealing with Anxiety- **Ms. Devika Mehta**

□ Mindfulness- **Ms. Prerana Dharnidharka**

■ GBTQIA and Affirmative Therapy- **Ms. Jagruti Wandrekar And Advaita Nigudkar**

■ Rational Emotive Behaviour Therapy- **Ms. Shama Shah**

■ Use of Social Media- **Ms. Saindhavi**

□ Positive Thinking- **Ms. Alisha Kalidhar**

13. DEPARTMENT OF BOTANY

■ Morphology and the Types of Fruits- **Dr. Rajendra Shinde**

□ Extracting Oils from a Plant Sample- **Mr. Kevin D'cruz**

■ Open Ended- **Mr. Alok Gude**

14. DEPARTMENT OF MICROBIOLOGY

■ Antimicrobial Effects of Indian Plants, Herbs and Spices- **Prof. Miriam Stewart**

■ Microbiology in Everyday Life- **Prof. Sangeetha Chavan**

□ Basics of Animal Tissue Culture and Cell Cyto-toxicity Testing- **Dr. Pampi**

Chakraborty

■ Intellectual Property Right (IPR)

15. DEPARTMENT OF ZOOLOGY

■ Evolution: The Cornerstone of Science- **Mr. Conrad Cabral**

□ Wildlife Forensic Science- **Trained Forensic Consultants**

■ Basic Skills in Wildlife Filmmaking- **Harshit Singh**



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16. DEPARTMENT OF LIFE SCIENCE AND BIOCHEMISTRY

■ Lecture Series: Global Climate Change and Social Justice: From Theory to Action- **Ms. Janjari Jasani**

■ Readings in Genetics and Biotechnology- **Dr. Priya Sundarrajan**

■ Great Discoveries in Biology- **Dr. Maya Mursewar**

□ Estradiol-mediated Development of Retina in Chick Embryo System- **Dr. Radhika Tendulkar**

■ Flapping the Microscopic Biodiversity Using Paper Microscope Foldscope- **Dr. Maya Murdeshwar and Dr. Sujata Deshpande**

■ Survey Based on Gender Dichotomy and Behavioural Differences in Selfie Acquisition
Dr. Bhaskar Saha

□ Literature Survey: Gene Regulation at the RNA level- **Dr. Maya Murdeshwar**

■ Literature Survey: Effect of Light Emitting Diode Illumination on Biological Systems-
Dr. Binoj C. Kutty

■ Literature Survey: Role of Selenium in the Vertebrate Male Reproductive System- **Dr. Manasi Kanuga**

17. DEPARTMENT OF BIOTECHNOLOGY

■ Finding Hidden Messages in Bioinformatics Approach- **Ms. Norine D'Souza**

□ Bioinformatics: Solutions to the Biological Problems- **Ms. Norine D'Souza**

■ Embryonic Tissue Culture: A Primer for Animal Cell Culture Techniques- **Dr. Shiney Peter**



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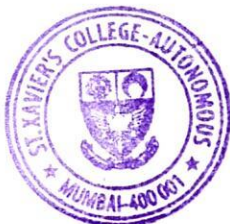


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HONOURS TEAM 2018-19



Question Answer Session- 15th October 2018



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2017-2018

HONOURS PROGRAMME REPORT

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St. Xavier's College (Autonomous), Mumbai
Dept. of Ancient Indian History, Culture and Archaeology
Presents
a lecture series on
"Mother Earth and Her Secrets of Sustainability"

Ms. Kaumudi Malladi
Architectural Designer and Social Historian

The Lecture series will focus on theories of origin of life on earth, knowledge systems of ancient civilizations like Indus valley civilization, Mesopotamia, Egypt, Greeks-with reference to Mother-goddess ,socio-religious parameters of Byzantine and Gothic, the Renaissance ,contemporary and perspectives and sustainability .

Dates :- 13th to 17th November 2017 (5 days) Time:-3:00pm-5:00pm Fees:Rs.350

Quest for Excellence (QEP) credit (15 hours) will be awarded to those who complete the course requirements of attendance, assignments and test.

For Registration please contact:- Dr. Anita Rane- Kothare (HOD),
Dr. Radha Kumar(radha.kumar@xaviers.edu),
Mr. Jason Johns (9833196477)

AIC Honours Programme

"FINDING HIDDEN MESSAGES IN BIOMOLECULES":
BIOINFORMATICS APPROACH

A hands-on practical session combined with theory sessions, aims to determine the role of computers in decoding the messages in DNA and proteins. The course will include introduction to the biomolecules followed by a detailed exploration of various biological databases, analysis of biomolecular data using various tools like BLAST, Clustal Omega, Rasmol, Swiss Model, and others and a detailed practical session on in silico experimentation of biological and chemical science. When you complete this course you will be able to understand basic utilization of computational tools for answering some biological and chemical based problems.

- **Eligibility:** SY and TY science students (Preference will be given to the students with Biology and Chemistry at the FY level)
- **Total No of seats:** 15
- **Minimum no of students for the course:** 10
- **Evaluation:** Practical problem solving based on the tools explored.
- **Activity fee:** INR 1000
- **Credits:** 01
- **Last date for enrolment:** 24th August 2017



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- **Orientation of enrolled students:** Wednesday 30th August 2017 at 3.00 pm in the Biotechnology Department

PG Department of Biotechnology

I. A wise choice of many alternatives, not an accident: Quality Assurance in Pharmaceutical and Biotechnology based Industries.

(Conducted by Dr. Shiney Peter)

Lecture Series – 1 credit

Eligibility: TY BSc students (Biological sciences and chemical Sciences)

Total No of seats: 20

Minimum no of students for commencement of the course: 15

Activity fee: 750/-

Last date for registration: 30th August 2017

Course content: The course will include a brief overview of the science of Quality assurance, Concepts in GLP and GMP, Validation and Documentation. This course will give the participant a flavor of the quality issues pertaining to the pharmaceutical and Biotechnology based industries and the process involved in assuring the quality of a product.

Commencement of course: Tuesdays 3:00 pm -4:30 pm, Sept 2017 onwards

II. Primary tissue Culture using chick embryo (Conducted by Dr. Shiney Peter)

Course content: Hands-on training in cell culture techniques using chick embryo tissues (primary culture and its characterization)

Eligibility: SYBSc and TYBSc students (Biological Sciences only)

Total no of students: 10

Minimum number of students for commencement of course: 8


Activity Fees: Rs.2500/-

Last date for registration: 30th August 2017

Commencement of course: 1 week in February 2018 (12th -17th February 2018) **OR** after ESE exams of Semester II.



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QUEST FOR EXCELLENCE PROGRAMME
DEPT. OF BOTANY PROPOSAL 2017-2018

- I TITLE: Morphology and identification of vegetables.**
Guide: **Dr. Rajendra Shinde**
Activity fees: Rs. 200
Number of credits: 2
Assessments: Survey based cum project. Completion of work and report submission
Open for: Biological Sciences (SY and TY)
- II TITLE: Digitization of the botanical specimens.**
Guide: **Kevin D'Cruz**
Activity fees: Rs. 1000
Number of credits: 1-2 [Depending on the quantum of work as assigned by the Guide]
Assessments: Completion of work and report submission
Open for: All
- III TITLE: Open ended.**
Guide: **Alok Gude**
Activity fees: Rs. 1000
Number of credits: 1
Assessments: Completion of work and report submission
Open for: All.
- IV TITLE: Germination studies of smut spore**
Guide: **Dr. Manek Mistry**
Activity fees: Rs. 1000
Number of credits: 1
Assessments: Completion of work and report submission
Open for: All
- V TITLE: Landscape Designing**
Guide: **Kishor Gadgil**
Activity fees: Rs. 1000
Number of credits: 1
Assessments: Completion of work and report submission
Open for: All.
- VI TITLE: Construction of terrarium garden.**
Guide: **Siddhi Shedge**

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Activity fees:	Rs. 1500
Number of credits:	1
Assessments:	Completion of work and report submission
Open for:	All.

QEP / Honor's Program offered by the Caius Research Laboratory – 2017

1. Name of the Program: Research Methodology and Analytical Techniques (Basic Level)

No of credits : 2

Eligibility: Science students of any discipline - FY, SY and TY

No. of Students : 15

Fee Charge : Rs -1500/-

Evaluation: Design of Experiment and application of analytical techniques

Time: One week in Diwali Holidays - 9 am - 4pm every day, Attendance compulsory on every day.

Faculty conducting: Dr. Vishwas Sarangdhar and Dr. Priya Sundarrajan

2. Name of the Program: Research Methodology and Analytical Techniques (Advanced Level)

No of credits : 2

Eligibility: Science students of any discipline - FY, SY and TY

No. of Students : 15

Fee Charge : Rs -2500/-

Evaluation: Design of Experiment and application of analytical techniques

Time: One week after exams in April - 9 am - 4pm every day, Attendance compulsory on every day.

Faculty conducting: Dr. Vishwas Sarangdhar and Dr. Priya Sundarrajan



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Department of Chemistry QEP proposal for 2017-18			
Name of the Program and Guiding Prof.	No. of Credits	Abstract	
Chemistry in Art Dr. Geeta Kotian and Ms. Saima Khan	2	The course explores the relationship between chemistry and art. We will look at the history and aesthetics of artefacts to study the science in art and the art in science. The course will include lectures as well as lab work. Students will be assessed on the basis of their written assignment and lab work.	Course Fee: Rs. 800/- Duration: Two days in October, after ESE and Six days in April, after ESE Eligibility: S.Y.B.Sc. / F.Y.B.Sc. students

CHEMISTRY IN ART

The course explores the relationship between chemistry and art. We will look at the history and aesthetics of artefacts to study the science in art and the art in science.

The course will include lectures as well as lab work.

Instructors: Dr. Geeta Kotian and Ms. Saima Khan

Credits Offered: 2

Course Fee: Rs. 800/-

Maximum 8 students from SYBSc/ FYBSc

Assessment method: Students will be assessed on the basis of their written assignment and lab work.

Duration: Two days in October, after ESE and Six days in April, after ESE

Eligibility: S.Y.B.Sc. / F.Y.B.Sc. students



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Department of Commerce - Honours Programme

Uploading the schedule of the Honours Programmes of the academic year to follow in the month of May/ June allows the students to decide which particular course they can sign up for and also gives them the options to choose from the list of courses and make themselves available accordingly and schedule their priorities. The following table should be considered:

Department of Commerce Honours Programmes to be held for the year 2017-2018			
Name of the Program and Guiding Prof.	No. of Credits	Abstract	
Guest Lectures by Mr. Furqan Shaikh Head of Department, BMS/BMM/BAF/BBI Rizvi College of Arts, Science and Commerce The theme is “Entrepreneurship and its Insights”	1	The Guest lectures will be held from the field of Commerce. It will be with respect to the Entrepreneurship. The theme is “Entrepreneurship and its Insights” There will Series of four lectures by the guest professor. The students have to attend these lectures and at the end make a combined report of all four sessions attended. Attendance will be compulsory. The report has to be submitted at the end for the evaluation purpose.	Course Fee: Rs. 1000/- Duration: any Four days in November (after Diwali vacation) Deadline for application: 10th September, 2017 Register at: Commerce Department (Arts Section) Wednesday 10.30 to 11.20 am (Minimum 15 students required for the program) Contact: Prof. Suvaiba Pirani Suvaiba.pirani@xaviers.edu

Duration: 2 hours session each – 4 guest lectures in November 2017 (after Diwali vacation)

No. of Credits Offered: 01

Course Fee: Rs. 1000/-

Introduction/ Abstract: The theme is **“Entrepreneurship and its Insights”**

Assessment method: The Guest lectures will be held from the field of Commerce. It will be with respect to the Entrepreneurship. The theme is **“Entrepreneurship and its Insights”** There will Series of four lectures by the guest professor. The students have to attend these lectures and at the end make a combined report of all four sessions attended. Attendance will be compulsory. The report has to be submitted at the end for the evaluation purpose.


Details of the Instructor: Head of Department, BMS/BMM/BAF/BBI - Rizvi College of Arts, Science and Commerce

Deadline for application: 10th September, 2017 (minimum 15 students required for the program)

Register at: Commerce Department (Arts Section) **Wednesday 10.30 to 11.20 am**



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DEPARTMENT OF INTER-RELIGIOUS STUDIES

Presents to you an Honours Course

THE JOY OF SELF DISCOVERY

Unlock your Innate Wisdom, De-stress and find the secret of Peace and Joy.

HIGHLIGHTS-Creative Meditation, Visit to Asha Daan Approaches of Spiritual/Scientific/Tribal Traditions.

DATES : 1st -7th August.

(5 days including 1 day visit)

TIME: 2:45-5:00 pm

VENUE: Scavi

COURSE FEE: ₹800/-

CONTACT-dirs.xaviers@gmail.com

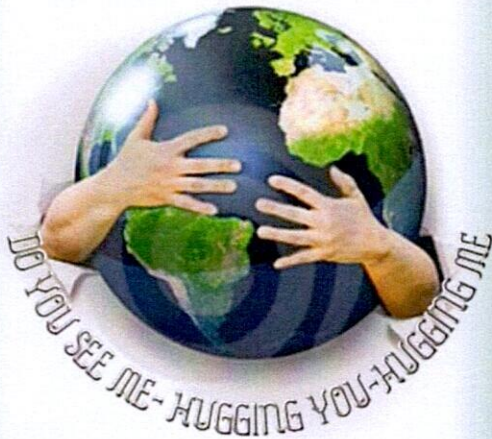
DIRS Office from 10:30am to 12:00pm

Limited Seats Hurry



COSMIC HUG

VISA TO THE UNIVERSE



PosterMyWall.com

Hi Compassionate Beings,

Come to receive & give the Cosmic Hug,
Feel your interconnection with All.

Date: 26th - 28th at Dahanu

Contact: dirs.xaviers@gmail.com or visit
the DIRS Office from 10:30am-12:30pm

Limited Seats!!

Last date to register: 18th Aug

Charges: Rs.800 plus stay

A Quest For Excellence Programme

Department of Inter Religious Studies

NAAC SSR Cycle 4 (2015-2020):

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<u>Department of Economics 2017-18</u>		
Name of the Program	No. of Credits	Abstract
Arthniti Journal	1	Write a research paper for Economics Dept. Journal Arthniti
Economics Seminar	1	Write and present a research paper at the Economics Seminar (Only one credit will be granted in case a paper presented at the Seminar is published in Arthniti Journal)

OPEN TO STUDENTS OF ECONOMICS ONLY.

Number of Credits: 1

Important Dates and Instructions:

Enrollment: **Friday 11th August, 2017 at 10.45 a.m.** in the Department of Economics.

List of students selected for the activity and Faculty Allotment: **Wednesday 16th August, 2017**

Selection and Approval of Book: **Wednesday 30th August 2017.** Book must contain at least 200 pages

Submission of Abridged version of the book: **Friday 15th December 2017**

Submission of Critique and Final Presentation: **First week of January 2018**

Intake: Minimum: 8 and Maximum: 20

Activity Fees: INR 250 for all students.


INR 600 towards registration separately for TY students.

Selection: First Come First Serve Basis

Register at: Economics Department



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Department of English Honours Activities for 2017-18

An Introduction to the study of Comparative mythology

Resource Person: Dr. Vidya Kamat

Credit: 1

Total numbers of hours 15.

Minimum requirement 80% attendance.

A Project - with AV presentation by each student with GD and Q&A

Project will be evaluated by the grading system

Activity Fee: INR 1600

A brief description of the course:

All ancient religions are replete with mythological tales. In India, the study of mythology becomes all the more pertinent as it is a living tradition. For centuries rites and other enactments have been performed and passed on from one generation to the other, with reverence and some degree of fascination through the medium of mythic tales. With urban lifestyles eclipsing the traditional, many of these traditions are getting erased or blurred with time. The question is how do we understand these mythic narratives in the contemporary context. What do myths mean to us in modern times? What is the role of comparative mythology in the globalised urban culture?

According to modern day scholars of comparative mythology, the magical realm of myths populated by gods and goddesses and supernatural entities are much more than stories aimed at entertainment. For these scholars, the study of mythology reveals deep cultural patterns that define a civilization.

This introductory course in comparative mythology is designed to explain the basic structures or motifs that are utilized in the study of comparative mythology. The course will look into the similarities between myths from various ancient civilizations of the world, and Indian mythological tales to highlight common motifs.



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QEP PROPOSAL DEPARTMENT OF FRENCH

The Department of French will be offering two courses with one credit each for the QEP students in the academic year 2017-18.

1. Course title: Le corpus thématique

Course content: The course will explore three themes in French literature as a corpus through varied forms of expression: poetry, music and painting. There will be a three day workshop 3 hours per day wherein analysis, discussion and development of the themes will be done. After this three day workshop, students will have to create their own corpus thématique and submit a written assignment, the details of which will be discussed with them.

Note: The analysis as well as all the discussions and the assignment will be in French ONLY. Therefore students opting for the course are expected to have prior knowledge of the language.
Resource person: Bandhuli Chattopadhyay

Dates : 29th July, 1st August and 3rd August 2017 2.00 pm to 4.30 pm attendance is compulsory
Activity fees: Students will pay Rs. 250/- for the course

2. Course title: Comment aborder la traduction d'un texte littéraire et non littéraire?

Course content: The course will explain the technique of translation, various theories of translation, and how to translate a given text literary as well as non literary. There will be a three day workshop 3 hours per day. After this three day workshop students will be given assignments based on the techniques taught, details of which will be discussed with them after completion of the 3 day workshop.

Note: The analysis as well as all the discussions and the assignment will be in French ONLY. Therefore students opting for the course are expected to have prior knowledge of the language.
Resource person: Nitya Suryanarayanan

M.A. in Traduction et Interprétation, Dept. Of French, JNU,
Jawaharlal Nehru University, New Delhi

Dates : 6th, 7th and 8th September 2017 2.00 pm to 4.30 pm attendance is compulsory
Activity fees: Students will pay Rs. 250/- for the course



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Department of IT Quest for Excellence Programme
Activities for 2017-18

1. Name of the Program: EMERGING TECHNOLOGY (Advanced Level)

No of credits : 2

Eligibility: Arts/Science/IT students of any discipline having studied IT course in HSc - FY,
SY Level

No. of Students : 40

Fee Charge : Rs 1000/-

Description: Advanced Level concepts in IT taught in easy way.


Evaluation: Make an application in any language of student choice.

Time: Friday/Saturday Lectures

Faculty conducting: Prof. Subhash Kumar



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QUEST FOR EXCELLENCE PROGRAMME PROPOSAL OF THE LANGUAGE LAB 2017-2018

Film Screening: Representation of Disability in 20th Century Bollywood

Activity Description:	Watching and discussing four films from the 20 th Century in Bollywood that deal with Disability
Activity fees:	Rs. 100
Number of credits:	1 Transfer Credit
Assessment:	Assignment based on the movie screening
Open for:	All students
No. of Students:	25
Dates and Timings :	26 th , 28 th , 29 th August (Ganpati Holidays) – 10.30am – 1.30pm 30 th August : 3.00-5.30pm
Contact:	Rashmi Mehta (Language Lab)

Poetry is Music, Music is poetry

Activity Description:	Exploring different forms of poetry from across the world and music in order to discover the connection between poetry and music.
Activity fees:	Rs. 200
Number of credits:	1 Transfer Credit
Assessment:	Creative class presentation
Open for:	All students
No. of Students:	25
Dates and Timings :	5 th , 6 th , 7 th , 8 th , 9 th September -3.00pm-6.00pm
Contact:	Rashmi Mehta (Language Lab)



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Dept. of Life Science & Biochemistry - 2017-18 - Quest for Programme

FY, SY, TY students of any discipline


1. Title: Global Climate Change and Social Justice: From thought to action
A lecture workshop
Resource person: Ms. Janjari Jasani
Head, Sustainability Solutions and Carbon Map and Cap initiation,
Centre for Environmental Research and Education
Guide: **Dr. Priya Sundarrajan**
Credits: 1
Class: FY, SY, TY student of **ANY** discipline
Students: 30 - 35
Duration: Throughout the year
Course fee: Rs. 1000
Assessment: Assignment, Action project and Participation

F.Y.B.Sc.

1. Title: Teaching aids in Biology
Guide: **Dr. Priya Sundarrajan**
Credits: 1
Class: FYBSc
Students: 15 - 20
Duration: Throughout the year
Course Fee: Rs. 2500/- (All the required material will be provided.)
Assessment: Display of and presentation as the charts and/or models made.
Abstract: Making of relevant charts and/or models that can facilitate classroom teaching.
2. Title: Experimental activity: Vertebrate embryonic development - creating a developmental atlas using whole mounts of Chick and Zebrafish embryos.
Guide: **Dr. Radhika Tendulkar**
Credits: 2
Class: FYBSc
Students: 03
Duration: Throughout the year
Course fee: Rs. 1500
Assessment: Whole mounts of embryos.
Abstract: Both the above mentioned organisms are being extensively used in the field of developmental biology to unravel the mysteries of development. The first step towards using these experimental models is to understand the gross morphological milestones in development. This is done through the study of whole mounts of embryos.



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3. Title: Teaching Aids in Nutrition – “GAMIFYING NUTRITION”
- Guide: **Dr. Maya Murdeshwar**
- Credits: 1
- Class: FYBSc
- Students: 6
- Duration: Throughout the year
- Course Fee: Rs.1250/-
- Assessment: Teaching aids (games), Viva/ Written report/ Exhibition.
- Abstract: The project involves developing fun games, quizzes and teaching aids to explain the concepts of health and nutrition, balanced diet, nutritional and eating disorders to the lay person in an interesting and captivating manner. The project has both, scientific and social implications, with the objective creating nutritional awareness among people such that they bring about positive changes in their life style and lead a healthy, disease-free life.

S.Y.B.Sc.

1. Title: Experimental activity: Does estradiol regulate retinal development and neurogenesis?
- Guide: **Dr. Radhika Tendulkar**
- Credits: 2
- Class: SYBSc
- Students: 04
- Duration: Throughout the year
- Course fee: Rs. 2000
- Assessment: Report and presentation.
- Abstract: Estradiol which is primarily a gonadal steroid is also known to be synthesized in the brain. Recent reports indicate a role for estradiol in neural development and generations of neurons. The chick embryo retina offers an easily accessible model system to study the role of this steroid on neurogenesis. Experiments involve injecting fertilized eggs with estradiol and assessing effects on day 3, 4 and 5 of development by histological and biochemical techniques.

2. Title: Experimental activity: Mapping the microscopic biodiversity of Sanjay Gandhi National Park, Mumbai
- Guide: **Dr. Maya Murdeshwar** (in collaboration with Dr. Sujata Deshpande, Dept. of Zoology)
- Credits: 2
- Class: SYBSc
- Students: 07
- Duration: Throughout the year
- Course fee: Rs. 2000
- Assessment: Written report and presentation
- Abstract: The project aims at studying the microscopic biodiversity in niche environments of the Sanjay Gandhi National Park (SGNP), Borivali, Mumbai, based on on-site observations and in-lab experimentation. Scientific research methodology will be followed to collect, analyse and document data. The project will involve several visits to



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SGNP throughout the year, followed by intensive lab analyses. Highly motivated students with a serious commitment to see the project through are encouraged to apply. (Selection will be on the basis of an interview conducted jointly by both the guiding teachers).

3. Title: Experimental activity: ROS studies in yeast: fluorescence microscopy and more.

Guide: **Dr. Binoj C. Kutty**

Credits: 2

Class: SYBSc

Students: 04

Duration: Throughout the year

Course fee: Rs. 2000

Assessment: Written report and presentation

Abstract: The study involved monitoring alcohol induced reactive oxygen stress in 2 Yeast strains viz *Saccharomyces cerevisiae* and another one isolated from a fruit (J3).



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HONOUR'S PROGRAMME – DEPARTMENT OF MICROBIOLOGY
PROPOSAL 2017-2018

CLASS	ACTIVITY	NO OF CREDITS	FEES	DATES	Regn for activity by
FYBSc	Workshop on Antimicrobial effects of plants, herbs and spices Students will study the antibacterial effects of aloe vera, clove, onion, garlic, ginger, pepper, cumin, turmeric, capsicum, fennel, cinnamon using ditch plate, agar cup, disc plate technique. Students will use powders of the plants, herbs, spices and their water and solvent extracts to check antimicrobial activity Will be conducted in the first or second week of April for 1 week. Eligibility- Should know basic microbiological techniques. 20 seats Conducted by- Prof Miriam Stewart.	TWO	Rs. 1000/-	After 2 nd ESE	30 th Aug
FY	Microbiology in everyday life Lecture series with practical demonstrations. Students studying biological science will not be allowed to register. 20 seats Conducted by –Prof Sangeetha Chavan	ONE	Rs 1000/-	Second semester on Thursday and Friday afternoon -3.00-4.30 pm	30 th Aug
SYBSc	Project – Study of cytotoxicity of chemicals Students will be trained in animal tissue culture technique and will then study the effect of chemicals 20 seats Eligibility- Should know microbiological techniques. Conducted by- Dr. Pampi Chakraborty	TWO	Rs. 3000/-	After 2 nd ESE	30 th Aug



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TYBSc	1. Project- Students will work on microbiology related projects of their choice (topic to be decided after consulting Guiding teacher)	ONE	Rs. 2500/-	1. Through the year 2. July 2017	30 th Aug
	2. Lecture series-IPR Conducted by- Dr. Biswaprasun Chatterjee	ONE	Rs. 1000/-		

QUEST FOR EXCELLENCE PROGRAM
Department of Physics

Title of the course - Defence Technology Innovation
Resource Person - Mr. D. S. CHAUHAN
Activity Fees - ₹ 1000/- (Rupees one thousand only)
Number of credits- One Credit
Course Coordinator- Dr. K. Vedesankari, Department of Physics.

- The course will begin after 16th November 2017.
- The dates and timings will be announced.
- The QEP students from both physical sciences and biological sciences hubs are permitted to register with the course coordinator.
- Maximum number of students permitted = 25

The details of the course are given below: -

1. Air, land and sea vehicles
2. Autonomous systems
3. Electronic warfare
4. Human science
5. Information and communications
6. Propulsion and energy
7. Surveillance and space



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HONOURS PROPOSAL BY THE PSYCHOLOGY DEPARTMENT
2017-18

DATES	THEME	RESOURCE PERSONS
22 nd & 23 rd July 2017	Communication & relationships: A psychodynamic perspective	Rupa Kalahasthi & Shruti Murali
29 th & 30 th July 2017	Exploring Sexuality in the Indian context using Creative Arts Therapy Techniques	Devika Mehta (from Synchrony)
5 th & 6 th August 2017 (orientation on 27 th July 2017)	Participation in a multidisciplinary research study on Globalization, Health and Spirituality (data collection & analysis)	Dr. Sonia Suchday Psychology Department Chair, Pace University, New York
2 nd & 3 rd September 2017	Rational Emotive Behaviour Therapy	Shama Shah
9 th & 10 th September 2017	The Psychology of Storytelling	Toru Jhaveri

PROPOSAL FOR THE QUEST FOR EXCELLENCE PROGRAMME
DEPARTMENT OF ZOOLOGY (2017-18)

Department of Zoology proposes to conduct the following activities for the “**Quest for Excellence Programme**” in the academic year 2017 – 18:

1. BASIC ASTROBIOLOGY: IS THERE LIFE ELSEWHERE IN THE UNIVERSE?

ONE CREDIT (Dr. Sujata Deshpande)

Lecture course + one overnight sky observation programme.

The following topics will be covered in the course: Origin of the Universe, Origin of the solar system, The Solar system, Origin of Earth, Origin of life on Earth, Evolution of life, Habitable zones in the solar system and Universe, Detection of exoplanets. Sky observation programme will be conducted after monsoon season. Date and venue for the sky observation programme will be announced later on. Basis for awarding credits: Attendance, Tests (which may include discussing important papers in the field, giving presentations and making posters and models), Field visit report.

Interdisciplinary : FY, SY, TYBSc, BA, BMS, BMM and BSc-IT

Number of students : 20



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Course fee* : Rs.750/- * (The overnight sky observation programme will be charged separately)

Every Thursdays: 3:45 – 5:00 pm, Commencing from 27th July 2017.

2. Introduction to BEES: (BEES stand for Behavioural, Ecological and Evolutionary Sciences)

TWO CREDITS (Dr. Sujata Deshpande)

Lecture + Project Course.

This is an interactive course, where a small part will be covered by conducting lectures to introduce the students to the basics of measuring animal behaviour and relating behaviour to ecology and evolution. For the remaining major part, the students will be divided in groups and will be asked to undertake projects in the field of behaviour and ecology. Basis for awarding credits: Attendance, Performance in doing the projects, Presentation, Project report.

Open for biological science students of SY and TYBSc

Number of students : 10

Course fee : Rs. 750/-

Every Friday :- 3:45 – 5:00 pm Commencing from 28th July 2017

3. FORENSIC SCIENCE HONOURS PROGRAM

ONE CREDIT (Ms. Alethea Vaz)

The national and international illegal trade in wildlife has grown tremendously over the years. The need for educated, knowledgeable professionals working in the field is a critical resource in the protection and conservation of these endangered species.

The Wildlife Forensic Science Honours Program aims to help bridge the knowledge gap in wildlife protection. During this introductory program, students will learn basic crime scene investigation protocols and specific analytical techniques for Wildlife Crime Investigation. The learnings of the students will be enforced through the investigation of a 'Mock Wildlife Crime Scene'. Students will be expected to process the crime scene, evaluate the available evidence, analyze the items and reconstruct a case file of results obtained from the investigation.

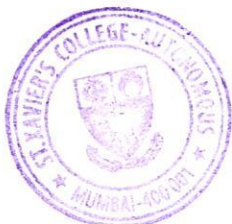
This program will be **conducted by trained forensic consultants** and will involve interactive sessions with both lectures and practicals.

Interdisciplinary : FY, SY, TYBSc

Number of students : 40 – 45 students

Course fee : Rs. 750/-

Every Saturday :- 3:00 – 5:00 pm Commencing from 29th July 2017



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4. ORNITHOLOGY AND HERPETOLOGY

TWO CREDITS (Dr. Leon Pereira)

A lecture course cum field visit will be conducted on “**Ornithology and Herpetology**”. Students will learn about the Taxonomy, Classification and Biology of Reptiles (Snakes) and Birds through lectures and field trips. The students will be graded on the basis of a field report and overall performance and participation during the course.

SY and TYBSc Zoology students and students working for the Zoology Honours Program can apply for this course.

Course fee : Rs. 750/- (Field trip will be charged separately)

Every Thursday :- 3.30-5.00 pm Commencing from 27th July 2017

5. MAPPING THE MICROSCOPIC BIODIVERSITY OF SANJAY GANDHI NATIONAL PARK, MUMBAI

TWO CREDITS (Dr. Sujata Deshpande, in collaboration with Dr. Maya Murdeshwar, Department of Life Sciences)

A project based course. The project aims at studying the microscopic biodiversity in niche environments of the Sanjay Gandhi National Park (SGNP), Borivali, Mumbai, based on on-site observations and in-lab experimentation. Scientific research methodology will be followed to collect, analyse and document data. The project will involve several visits to SGNP throughout the year, followed by intensive lab analyses. Highly motivated students with a serious commitment to see the project through are encouraged to apply. (Selection will be on the basis of an interview conducted jointly by both the guiding teachers)

Assessment will be based on written report, presentation

Only for Zoology students of SYBSc.

Number of students: 7

Course Fee : Rs. 1500/- Duration : Throughout the year



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2016-2017

HONOURS PROGRAMME REPORT



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QUEST FOR EXCELLENCE PROGRAMME REPORT (2016-2017)

DEPARTMENT OF BOTANY

Department Coordinator: Dr. Vijaya Lobo.

18 students participated in the various honours activities. 12 students have successfully completed the activity. Following three activities were conducted in the academic year 2016-2017:

1. Permanent slide preparation -08
2. Research Project - 03
3. Landscape designing- 01

SUMMARY OF THE ACTIVITIES

1. Permanent slide preparation: (2 credits)

Professor – in – Charge: -Mr. Kevin D’Cruz

Number of Students participated: 08

The aim of this activity was to develop permanent slide preparation skill in students. Fy, Sy and Ty students participate in this programme and were given different sets and levels of activity to perform.

Summary:

The goal would be to equip and motivate the participants with advanced techniques. Evaluation has been done on the basis of their skill for making permanent slide and written report.

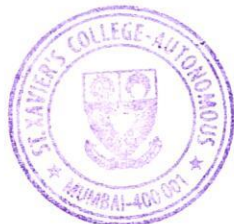
2. Research Project: (1 credits)

Prof. – in - Charge: Mr. Alok Gude.


Number of Students participated: 03

The projects undertaken where:

Solvent extraction and study of absorption spectrum of photosynthetic pigments.



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Study of in-vitro pollen germination and pollen viability.

Summary: The prime aim of this project was to develop research skills

Study of *in-vitro* pollen germination and pollen viability in *Allamanda cathartica*-

The objectives undertaken were:

To determine the growth rate of pollen tubes in *Allamanda*.

To find out the optimum conditions for pollen tube growth.

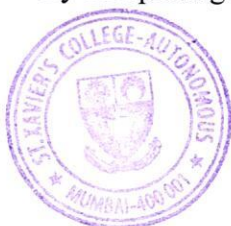
To study the in-vitro pollen germination process as a whole.

Stock solutions of different nutrients and salts, here stock solutions for sucrose in the ranges 5%, 10%, 15%, 20% and 30% were prepared along with a variety of combinations of other salts like Magnesium Sulphate Calcium Carbonate, Potassium Phosphate, Boric Acid, Magnesium Sulphate and Calcium Carbonate. The pollen grains in the ten different solutions were put on slides with cover slips and observed under the microscope, methodically scanning the entire area for any pollen that may show the tube growth. So, 10 slides were scanned and documented using a mobile phone. For all the solutions used only two of the sucrose solutions gave any results for the growth of pollen tubes in them and hence marked germination of pollen. However, the rest did not show any results and the pollen all remained innate. The 5% sucrose solution showed only a slight amount of pollen germination which saw only the slight emergence of pollen tubes as seen here. Proper pollen tube growth was observed in 15% sucrose solution which had an actual long growth of the pollen tube visible from the pollen.




Solvent extraction and study of absorption spectrum of photosynthetic pigments-

By completing the objectives as given below it was aimed to achieve the given



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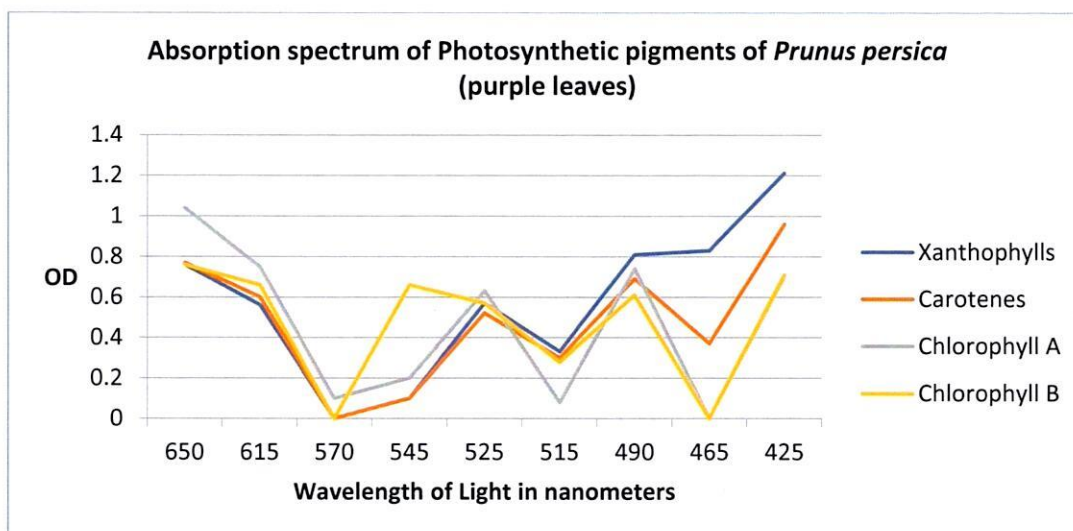
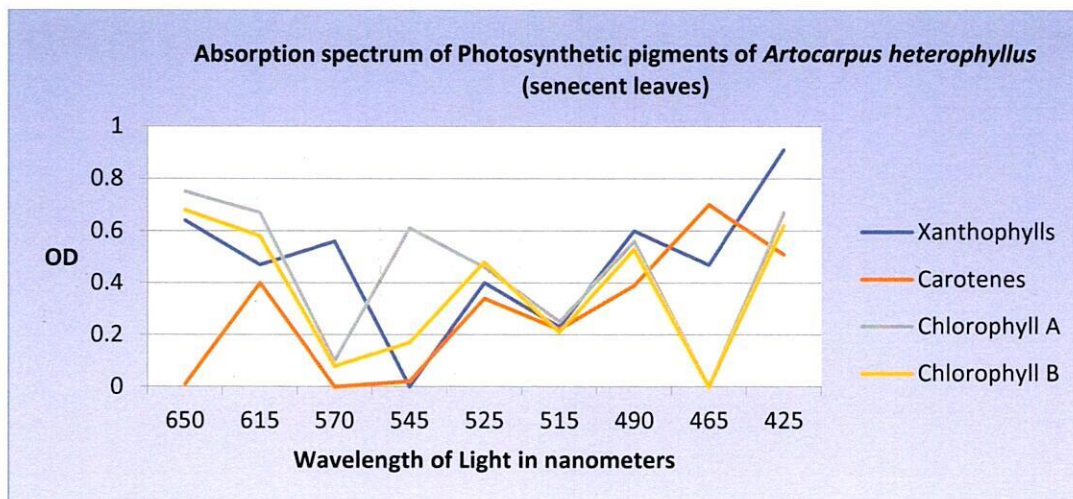
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Objectives: To obtain the optical density readings of the raw leaf extracts in order to crudely compare pigment density in the various leaves. To obtain optical density readings specifically of all the various photosynthetic pigments extracted from the leaves using solvent extraction process as a routine methodology to do so. The Leaves of *Hibiscus* (green) , *Prunus persica nigra* (purple) , *Artocarpus heterophyllus* (senescent) were used for the experiment. Solvent extraction was carried out using various solvents i.e. 80% Acetone, Calcium Carbonate, Petroleum Ether, Distilled Water, 92% Methyl Alcohol, 30% Methanolic Potassium Hydroxide Solution and DW. Analysis of Absorbance showed varying results across the different leaves. The absorbance and hence the amount of pigments the leaves contained was indicated to vary across the different leaves. The total amount of chlorophyll varied across leaves. The amount of Xanthophylls was found to vary drastically and be the least in the green leaves of *Hibiscus* while it was maximal in *Prunus persica*. A similar trend was followed for Carotenes with the low being identified in yellow leaves of *Artocarpus* while the green and purple leaves of *Hibiscus* and *Prunus* respectively seemed to have significantly higher levels of absorbance indicative of content for the same pigment. Similarly for Chlorophyll-a maximum peaks were seen for the *Prunus* leaves while the green *Hibiscus* leaves showed maximum peaks for Chlorophyll-b. The absorbance for various pigments of the different leaves gives a holistic outlook on their pigment content given their growth stages and conditions. The methodology of the experiment utilized the solvent extraction process for the processing of the various pigments in the various samples of the leaves that we used up in the experimentations as subject matter. Although an entire group in total analyzed in total 9 different leaves, a collaborative approach could give a broader understanding of the subject matter. The study can be made holistic by utilizing more than 3 types of samples of and by getting leaves of the same plant that are at varying stages instead of using different plants. This opens pathways for better understanding the various initial findings of this project, such as the increased presence of Carotenes and Xanthophylls in Purple leaves as reflected by their absorbance or in the lowered amounts of Carotenes Senescent leaves opposite to what may be expected so. The project points on towards certain new factors that may be behind presence of certain photopigments in a leaf at a given point of time that are critically linked to their stage of development or senescence.



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Evaluation has been done on the written project report.

3. Landscape Designing: (1 credit)

Professor – in – Charge: - Kishor Gadgil

Number of Students participated: 01

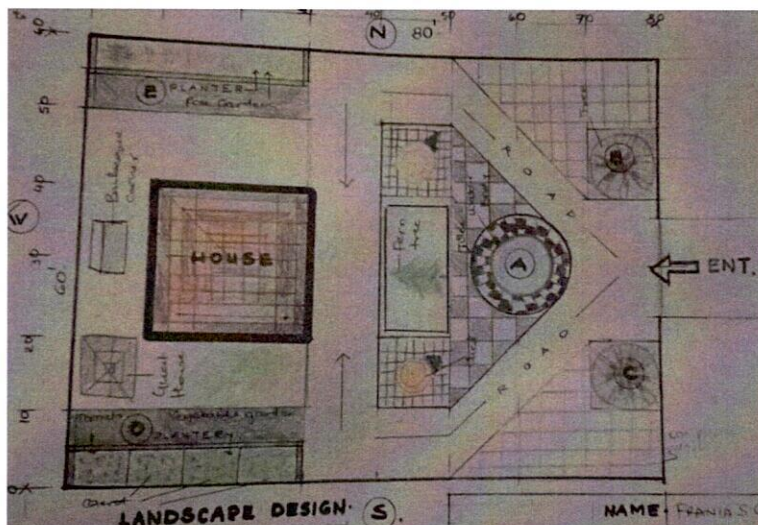
Summary : Basic course of landscape designing was completed and it included planning of the garden, need for designing, elements of designing like unity, scale, balance, simplicity,





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variety, emphasis, line, form, texture, colour etc. drawing designing a garden on paper using corresponding measurements and scale. The students prepared a garden plan keeping in mind all the elements, and the parts and architectural patterns.



Evaluation was based on written project report.

HONOURS PROGRAMME REPORT (2016-2017)

DEPARTMENT OF CHEMISTRY

Department Coordinator : Dr. ABHILASHA JAIN

36 students participated in the various honours activities. Following Six activities were conducted in the academic year 2016-2017:

1. Research Project- I
2. Research Project- II
3. Research Project- III
4. Research Project- IV
5. Literature Review
6. Instrumentation Workshop



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SUMMARY OF THE ACTIVITIES

1. Research Project-I : (2 credits)

Title : Synthesis and Isolation of some Organic Compounds: An Analytical Approach

Professor – in – Charge : - Dr. Ashma Aggarwal and Dr. Gulshan Shaikh

Number of Students participated : 15

Summary : Some of the most commonly used reagents are simple organic compounds which can be synthesized easily in laboratories. Their natural counterparts can also be used as substitutes under given conditions. Many of the organic compounds generally used are biochemical compounds / molecules which can be easily isolated from natural sources. In the present activity, synthesis, isolation and characterisation of some of these compounds was carried out with some modifications introduced in the documented procedures. Along with this some alternate economically viable methods for their synthesis were also studied.

Evaluation has been done on the basis of their skill, viva-voice and accuracy of the result.

2. Research Project – II : (2 credits)

Title : Research Project in Pharmaceutical Chemistry

Prof.- in- Charge: Dr. Pralhad Rege and Dr. Ashma Aggarwal

Number of Students participated : 11

Summary : The prime aim of this project was to develop novel methods for antibiotic drug formulation using spectrophotometric technique which are simple, selective, precise, accurate, rapid and cost effective. These methods can be apply for routine quality control analysis and can be used for its quantitative determination from different antibiotic pharmaceutical drug formulation. The outline of the research project was as follow:

- 1) Development of novel methods
- 2) Analytical method Validation using ICH guidelines
- 3) Statistical calculations
- 4) Quantification by using Simultaneous Equation and Absorbance Ratio Method.

Evaluation has been done on the basis of written project report.



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3. Research Project – III: (2 credits)

Title : Research Project in Food and Environmental Chemistry

Prof. In-charge – Dr. Pralhad Rege and Dr. Gulshan Shaikh

Number of Students participated : 10

Summary: The prime aim of this project was to study and evaluate different aspects of food and environmental chemistry from perspective of safety and wellbeing of mankind. The project was mainly divided into two parts namely, Water analysis and Food analysis.

In Water analysis, various water samples from the different parts of Mumbai have been taken. Different essential parameters (According to The Environmental Protection Agency Act, 1992) like Acidity, Alkalinity, Salinity, Dissolved Chlorine, TDS, Sulphate, COD, BOD, DO, Nitrite Content and Fe Content were analysed and comparative study was carried out.

In food analysis, the qualitative analysis of different brands of cold drinks such as Coke, Pepsi, Sprite, Fanta and AppyFizz was done by instrumental and non-instrumental methods. Various parameter like pH, carbon dioxide, glucose, phosphate, Alcohol and Sucrose content were studied for all the cold drinks samples. A comparative study was also carried out.

Evaluation has been don on the basis of written project report.

4. Research Project – IV : (1 credit)

Title : Estimation of Copper Extracted from an Ayurvedic Drug Tamra Bhasm by Various Analytical Techniques

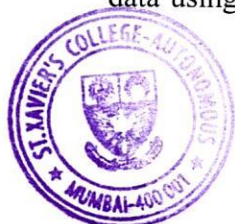
Prof.- in- Charge: Prof. Marazban Kotwal and Dr. Ashutosh Mishra

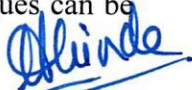
Number of Students participated : 04

Summary : The aim of the project was to orient the students with understanding that appropriate selection of the analytical technique for analysis of the sample is very crucial. The subject model chosen to illustrate the aim was the analysis of “Tamra bhasma”, an ayurvedic formulation hereafter referred as sample for the sake of brevity on Atomic Absorption Spectrophotometer (AAS), Electroanalytical technique (DPP), Volumetric titration – Cu (II) EDTA titration, Eletrogravimetry. Copper forms the major constituent of the sample used for analysis. The amount of copper in the sample obtained on analysis on the techniques mentioned above gave the comparable result and was proved by statistically analyzing the data using ANOVA technique and the comparable result obtained on all techniques, can be

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discussed in the following statements in the light of aim that uncertainty propagates through each step introduced in analysis and the magnitude of uncertainty in the end result is maximum in the result obtained from AAS and Electroanalytical technique compared to the result obtained from classical techniques than on former techniques which are relative in mode of analysis and primarily used for trace level analysis whereas classical techniques are preferred for analysis of constituents in major proportion. The learning from the project use of analytical tool ANOVA, importance of uncertainty and its effect on the end result, and importance of deciding the appropriate analytical technique.

Evaluation has been done on the basis of written project report.

5. Literature Review: (1 credit)

Professor – in – Charge : - Prof. Marazban Kotwal and Dr. Ashutosh Mishra

Number of Students participated : 04

Summary : This activity involved reviewing about 20-25 research papers and writing a review on the given topic. Evaluation was based on written report.

6. Instrumentation Workshop : (1 credit)

Title : Orientation Workshop on Instrumentation in Analytical Chemistry

Professor – in – Charge : - Dr. Pralhad Rege

Number of Students participated : 17


Summary : The work shop was conducted at PSRAIC LAB, Department of Chemistry, Ruia College, Mumbai. This two day workshop was divided into Theory Session and Practical Session.

- In Theory Session, lectures were delivered on the Spectroscopic techniques i.e. AAS, UV-VIS Spectrophotometry and FTIR.
- In Practical Session, demo practicals were conducted on the GC /GC-MS, HPLC, AAS, HPTLC and FTIR Instruments.

Evaluation was based on written project report based on two days activities.



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DEPARTMENT OF FRENCH

This year the French Department offered a transfer credit program under the language HUB for the FY students

1. Workshop on Subtitling of a feature film

A workshop was organized on 'Subtitling of a feature film'. A lecture series of four sessions was organized, wherein the students were taught various aspects of subtitling: the technique of subtitling, intercultural element in subtitling, subtitling of songs and subtitling of various registers of language. After which the students were allotted 15 minutes each of a Hindi feature film for which they had to submit the subtitles in French. It was an individual assignment, 18 students of FYBA successfully completed the activity.

Honours Report 2016-17

Department of Life Science and Biochemistry

Different activities were offered to the first second- and third-year students. The first-year activities were part of the Biological Sciences hub. Of the second- and third-year students, a total of 31 students registered for and completed the courses.

First year Hub – Activities:

There were two activities; a research project and an activity related to teaching aids in nutrition.

1. Research Project: Life in a Drop – 1

Guiding teacher: Ms. Sangeeta Shetty


No. of students: 04

The project involves studying and comparing the aquatic biodiversity seen in water obtained from different places like home, college, eating places, markets and others.

Water samples will be collected from various sources and droplets will be examined



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in the lab following the steps of research methodology. The amazing diversity of life in a single drop of water will be documented scientifically.

The students were assessed through the activity for their working methodology as well as via discussions. Additionally, they were asked to submit a written report on their findings.

2. Teaching aids in Nutrition – “Gamifying Nutrition”

Guiding teacher: Dr. Maya Murdeshwar

No. of students: 06

The project involves developing fun games, quizzes and teaching aids to explain the concepts of health and nutrition, balanced diet, nutritional and eating disorders to the common man. The aim is to create awareness about local, seasonal, cheap and easily accessible sources of nutrients and food preparations, changing nutrient requirements in the different stages of life, dealing with nutritional deficiencies and bringing about a change in life style for healthy living. The project has both, scientific and social implications.

The students' nutrition subject knowledge was assessed through viva, they had to submit models/ charts and a written report.

Second year Honours Activities:

There were three experimental honours or research projects offered this year and one survey-based study.

1. Research Projects:

a. Neurogenesis and Differentiation in Chick Retina:

Guiding teacher: Dr. Radhika Tendulkar


No. of students: 06

The aim of the study was to understand Estradiol-mediated neurogenesis in the developing chick embryo system. The retina is a neural tissue that exhibits an elaborate neuronal architecture. Its development can be easily traced using histological, biochemical and molecular biology tools. In the study control and treated

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chick embryos at various stages were subjected to basic morphological observations. The retina at different stages was processed for histological studies. Proteins from the embryonic eye were subjected to electrophoretic evaluation. Students were assessed based on lab work, paper presentation and written report.

b. Life in a drop – II:

Guiding teacher: Dr. Maya Murdeshwar

No. of students: 04

Students experienced the research methodology through this project which involved collecting, handling and analyzing water samples from various sources. The diversity of life in a single drop of water was analyzed based on the water source and other environmental parameters. An attempt was made to identify and classify the observed microorganisms on the basis of their morphological characteristics.

c. Fluorescent studies of oxidative stress:

Guiding teacher: Dr. Binoj Kutty

No. of students: 06

The study involved monitoring alcohol induced reactive oxygen stress in 2 Yeast strains viz *Saccharomyces cerevisiae* and another one isolated from a fruit (J3). The students worked as a pair and each pair carried out an independent set of the study. The strains were exposed to different concentrations of alcohol (5, 10, 15 & 20 %) and subsequently analysed under a fluorescent microscope for ROS positive cells, which fluoresce bright green due to the dye 2,4 dichlorodihydrofluorescein diacetate. The results confirmed that there is a increase in fluorescence and hence ROS, with increase in the alcohol concentration.

2. Survey – Nutritional Assessment of Students in St. Xavier's College, Mumbai:

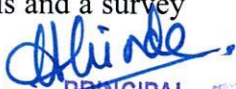
Guiding teacher: Dr. Maya Murdeshwar

No. of students: 02

The nutritional status of staff and students of St. Xavier's College (Autonomous), Mumbai, was assessed by means of a survey questionnaire entirely designed by students. It included collecting data on the dietary habits of individuals and a survey

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HONOUR'S PROGRAMME REPORT 2016-17

DEPARTMENT OF MICROBIOLOGY

Co-ordinator: Sangeetha Chavan

Number of students registered: 28

Activities-

1. Workshop on Antibacterial effects of plants, herbs and spices

Five FYBSc students participated in this module for 2 credits. They determined the antimicrobial spectrum of freshly ground spice powders such as Cinnamon, Cloves, Pepper, Henna, Raw mango etc. by the ditch plate method. Ten test organisms were used. Cold water, cold alcohol and hot alcohol extracts of each powder was tested using agar well diffusion method. Hot alcohol extracts were prepared using Soxhlet apparatus. Agar well diffusion method was also used to determine the antimicrobial activity of tea extracts, Aloe vera, Honey, Rose water etc. Disc plate technique was used by the students to determine antimicrobial activity of plugs of herbs and vegetables like curry leaves, garlic, ginger, chilly, etc.

Guiding Teacher: Miriam Stewart

2. Animal Tissue Culture

Sixteen students (SYBSc- Micro and One SYBSc LifeSc) participated in this course for two credits. In the course, the basic techniques of animal tissue culture were taught through lectures and practicals. Chick embryo dissection was demonstrated. Students learnt media preparation for tissue culture and maintaining and culturing cell lines. Cell revival and cryopreservation of animal cells were also taught during the course. Students performed cell enumeration by Trypan Blue staining technique and based on the result they seeded cells on tissue culture plate for further experiments. Propidium Iodide staining is considered as a good staining technique for cell lines in order to determine cell death. Students learned the technique and used fluorescence microscope for this study. MTT assay, an important assay in cancer research and toxicity testing was taught to the students. Using this assay students calculated the viability of cancerous cells in presence of turmeric.



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Guiding Teacher: Dr. Pampi Chakraborty



3. Lecture Series- IPR, One credit


Inventions in fields like diagnostics, therapy, treatment of diseases and agriculture have revolutionised the way we live. New blockbuster medicines and GM crops have emerged from biotechnology. Patenting inventions in biotechnology have become imperative in past three decades. In current scenario a knowledge of IPR and patenting is important as it protects the inventor and fosters innovation. Particularly in India awareness of traditional knowledge and issues in patenting biotech in changed global scenario is interesting. The lecture series imparted an understanding of biotech inventions, geographical indications, traditional knowledge and plant variety protections. Students were trained to search free online patent databases eg., USPTO, EPO, IPO, WIPO etc

Guiding Teacher: Dr. Biswa Prasun Chatterjee

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REPORT OF THE HONOURS ACTIVITIES CONDUCTED BY
DEPARTMENT OF PHYSICS IN THE ACADEMIC YEAR 2016-17

No. of students registered = 35

No. of students who are qualified for the honours degree = 6

The following activities were successfully completed.

Name of the professor	Courses offered	No. of cre-dits	Class of students eligible	Nature of the course
Dr. Shyamala Bodhane	Problem Solving in physics	1/2	SYB.SC.	GUIDED STUDY
Dr. K. Vidasankari	Low temperature Physics	1	FYB.SC.	LECTURE CUM GUIDED STUDY
Dr.K. Vidasankari	Book Review	1	TYB.SC.	GUIDED STUDY
Dr. Jyoti Singh	Book Review	1	TYB.SC.	GUIDED STUDY
Dr. Leena Joshi	Problem solving in modern Physics	1	TYB.SC.	GUIDED STUDY
Dr. Radhekrishna Dubey	Nano-electronics	1	TYB.SC.	GUIDED STUDY
Dr. Radhekrishna Dubey	Nanotechnology	1	FYB.SC.	LECTURE CUM GUIDED STUDY
Dr. Henry Throop (visiting faculty)	Solar system and Exo -Planets	1	FY,SY, TY B.SC.	LECTURE SERIES

- Dr. Shyamala Bodhane offered an interesting problem solving course in different branches of physics . This enabled the students to think and understand the concepts



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thoroughly. Depending upon the number of branches selected they were given one or two credits.

- Dr. K. Vedsankari offered a guided study in Low Temperature Physics. The students were given specific topics in this to prepare and present on Liquefaction of gases, Production of low Temperatures and their applications in superconductors.
- Dr. K. Vedsankari also guided a third year student for a book review of the book titled, ' Music, Physics and Engineering' by Harry. F. Olson
- Dr. Jyoti.T. Singh guided a third year student for a book review of the book titled, ' Black holes and Baby universes and other essays' by Stephen Hawking.
- Dr. Leena Joshi guided students on problem solving in Modern Physics.
- Dr. Radhekrishna Dubey's guided study involved some input lectures by Dr. Dubey, group discussions and active presentations from the students.
- He also guided a third year student on nano- electronics through literature survey.
- This academic year, physics department has been extremely lucky to have a visiting scientist, Dr. Henry Throop in the honours program. Dr. Throop conducted a lecture series on 'Solar system and discoveries of Exoplanets'. This course was offered to interesting first, second and third year students. This involved conceptual understanding and rigorous mathematical and statistical calculations. The students had to take home assignments, sky watch arranged in the terrace of our college and a movie show related to the course.



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Quest for Excellence Programme – Department of Statistics
2016-2017

The statistics department joined the 'Quest for Excellence' Programme offered by the college in the year 2016. A preliminary course of Market Research Programme was conducted for FYBSc and FYBA students. The response was very good. Fourteen FYBSc and Fifteen FYBA students registered for the course. In this course the students were introduced to marketing and the fields related to marketing. The students were explained the need for market research, industry application of Market Research and its scope. They were oriented about primary and secondary research, data collection method, sampling method and basics of analysis. The students are expected to work in groups during summer vacation wherein they are expected to administer questionnaires, collect data, analyze data and make a project report. The students will be presenting their projects in groups once the college reopens in June-2017.



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2015-16

HONOURS PROGRAMME REPORT



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DEPARTMENT CREDITS

DEPARTMENT OF ANCIENT INDIAN CULTURE

Department Coordinator: Dr. Radha Kumar

54 students enrolled for the programme.

The programme that the department offered comprised of the following activities, each of one credit:

1) **Buddhist Spirituality**

Conducted by Fr. Noel Sheth SJ

Eight sessions were conducted and the credit was awarded on the basis of attendance, a project and a report of 300 words.

2) **Vividha**

The Department Festival with Dr Anita Rane-Kothare in charge of this activity.

The theme for the year was '**Bahuli**'- Dolls across the globe.

The requirement to avail of the credit was - making of the artefacts, submitting a report of 300 words and participation of the students over two days of an exhibition which showcased their work.

3) **Lecture series: On socio-economic cultural aspects of India.**

Three sessions were organized on the theme. The credit was awarded to students who participated after they submitted a 3500 word research project.

DEPARTMENT OF ENGLISH

Department Coordinator: Dr. Pearl Pastakia

65 students enrolled for the programmes offered by the department. The programme was open to all students of the college. All activities were of one credit.

The activities included:


1. **Brazilian Film Festival**

This was held over a week in August and September 2015, in collaboration with the Dept. of Ancient Indian Culture.

2. **Lecture-series:**



NAAC SSR Cycle 4 (2015-2020):
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This was conducted by Prof Vishant Ramteke, on 'The Origin of English' between November and January 2015-16. This course complemented the present Literature Courses taught in College, by engaging students with an awareness of language.

3. Series of workshops on social media and Hypertext Narratives:

It was conducted by Media Consultant, Ms Minal Ruhela.

The topics covered in the workshops were - from scrapbook to Facebook, Decoding Hypertext, Online reputation management, Pros and Cons of Hypertext, how private is Privacy and Social Media Activism. These four-hour workshops were conducted over four weeks in January 2016. The assessment was group presentations with topics like - Cross-comparison between a literary poem and hypertext poem, Print media v/s social media (news aggregation), Gender in media and social media (social activism) and Hypertext fiction and literary fiction, drawing parallels and contrasts for which references were given during the sessions.

4. An on-line course on Nadine Gordimer:

It was conducted by Dr. Gargi of Calcutta University.

This course will be completed in the next academic year.

DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY

Department Coordinator: Dr. Pranoti Chirmuley

74 students (FYBA 35, SYBA 21, and TYBA 18) enrolled for the activities offered by the department.

In this academic year there were four courses which gave the students a wide range of issues to focus on, read, explore and critically evaluate.

1. Sustainability of Product Life Cycle and Supply Chain Management:

Conducted by Denise Fernandes


The course exposed the students to an interdisciplinary outlook and understanding of the various factors, costs, challenges and opportunities that can be assessed during the cradle to grave analysis of product life cycles and supply chain management. The course had a practical outlook that was to make students aware of the concept of 'Sustainability' in their day to day activities and future careers. The course was conducted through case studies, movies, documentaries, group activities and discussions along with a practical group assignment.

2. Death Penalty, Free Speech, God-men and Religious Strife -- a look at contemporary legal problems through a sociological lens:

Conducted by Karan Tyagi



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- a. The course focussed on the legal, political and social implications of the practice of death penalty in India, with an emphasis on the recent execution of Yakub Memon. The course delved into the moral philosophical debate about the justice of death penalty as state practice. Is the State qualified to play "God"? Further, the Supreme Court awards death penalty in "rarest of rare" cases. What is "rarest of rare"? The administration of this rule can be riddled with subjectivity and arbitrariness. Are death penalties now pronounced ostensibly in tune with a "society's cry for justice"? Should they?
- b. Freedom of speech and expression and how callously it is treated in India. The philosophical and constitutional justifications of the right to freedom of expression were looked at along with a further examination of legitimate limits of freedom of expression in cases where it conflicts with other rights. It looked at examples such as: All India Bakchod (AIB) controversy, Charlie Hebdo, Danish cartoons, lying and law, porn ban, among others.
- c. The factors behind the coming of several God-men in India?
- d. Communalization of political and social issues and the nonexistence of a riot free India.

3. Understanding the environment:

Conducted by Sunetro Ghosal

Over 8 two hour sessions, this course tried to unravel the complex relationship between society, ecology, culture, history and economics. It tried to relook at the various connections between issues, different fields within academics and whether there was a serious need to take the environment seriously.

4. Forced migration: focus on refugee crisis in Europe:

Conducted by Aurina Chatterji

Aurina, over 16 hours of in depth classroom discussion brought in her expertise within the judicial domain in order to discuss the issue of forced migration. She specifically chose to look at not just migration per se but specifically pick up a theme within it which is of topical interest, to not just students but also across the globe. It took up the issues of: how do we look at the refugee crisis in the context of the several events that have taken place in Europe, from the attack in Paris to the terrorist threats to several nations.



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DEPARTMENT OF MASS MEDIA

Department Coordinator: Ms Akshara Jadhav

30 students across all three years of graduation enrolled for the activities offered by the department which included a 'Summer School'. All the activities were of one credit.

The various activities were:

1. City Stories

Resource person: Mr. Chaitanya Marpakwar, Journalist, Mumbai Mirror

16 students had enrolled of which 12 completed it successfully

Course Details: The course was meant to inculcate observation technique and presentation skills among the students from a journalistic point of view. Keeping in mind the various aspects of Mumbai city the students explored some significant subjects about the vibrant, dynamic life and presented it in a crisp way.

Over six sessions; as part of the issues covered; a series of lectures was arranged for the students. This included Mr. Vasant Dhoble, Retd. Additional Police Commissioner-Importance of filing FIR and Women Safety Law, Mr. Rajendra Aklekar, Author & Senior Journalist who gave an insightful lecture on the historical past and current challenges of the local train network in Mumbai and Mr. Sunil Baghel, Senior Legal reporter who shared the experience of legal proceedings and court matters.

An assignment had to be done at the conclusion of the course to avail of the credit which required finding out information from the field, attending sessions in court and conducting interviews with elected representatives – MP, MLA or Corporator and writing a report about the same. The task which included visiting places of interest and chronicle the events made the assignments lively.

2. From Pencil to Pixel

Resource Person: Mr. Siddharth Bhatia

18 students had enrolled and all 18 completed it successfully

Course Details: The course over eight sessions was meant to communicate ideas through the use of Illustrator and make it effective. The primary aim was to convey that anyone who can think and wants to express can learn Illustrator and communicate with the audience.


An assignment, to be done at the conclusion of the course to avail of the credit required each student to choose a subject and communicate the nuances of that particular idea through illustration. They had to use the tools and justify the use of the same.

3. Summer School April 2016

The BMM Department conducted three short term courses each of one credit as part of the Summer School 2016.



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DEPARTMENT OF MANAGEMENT STUDIES

Department Coordinator: Mr Pritesh Atre

72 students, across all three years of graduation enrolled for the activities offered by the department and all the students completed the activities successfully. All the activities were of one credit.

The activities were:

1. Corporate Social Responsibility

Resource person: Ms. Kasturi Bose, CSR Department,

Senior Project Leader at RPG Foundation

Number of sessions: Three

Course Details: The course was meant to give students a brief understanding about the legal and financial aspect of Corporate Social Responsibilities (CSR) over three sessions. Ms. Kasturi Bose explained to the students the various CSR activities with a number of case studies. The assessment was on the basis of a case study on challenges of corporate sector towards CSR.

2. Technical Analysis


Resource Person: Mr. Purv Shah. Freelance Financial Market Trainer

Course Details: The course was to understand the significance of using Technical Analysis for investment in the Stock Market. The primary aim was to learn working and use of the Charting and Candlestick method over ten sessions; to reduce investors risk before investing in the stock market.

The assessment was on the basis of 'Mock investment' in stock with the help of technical analysis.



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DEPARTMENT OF CHEMISTRY

Department Coordinator: Dr. Abhilasha Jain

36 students participated in the various Honours activities. Following five activities were conducted:

1. Book Review
2. Literature Review
3. Research Project- I
4. Research Project- II
5. Instrumentation Workshop

A brief summary of the activities

1. Book Review: (1 credit)

Faculty- in – charge: - Dr. Gulshan Shaikh

The activity involved reviewing a book and comparison with other books. Evaluation was based on a written report and a presentation.

2. Literature Review: (1 credit)

Faculty- in – charge: Mr Marazban Kotwal

The activity involved reviewing about 20-25 research papers and writing a review on these topics. Evaluation was based on a written report and a powerpoint presentation.

3. Research Project – I: (2 credits)

Biosynthesis of Silver Nanoparticles and Study of their Size Selectivity and Stability with Different Capping Agents

Faculty- in- charge: Mr. Marazban Kotwal

In this project different environmentally benign techniques for biosynthesis of silver nanoparticles were carried out. During the biosynthesis an array of capping agents were used and the particles size dispersity as well as stability was checked using different instrumentation techniques. Absolute control on the characteristics of nanoparticles was achieved by co-synthesizing them with several capping agents. The effect of concentration of both the capping agent and the nano-precursor on morphology and size distribution of metallic nanoparticles was determined and the conditions for mono-dispersity in the particle size were optimised.

4. Research Project – II: (2 credits)

Development and Validation of an Antimicrobial Agent/S from a Combined Pharmaceutical Drug Formulation using Spectrophotometry

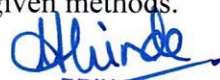
Faculty- in- charge: Dr. Pralhad Rege

The prime aim of this project was to develop novel methods for combined pharmaceutical drug formulation having antimicrobial activity and subsequently validate the given methods.

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For the given study U.V-VIS spectrophotometer was used.

The Research project involved:

- Development of method
- Analytical method validation using ICH guidelines
- Statistical calculations
- Quantification by using Simultaneous Equation and Absorbance Ratio Method.

The newly developed methods were found to be simple, selective, precise, accurate, rapid and cost effective. Thus the given methods can be applied for routine quality control analysis and thus can be used for quantitative determination from different pharmaceutical drug formulations. Evaluation was based on a written Project Report.

5. Instrumentation Workshop: (1 credit)

Orientation Workshop on Instrumentation in Analytical Chemistry

Faculty- in- Charge: Dr. Pralhad Rege

The workshop was conducted at PSRAICLAB, Department of Chemistry, Ruia College, Mumbai. This two day workshop was divided into Theory Session and Practical Session.

In Theory Session, lectures (2-3 hrs) were delivered on the different analytical techniques i.e. GC /GC-MS, HPLC, AAS, Spectrophotometry and FTIR.

In the Practical Session, demo practicals were conducted on the GC /GC-MS, HPLC, AAS, Spectrophotometry and FTIR instruments.

Evaluation was based on a written project report based on two days of activities which highlighted aspects like understanding the application of the instruments and the techniques involved.

DEPARTMENT OF MICROBIOLOGY

Department Coordinator: Ms. Sangeetha Chavan

45 students registered for various activities of the programme.

The activities-

1. Workshop on Plasmid isolation

Guiding Teacher: Ms. Sangeetha Chavan

FYBSc students were given hands-on training in basic techniques in molecular biology viz. Isolation of plasmids and agarose gel electrophoresis.

2. Workshop on Antibacterial effects of plants, herbs and spices

Guiding Teacher: Ms. Miriam Stewart

19 FYBSc students participated in this module for 1 credit. They formed ten groups of two each so as to determine the antimicrobial activities of ten samples. The antimicrobial spectrum of freshly ground spice powders such as Cinnamon, Cloves, Pepper, Henna, Raw mango etc. were determined by the ditch plate method. Ten test organisms were used. Water and Alcohol

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extracts of each powder was tested using agar well diffusion method. Agar well diffusion method was also used to determine the antimicrobial activity of tea extracts, honey, aloe vera, rose water etc. Disc plate technique was used by the students to determine antimicrobial activity of plugs of herbs and vegetables like curry leaves, garlic, ginger, chilly, etc.

3. Animal Tissue Culture

Guiding Teacher: Dr. Pampi Chakraborty

In this course, the basic techniques of animal tissue culture were taught through lectures and practicals. Chick embryo dissection was demonstrated. Students learnt media preparation for tissue culture and maintaining and culturing cell lines. Cell revival and cryopreservation of animal cells were also taught during the course. Students performed cell enumeration by Trypan Blue staining technique and based on the result they seeded cells on tissue culture plate for further experiments. Propidium Iodide staining is considered as a good staining technique for cell lines in order to determine cell death. Students learned the technique and used fluorescence microscopes for this study. MTT assay, an important assay in cancer research and toxicity testing was taught to the students. Using this assay, students calculated the viability of cancerous cells in the presence of turmeric.

4. Lecture Series- IPR

Guiding Teacher: Dr. Biswa Prasun Chatterjee

Inventions in fields like diagnostics, therapy, treatment of diseases and agriculture have revolutionised the way we live. New blockbuster medicines and GM crops have emerged from biotechnology. Patenting inventions in biotechnology have become imperative in the past three decades. In the current scenario knowledge of IPR and patenting is important as it protects the inventor and fosters innovation. Particularly in India awareness of traditional knowledge and issues in patenting biotech in changed global scenario is interesting. The lecture series imparted an understanding of biotech inventions, geographical indications, traditional knowledge and plant variety protections. Students were trained to search free online patent databases eg. USPTO, EPO, IPO, WIPO etc


5. Project

Guiding Teacher: Ms. Sangeetha Chavan

Students learnt the PCR technique and used it to identify bacterial cultures using 16SrRNA gene amplification.



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HONOURS MICROBIOLOGY DEPARTMENT



Students learning PCR techniques



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DEPARTMENT OF PHYSICS

Department Coordinator: Dr K. Vedasankiri

35 students registered for different activities of the department and three TY students qualified for the Honours certificate.

The following activities were successfully completed.

Name of the professor	Courses offered	No. of credits	Class of students eligible	Nature of the course
Dr. Shyamala Bodhane	Spin coating method for making thin films	1	SY, TY B.Sc.	Experimental
Dr. Shyamala Bodhane	Microprocessor 8085	2	FY, SY B.Sc.	Lecture cum experimental
Dr. K. Vedasankari	Study of electromagnetic spectrum	1	FYB.Sc.	Guided study
Prof. Ajay Yadav	Q-point stability	1	SYBSc	Experimental
Dr. Rohan Jadhav	Computational Physics	1	SY, TY B.Sc	Guided study
Dr. Radhekrishna Dubey	Nanotechnology	1	FYB.Sc.	Guided study

Dr. Shyamala Bodhane offered an interesting experimental project on making thin films by *spin coating technique*. The students learnt the intricacies involved in the coating method which enabled them to get thin films with thicknesses in the range 1 to 10 microns.

The second two credit programme offered by the same professor consisted of two parts. The first is learning microprocessor architecture and assembly language programming.


The second part is to write the programs for specific current applications and execute the program using the microprocessor 8085 kit.

Dr. K. Vedasankari offered a guided study in the study of electromagnetic spectrum. The students were given specific topics in this to prepare and give presentations related to the industrial and medical applications of different regions of wavelengths in the electromagnetic spectrum.

Mr. Ajay Yadav's designing experimental project involved calculations and real circuit designing of different amplifier circuits and analyzing the condition for Q point stability.



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Dr. Rohan Jadhav offered computational physics in which students selected special topics to write programming, execute the program, do simulations involving physical states and analyse the results.

Dr. Radhekrishna Dubey's guided study involved some input lectures by Dr. Dubey, group discussions and active presentations from the students.

DEPARTMENT OF ZOOLOGY

Department Coordinator: Dr. Pushpa Sinkar

24 students across the three years of graduation registered for the department activities.

The following activities were conducted:

1. Basic Astrobiology: (2 credits)

Conducted by Dr. Sujata Deshpande

An interdisciplinary lecture course along with a field visit was conducted. FY, SY, and TY students of BA, BSc, BSc- IT, BMM and BMS participated in this program. The following topics were covered in the course: 'Origin of Earth, Origin of life on Earth, Evolution of life, and Habitable Zones in the solar system and Universe, Detection of exoplanets. The students were taken to Neral for the practical session on observation of the sky by the "Khagol Mandal". The credits and grades were awarded on the basis of the attendance and the field visit report.

2. DNA: Damage and Repair: (2 credits)

Conducted by Mr. Conrad Cabral

This was an interdisciplinary lecture course on Molecular Biology. The students were graded on the basis of their attendance and performance in the test. Biological Science students participated in the course.

3. Dissection of invertebrate specimens: (1 credit)

Conducted by Dr. Smita Krishnan

SYBSc and TYBSc Zoology students participated in this course. The students were graded on the basis of continuous overall performance.


4. Ornithology and Herpetology: (1 credit)

Conducted by Dr. Leon Pereira

The course involved lectures and field trips open to SYBSc and TYBSc Zoology students. Students were taken to the "Khandala Villa" and "Manor" to observe the reptiles and birds in the surrounding areas. They were graded on the basis of attendance, a field report and overall performance during the course.



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5. Nanosynthesis- Investigation of silver nanoparticle toxicity using larvae of *chironomus sp.* (1 credit)

Conducted by Mr. Valentine Borges and Dr. Pushpa Sinkar
This was a lecture course along with experimental experience.

6. Project Work: (1 credit)

Antioxidant activity of marine algae collected from Okha

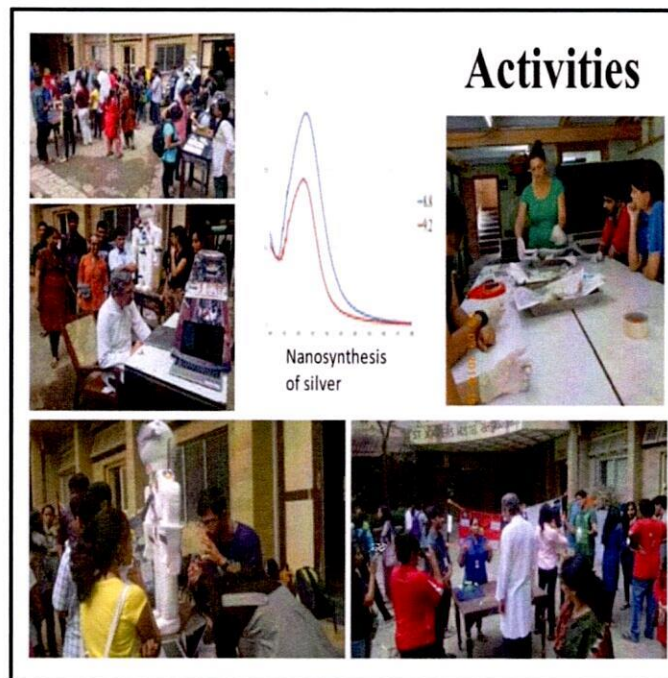
Guiding Faculty: Dr. Madhuri Hambarde

7. Documentation of Museum specimens: (1 credit)

Conducted under the guidance of Dr. Smita Krishnan

Only S.Y.BSc Zoology students took part in this activity and the credit was awarded on completion of the activity, based on their attendance, performance and involvement throughout the program.


HONOURS ZOOLOGY DEPARTMENT



Nanosynthesis of silver



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TRANSFER CREDITS

DEPARTMENT OF FRENCH

Department Coordinator: Ms Alpana Palkhiwale

This year the French Department offered one activity of one credit as a 'transfer credit':
Workshop on 'How to read a Short story?'

A workshop was organized on 'How to read a short story?' and on understanding and analyzing various stages in the narration of a short story. A lecture series of three sessions was organized, after which the students chose short stories by various French writers belonging to the 19th and 20th century which they had to analyse and had to write an assignment on the same. 12 students of FYBA successfully completed the activity.

DEPARTMENT OF INTER-RELIGIOUS STUDIES

Programme Coordinator: Fr Prashant Olalekar

The department had a series of activities which invited students from all streams to participate. A summary of the activities is:

1. Joy of Self discovery

Conducted by Fr Prashant Olalekar S.J

There was a series of meditation workshops for those doing the Honours course on 'Joy in Self Discovery' from 7th to 9th September from 2 to 5 pm. The participants appreciated the healthy integration of eastern and western forms of meditation.

2. Awakening to Cosmic Compassion


Conducted by Dr. Orla Hazra, Fr Prashant and Candice Menezes

The FYBA 'A' division students were fortunate to have the team of Dr. Orla Hazra and Fr. Prashant, assisted by Ms Candice Menezes to teach the SPC courses on Environment and Giving Voice to Values. They tried various creative initiatives to provide an integrated perspective based on the overarching context of the universe story and the universal values of the Earth Charter.

The team also co-facilitated a weekend retreat at St. Xavier's villa, Khandala from 11th to 13th September 2015 for selected Honours students of FYBA Environment class. The methodology of the Ignatian Pedagogical Paradigm (IPP) was conducive to explore creative forms of art, music, movement and meditation thus giving a new flavour to the theme: **Awakening to Cosmic Compassion**. The culmination of the retreat was a meditative cosmic walk pausing at the 8 thresholds of the 13.8 billion year universe story.



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To foster an integral ecological approach the students were first given an exposure on 31st August to the Pardhi tribe at the Reay Road slum, where the XISR has an ongoing social project. They were struck by the environmental garbage dumped in front of the Pardhi huts and also witnessed how the Pardhis are considered as human garbage.

3. HINDUISM – HONOURS COURSE

Conducted by Dr. (Fr) Noel Sheth S.J

The DIRS organized an Honours Course on 'Hinduism' from 30th November to 8th December, 2015. This course was facilitated by Dr. Noel Sheth, S.J. was quite enlightening and well appreciated.

DEPARTMENT OF PSYCHOLOGY

Department Coordinator: Ms. Ruby Pavri

A summary of the workshops offered by the department is in the table. All the activities were of one credit. The workshops were held over two days and the credit was awarded on the basis of interactive participation and a report.

No.	ACTIVITY	RESOURCE PERSON	No.of STUDENTS
1.	Qualitative Market Research	Ms Trusha Dalal	24
2.	Gestalt approach to self awareness	Ms Tarana Pithawala	15
3.	Art based therapy	Ms Aarti Aggarwal	34
4.	Holistic child development	Ms Deepika Aggarwal	30
5.	Quantitative Research (highlighting the use of surveys)	Monk prayogshala (Ms Rupa Kalahasti)	23
6.	Interpersonal communication	Ms Anuja Deodhar, Ms Shruti Murali, Ms Rupa Kalahasti	33
7.	Dance movement therapy	Ms Devika Mehta	33
8.	Rational emotive therapy	Ms Shama Shah	16
9.	Forensic psychology	Ms Jhanavi Doshi	39
10.	Sports psychology	Ms Vardayani Chitale	25



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Here are some glimpses of the **dance movement psychotherapy** workshop



Honours Psychology Department



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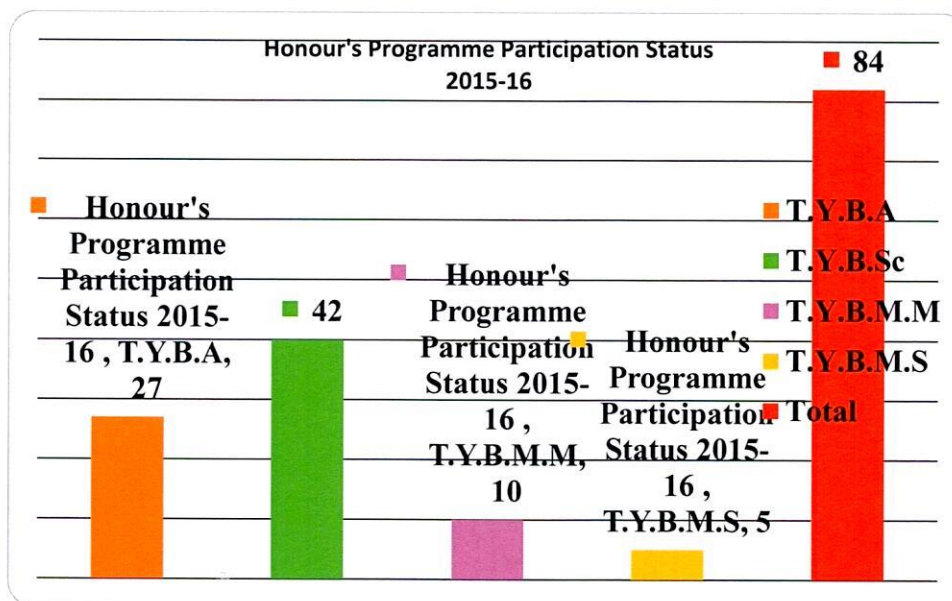


SOCIAL INVOLVEMENT PROGRAMME

St. Xavier's College- Autonomous, Mumbai, has always endeavoured to change the paradigms of education. Since 1996 it has been providing students with beyond the classroom and campus learning opportunities through the Social Involvement Programme (S.I.P.) This programme fundamentally aspires towards a holistic education by focusing on:

1. The creation of social awareness and sensitization, both among students and citizens at large.
2. The motivation of students to explore and engage with India's socio-economic realities so as to raise vital questions and make meaningful interventions.

In the academic year 2015-16, 84 students participated in the voluntary Honours Programme component of the S.I.P. The class wise distribution is shown in the following figure.



Activities in the following genres were undertaken by the students for the completion of SIP credit.

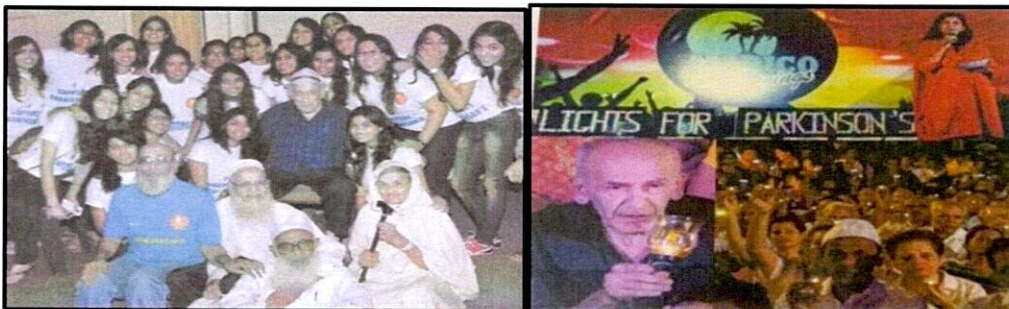




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1. HEALTH

- a. **Medical Camp:** 10 students participated in the free medical health camp organized by the Inter-Religious Department. Prior to the Health Camp students were asked to mobilize and motivate the underprivileged sections of the society especially women and children residing on the pavement in and around the Churchgate and Reay Road area. On the day of the medical camp the volunteer's role was to scrutinize the medicines and provide them to the patients under the guidance of the doctors. They also had to keep the children engaged by playing games.
- b. **Genetic Disorder:** 9 students volunteered to create awareness about genetic disorder among the general public. As part of this programme students were asked to visit special schools to introduce the organisation and their work in the area of facilitating children who are suffering from genetic disorder. Some students also participated in the NGO's "Medical Community Survey" with the aim of understanding the current status of genetic disorders in different parts of Mumbai. In addition to this, students interviewed doctors to collect their opinion about genetic disorders.
- c. **Hospital Intervention:** 2 students worked in the area of health. The work involved visiting Parkinson Disease patients, engaging with health issues in slums and interacting with patients in hospitals.



Honours SIP



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2. LITERACY AND LIVELIHOOD

- a. **School Interventions:** 47 Student-volunteers assisted the educational efforts of economically vulnerable children by helping in both informal schools and formal schools. Some volunteers conducted language enhancement classes for underprivileged vernacular medium students in the college itself.



Work with Destitutes: 8 students volunteered with the NGO "Pehchan" which works for the rights and identity of the homeless people. The students' work involved conducting income generation activities for women. Here they taught women how to prepare coasters as well as bows for hair bands. The students also conducted drawing competitions with children and taught them Basic English.



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Generating Educational Databases: 2 students volunteered at “Freakademics” an online facility for generating academic material for school children by selecting relevant videos related to the Maharashtra Board syllabus and uploading them on Freakademics website. This material is used by organisations working with underprivileged children.

3. DIFFERENTLY-ABLED:

6 students assisted visually challenged and those with physical and intellectual disabilities by being “shadow- teachers” and interacting with them.



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