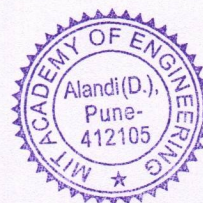# MIT | Academy of Engineering

6.3.3: Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Academic Year

2017-18

Dr. Mahesh Goudar

Director

Faculty Development Programme Report

1. Name of the Event : *One day FDP on "Data Communication and Networking"*
2. Date and Place : 10th October 2017 (9:00AM- 2:00 PM), Department Library
3. Level of the event: Department Level (Level-II)
4. Name of the Coordinator :Prof. Santosh T Warpe
5. Organized for : Faculty
6. Number of the participants: 30
7. Resource person: Prof. Neminath Hubballi (Assistant Professor, IIT Indore)
8. Purpose/Achievement:The purpose of the FDP is
   - To present the concept related to Data Communication and Networking as well as benefits, technical barriers and development issues.
   - To introduce aspects of new networking technologies and standardization efforts.
9. Photos with captions:
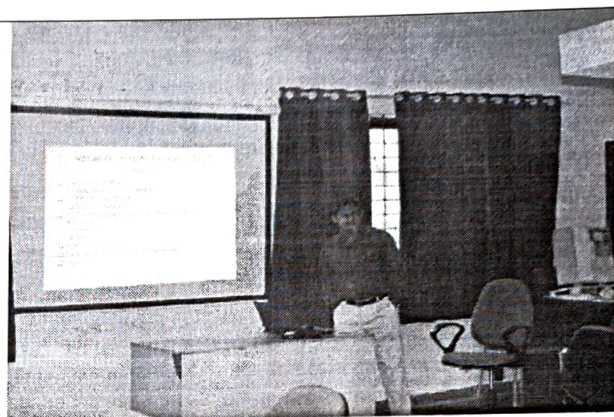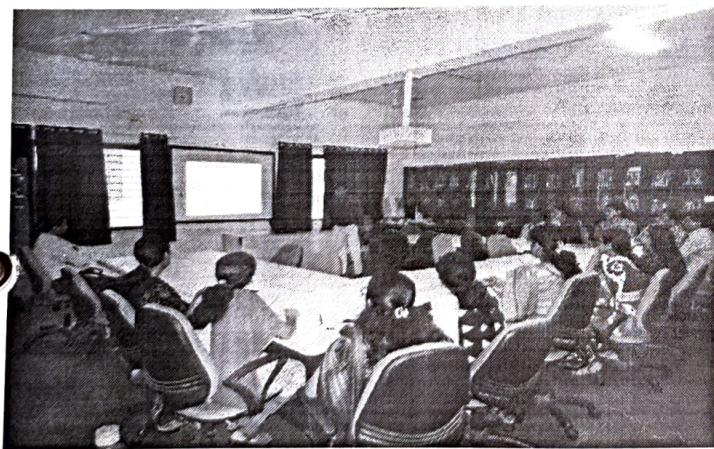
Introduction of Guest by Dr.S.A. Jain (HoD, Comp Engg)	Resource Person delivering Presentation
Faculties Listening during programme	Course wise discussion with resource person

Co-ordinator:
Prof. Santosh T Warpe

Dr. S.A .Jain

HOD Comp.Dept

Attendance for
FDP on Data Communication & Networking on 10/10/2017

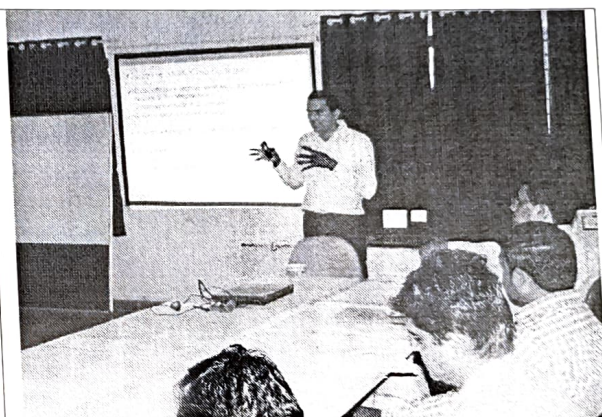| Sr. No.	Name	Sign
1	Dr. Shitalkumar Jain	
2	Mrs. Rajeshwari Goudar	RMGoudar
3	Mrs. Ranjana Badre	RRBadre
4	Dr. Sunita Barve	SSBarve
5	Mrs. Mayura Kulkarni	MVKirlka
6	Mrs. Vaishali C Wangikar	
7	Mr. Amar More	AMMore
8	Mr. P D Ganjewar	
9	Mrs. Minakshi Vharkate	
10	Mr. Manish Giri	
11	Mrs. Prajakta Ugale	
12	Mrs. Neha Hajare	
13	Mrs. Diptee Ghusse	
14	Ms. Padma Nimbhore	
15	Mrs. Kavitha S.	Kavih
16	Mr. Santosh Warpe	
17	Mr. Sanjay Ghodke	
18	Mrs. Pranali P Lokhande	
19	Mr. Sumit Khandelwal	SAK
20	Mr. Mayur s Patil	
21	Mr. Rudragouda Patil	
22	Ms. Shubhangi Kale	
23	Ms. Sharmila B Kharat	SBK
24	Mr. Jayvant H Devare	
25	Ms. B R Alhat	
26	Ms. Farharna J Shaikh	FJShaikh
27	Mr. Avinash Thakur	
28	Jayashree Yadvar	
29	Jayashree Yadvar Walunjkar	
30	Avinash Kulkarni	AK
31	Tukaram Kendre	T. N. Kendre

Faculty Development Programme Report

1. Name of the Event :*One day FDP on "Advance Computer Architecture"*
2. Date and Place : 10th November 2017 (9:00AM- 12:00 PM), Department Library
3. Level of the event: Department Level (Level-II)
4. Name of the Coordinator :Prof. Sanjay Ghodke
5. Organized for : Faculty
6. Number of the participants: 30
7. Resource person: Prof. Sparsh Mittal (Assistant Professor , IIT Hydrabad)
8. Purpose/Achievement: The purpose of the FDP is to
   - Contribute in effective design and delivery of the course for TY BTech
   - Understand multiprocessing, multithreading
   - Understand advancement in Advance Computer Architecture
9. Photos with captions:
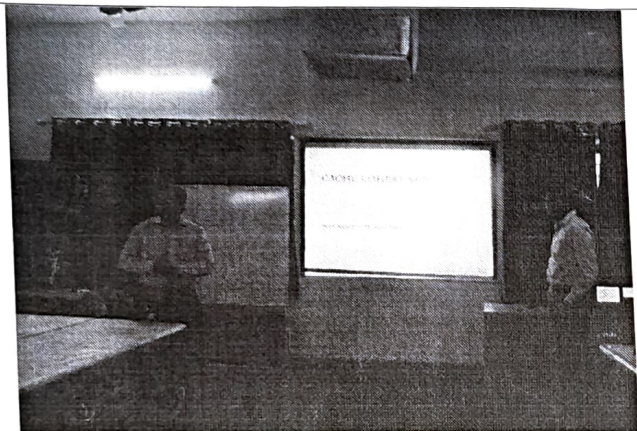
Introduction of Guest by Dr.S.A. Jain (HoD, Comp Engg)
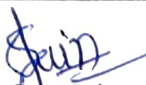

Resource Person delivering Presentation

Faculties Listening during programme

Course wise discussion with resource person

Mr.Sanjay Ghodke
Coordinator

Dr.S.A.Jain
HOD Comp. Dept

MIT ACADEMY OF ENGINEERING
Department of Computer Engineering
FDP on TY BTech Curriculum Design th 10/11/17 – Advance Computer Archi

| Sr. No.	Name	Sign
1	Dr. Shitalkumar A. Jain	–
2	Mrs. Rajeshwari Goudar	AMG
3	Mrs. Ranjana Dadre	RPB
4	Dr. Sunita Barve	SBarve
5	Mrs. Mayura Kulkarni	MUK
6	Mrs. Vaishali C Wangikar	Qw
7	Mr. Amar More	AMore
8	Mr. P D Ganjewar	–
9	Mrs. Minakshi Vharkate	MVharkate
10	Mr. Manish Giri	MY
11	Mrs. Prajakta Ugale	Apta
12	Mrs. Neha Hajare	X
13	Mrs. Diptee Ghusse	Du
14	Ms. Padma Nimbhore	Pn
15	Mrs. Kavitha S.	Kais 10/11/17
16	Mr. Santosh Warpe	SW
17	Mr. Sanjay Ghodke	WdY
18	Mrs. Pranali P Lokhande	PPLokhande 10/11/17
19	Mr. Sumit Khandelwal	SAK
20	Mr. Mayur s Patil	Qu
21	Mr. Rudragouda Patil	RGPatil
22	Ms. Shubhangi Kale	SPKale
23	Ms. Sharmila B Kharat	SKharat
24	Mr. Jayvant H Devare	JDev
25	Ms. B R Alhat	Alhat 10.11.17
26	Ms. Farharna J Shaikh	F.J.Shaikh
27	Mr. Avinash Thakur	—
28	Isha Shirbhale	Shirbhale 10-11-17
29	Supriya shinde	shinde
30	Neha N. Kulkarni	Qini
31	Sayali Dolas	Dolas
32	Shweta Deulkar	Deulkar
33	Anita Limanat	Ati

SHOT ON MI 10I

One Day FDP Report

1. Name of the Event : FDP on "Search Strategies in AI and Neural Network Methodology"

2. Date and Place : 25/11/2017 in Department Library

3. Level of the event: Department Level

4. Name of the organizer : Ms. Pranali P. Lokhande

5. Organized for -: Computer Engineering Faculties

6. Number of the participants: 17

7. Resource person: Dr. Kadambari K. V., NIT Warangal.

8. Purpose/Achievement:

    - It will provide a platform to learn about Search strategies in AI to solve real-time problems and Neural Networks mechanism.

    - It focuses on exploring various pattern recognition techniques and learning algorithms in the area of Artificial Intelligence.

    - It will contribute in effective design and delivery of the course for TY BTech.
    - It will be helpful to identify and apply AI techniques to a wide range of problems including complex problem solving via search algorithms.
    - It will be helpful to analyze and understand the computational trade-offs involved in applying neural network mechanism.
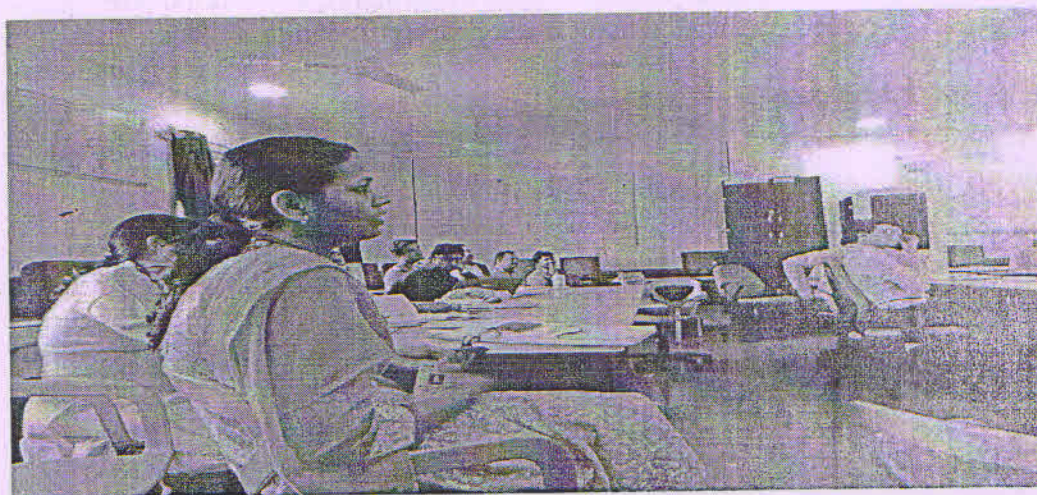
9. Photos with captions:
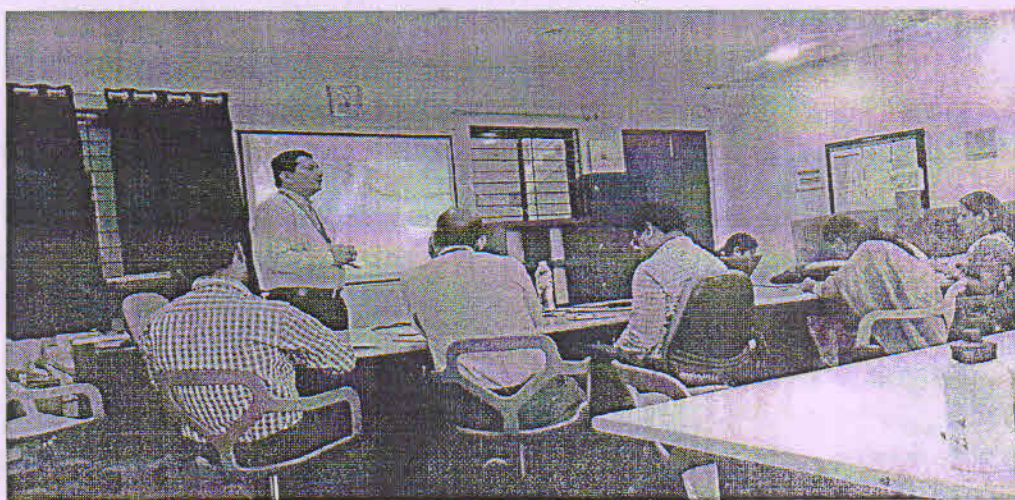
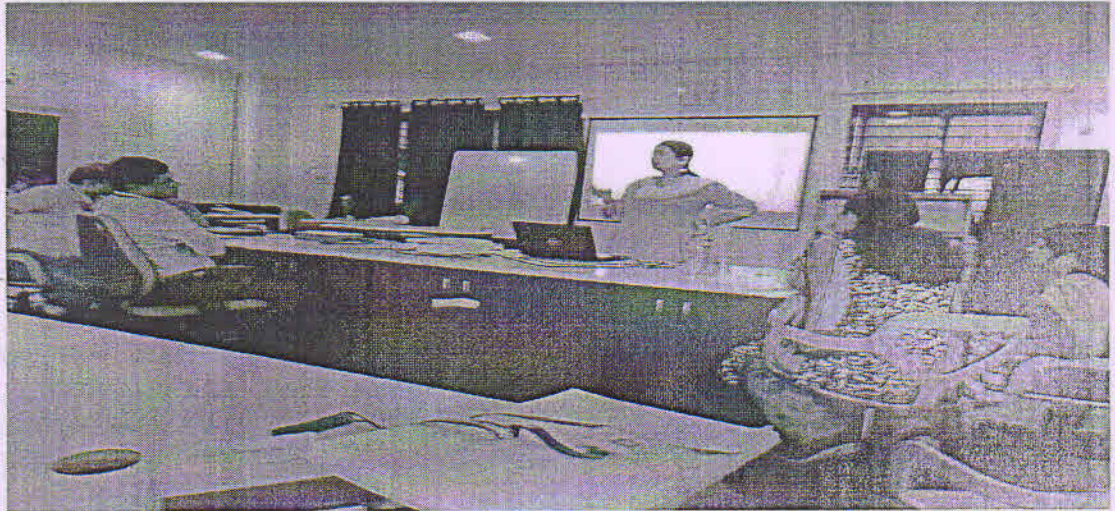
1. HOD introducing resource person
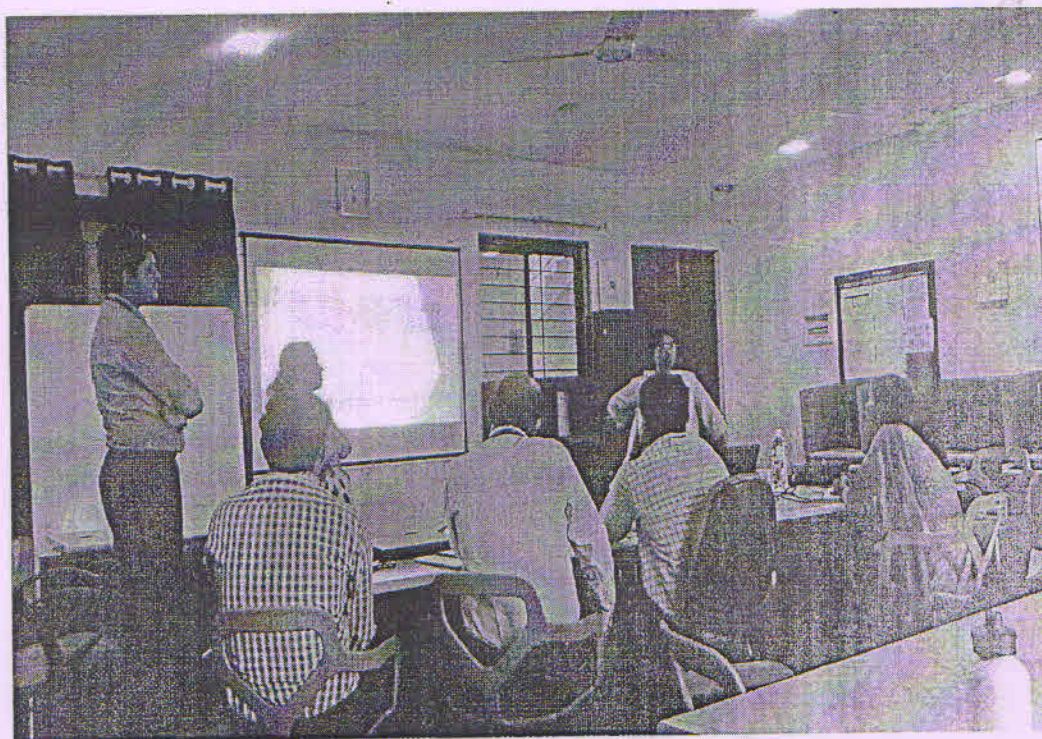
2. Dr. Kadambari addressing faculties

3. Faculties listening to the topic

4. Dr. Kadambari explaining the topic
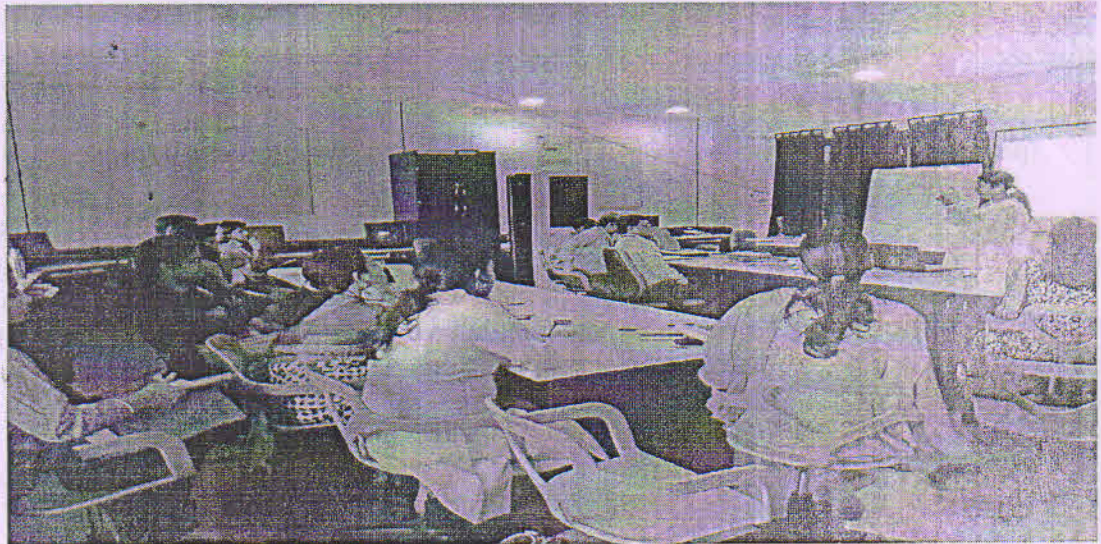
5. Faculties listening to the instance specified

Ms. Pranali P. Lokhande
Coordinator

Dr. S. A. Jain
HOD, Computer Engg.

MIT Academy of Engineering, Alandi (D)
Department of Computer Engineering
FDP Attendance on Search Strategies in AI & Neural network Methodology

Date : 25th Nov 2017

Sr.No	Name	Sign
1	Dr. Shitalkumar Jain	
2	Mrs. Vaishali C Wangikar	
3	Mr. P D Ganjewar	
4	Mrs. Minakshi Vharkate	
5	Mr. Manish Giri	
6	Mrs. Prajakta Ugale	
7	Mrs. Neha Hajare	
8	Mrs. Diptee Ghusse	
9	Ms. Padma Nimbhore	
10	Mrs. Kavitha S.	
11	Mr. Santosh Warpe	
12	Mr. Sanjay Ghodke	
13	Mrs. Pranali P Lokhande	
14	Mr. Sumit Khandelwal	
15	Mr. Mayur s Patil	
16	Mr. Rudragouda Patil	
17	Ms. Shubhangi Kale	
18	Ms. Sharmila B Kharat	
19	Mr. Jayvant H Devare	
20	Ms. B R Alhat	
21	Ms. Farharna J Shaikh	
22	Mr. Avinash Thakur	

Email Notification for Data Science and Analytics

from:mnvharkate@comp.maepune.ac.in data science

Invitation for one day FDP on 6th Dec 2017

Minakshi Vharkate <mnvharkate@comp.maepune.ac.in>
Thu, Nov 30, 2017, 2:10 PM
to sy-btechcompdept, ty_btech-comp_dept, Mayur, Pranali, ppnimbhore@comp.maepune.ac.in, sajain, Jayvant, sabarve@comp.maepune.ac.in, saghodke@comp.maepune.ac.in, rmgoudar@comp.maepune.ac.in, rrbadre@comp.maepur

Dear Faculty Members,

I am very happy to inform you that after successfully organizing two FDPs, in view of TY BTech Curriculum design, our department is organizing one-day Faculty Development Program on 6th December 2017, Wednesday.

Details are as follows:

1. Topic: "Data Science and Analytics"

2. Speaker: Dr. K.K.Shukla, Professor, Dept. of Computer Science and Engineering, IIT (BHU)Varanasi

3. Timing: 10.00 am to 12.30pm - Session I

01.30 pm to 04.00pm - Session II

4. Venue: Hardware lab, Dept. of Computer Engineering

I am pleased to invite you all for this FDP. Speaker is very senior and expert in the aforementioned topic. Kindly take the advantage.

--
Mrs. Minakshi N.Vharkate
Sr. Assistant Professor
FDP Co-ordinator
Department of Computer Engineering
MIT AOE,Alandi(D)

13/11/2017

To,

The Director,

MITAOE, Alandi(D)

1. Subject: **Permission organizing one day FDP on Data Science and Analytics on 6th Dec. 2017**

Respected Sir,

In view of curriculum development for autonomy, we would like to organize one day Faculty Development program on 6th Dec 2017

2. **Program Topic:** Data Communication & Networking
3. **Resourse Person:** Dr. K.K.Shukla, IIT.
4. **Program Chief-coordinator: Minakshi N.Vharkate**
5. **Program Date & Time: 6th Dec 2017** , 9.00 AM to 4.00 PM
6. **Program Venue:** Department Library
7. **Expected Participants:** 20 faculty
8. **Program Expenditure:** 35000 (Including TDS & GST)

We kindly request you to grant us permission to organize one day Faculty Development program

Minakshi Vharkate   Program coordinator
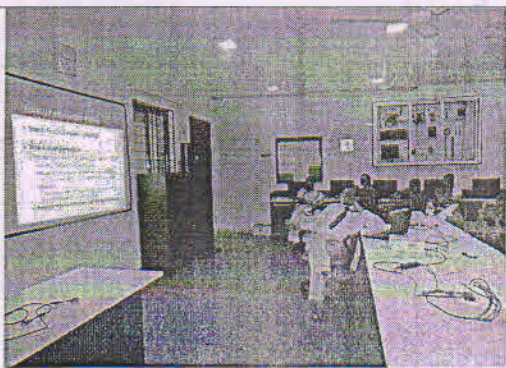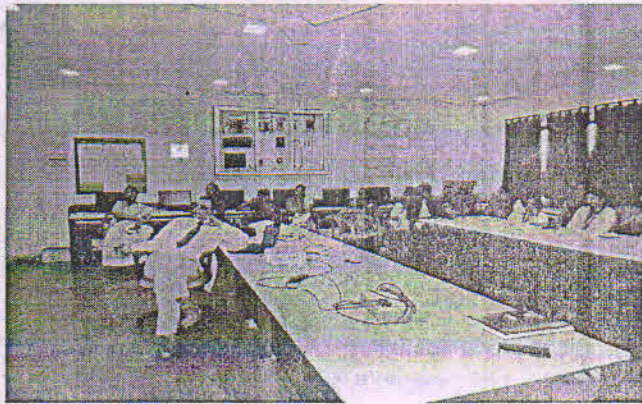
Dr. S.A. Jain   Head Computer Dept.

Dr. Y.J. Bhalerao   Director, MITAOE, Alandi(D)

Faculty Development Programme Report

1. Name of the Event : *One day FDP on "Data Science And Analytics"*
2. Date and Place : 6th December 2017 (9:00AM- 12:00 PM), Hardware Lab
3. Level of the event: Department Level (Level-II)
4. Name of the Coordinator :Prof. Minakshi N.Vharkate
5. Organized for : Faculty
6. Number of the participants: 30
7. Resource person: Prof. K.K.Shukla (Professor , IIT BHU,Varanasi)
8. Purpose/Achievement: The purpose of the FDP is to
   - Contribute in effective design and delivery of the course for TY BTech
   - Understand Regression Rules, Association Rules
   - Understand Application of Data analytics methods
9. Photos with captions:

Resource Person delivering Presentation

Resource Person delivering Presentation

Faculties Listening during programme

Course wise discussion with resource person

Mrs .Minakshi N.Vharkate
Coordinator

Dr. Shitalkumar A Jain
HOD Comp. Dept

MIT ACADEMY OF ENGINEERING
Department of Computer Engineering
FDP Attendance on "Data Science and Analytics" on 6/12/2017

Sr. No.	Name	Sign
1	Dr. Shitalkumar Jain	
2	Mrs. Rajeshwari Goudar	
3	Mrs. Ranjana Badre	
4	Dr. Sunita Barve	
5	Mrs. Mayura Kulkarni	
6	Mrs. Vaishali C Wangikar	
7	Mr. Amar More	
8	Mr. P D Ganjewar	
9	Mrs. Minakshi Vharkate	
10	Mr. Manish Giri	
11	Mrs. Prajakta Ugale	
12	Mrs. Neha Hajare	
13	Mrs. Diptee Ghusse	
14	Ms. Padma Nimbhore	
15	Mrs. Kavitha S.	
16	Mr. Santosh Warpe	
17	Mr. Sanjay Ghodke	
18	Mrs. Pranali P Lokhande	
19	Mr. Sumit Khandelwal	
20	Mr. Mayur s Patil	
21	Mr. Rudragouda Patil	
22	Ms. Shubhangi Kale	
23	Ms. Sharmila B Kharat	
24	Mr. Jayvant H Devare	

. No.	Name	Sign
25	Ms. B R Alhat	Alhat 6.12.17
26	Ms. Farharna J Shaikh	FShaikh
27	Mr. Avinash Thakur	AThakur
28	Avinash Kulkarni	AKulkarni
29	Jayshree Walunjkar	Jwaly
30	Jayashree Yadnvar	JNV
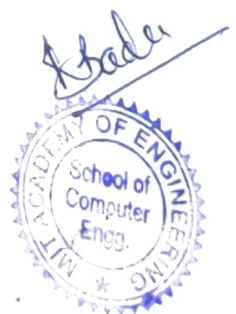
One Day FDP Report

1. Name of the Event : FDP on "Machine Learning Algorithms"

2. Date and Place : 29/12/2017 in Hardware Library

3. Level of the event: Department Level

4. Name of the organizer :   Ms. Padma Nimbhore

5. Organized for -: Computer Engineering Faculties, M Tech Students

6. Number of the participants: 20

7. Resource person: Dr. Parth Pratim Roy,IIT Roorkee.

8. Purpose/Achievement:

   - It will give basic knowledge about Machine learning, basic purpose and applications in machine learning, problems and Neural Networks mechanism.

   - The program also focuses on how to make the use of technique and methods to solve real time problem.

   - It will contribute in effective design and delivery of the course for TY B Tech.

   - It makes to Understand advance algorithm in machine learning and reinforcement learning.

   - It will be helpful to identify methods and techniques to apply for real time application

   Photos with captions
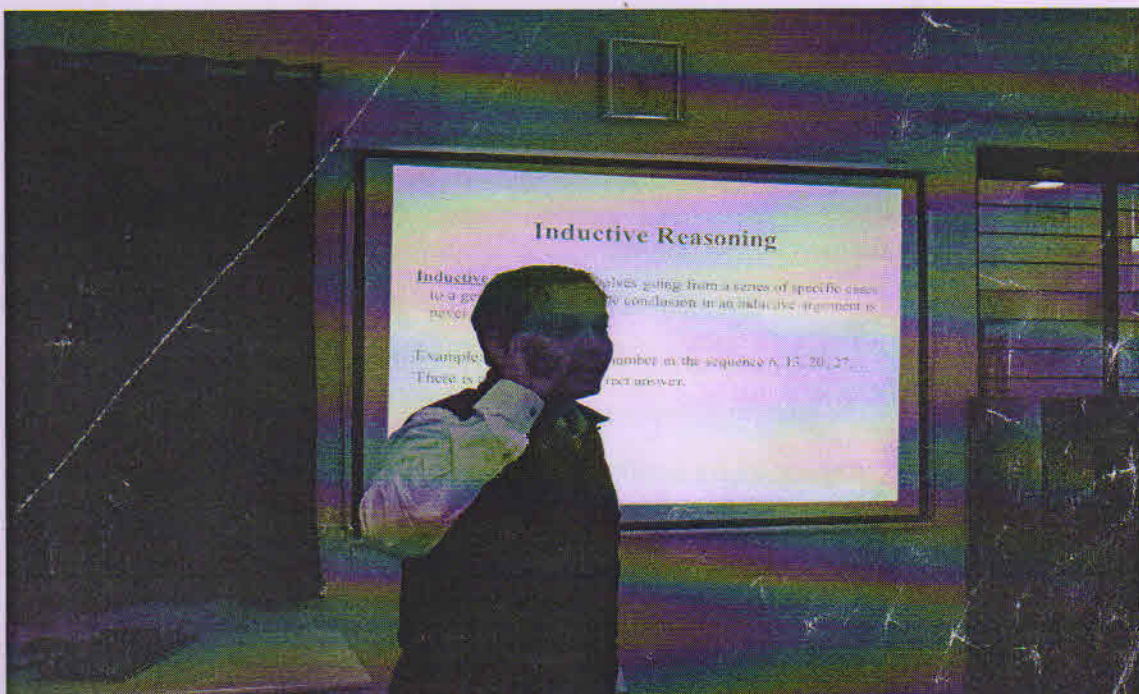
1.   Resource person introducing topics

2. Dr. Parth addressing faculties

3. Faculties listening to the topic

4.

4. Dr. Parth explaining the topic

Ms. Padma Nimbhore

Coordinator

Dr. S. A. Jain

HOD, Computer Engg.

MIT ACADEMY OF ENGINEERING
Department of Computer Engineeering
FDP Attendance Date : 29/12/2017

on. Machine Learning Algo

Sr.No.	Name	Sign (Session 2)
1	Dr. S. A. Jain	
2	Mrs. Rajeshwari Goudar	
3	Mrs. Ranjana Badre	RBadre
4	Dr. Sunita Barve	SBarve
5	Mrs. Mayura Kulkarni	
6	Mrs. Vaishali C Wangikar	
7	Mr. Amar More	
8	Mr. P D Ganjewar	
9	Mrs. Minakshi Vharkate	
10	Mr. Manish Giri	
11	Mrs. Prajakta Ugale	
12	Mrs. Neha Hajare	
13	Mrs. Diptee Ghusse	Diptee
14	Ms. Padma Nimbhore	
15	Mrs. Kavitha S.	Kavitha
16	Mr. Santosh Warpe	
17	Mr. Sanjay Ghodke	
18	Mr. Avinash Thakur	Avinash
19	Mrs. Pranali P Lokhande	Lokhande 29/12/17
20	Mr. Sumit Khandelwal	
21	Mr. Mayur s Patil	29/12/17
22	Mr. Rudragouda Patil	
23	Ms. Shubhangi Kale	Kale
24	Ms. Sharmila B Kharat	Kharat
25	Mr. Jayvant H Devare	
26	Ms. B R Alhat	
27		
28	Manisha Pandey	Manisha Pandey
29	Ankita R. Bhusari	Bhusari
30	khushabu c. solanke	Solanke
31	Pranav Gode	Pranav
32	Rahul Sharma	Rahul Sharma

15-09-2017

To,

The Director,

MITAOE, Alandi (D)

Subject: Permission for organizing one day FDP on Design and Analysis of Algorithm on 11th October 2017.

Respected Sir,

In view of curriculum development for autonomy, we would like to organize One day Faculty Development program on 11thOctober.2017

1. **Program Topic:** Design and Analysis of Algorithm
2. **Resource Person:** Dr. Damodar Reddy Edla
3. **Program Coordinator:** Ms. Neha Hajare
4. **Program Date & Time:** 11th Oct.2017 , 9.00 AM to 4.30 PM
5. **Program Venue:** Department Library
6. **Expected Participants:** 30 faculty
7. **Program Expenditure:** 20000/- (Honorium - 10,000/-
                                       Airfare & food - 10,000/-)

We kindly request you to grant us permission to organize one day Faculty Development program

Neha Hajare	Program coordinator	
Jayvant Devare	Program Member	
Dr. S.A. Jain	Head Computer Dept.	
Dr. Y.J. Bhalerao	Director, MITAOE, Alandi(D)	

MIT ACADEMY OF ENGINEERING
Department of Computer Engineering

FDP on Advanced Algorithm

Sr. No.	Name	Sign
1	Dr. Shitalkumar A. Jain	
2	Mrs. Rajeshwari Goudar	
3	Mrs. Ranjana Badre	
4	Dr. Sunita Barve	
5	Mrs. Mayura Kulkarni	
6	Mrs. Vaishali C Wangikar	
7	Mr. Amar More	
8	Mr. P D Ganjewar	
9	Mrs. Minakshi Vharkate	
10	Mr. Manish Giri	
11	Mrs. Prajakta Ugale	
12	Mrs. Neha Hajare	
13	Mrs. Diptee Ghusse	
14	Ms. Padma Nimbhore	
15	Mrs. Kavitha S.	
16	Mr. Santosh Warpe	
17	Mr. Sanjay Ghodke	
18	Mrs. Pranali P Lokhande	
19	Mr. Sumit Khandelwal	
20	Mr. Mayur s Patil	
21	Mr. Rudragouda Patil	
22	Ms. Shubhangi Kale	
23	Ms. Sharmila B Kharat	
24	Mr. Jayvant H Devare	
25	Ms. B R Alhat	
26	Ms. Farhana J Shaikh	
27	Mr. Avinash Thakur	
28	Shrikant Salve	

15-09-2017

To,

The Director,

MITAOE, Alandi (D)

Subject: Permission for organizing one day FDP on Greedy Algorithm and NP Complete problems on 30th October 2017.

Respected Sir,

In view of curriculum development for autonomy, we would like to organize One day Faculty Development program on 30th October.2017

1. **Program Topic:** Greedy Algorithm and NP Complete problems
2. **Resource Person:** Dr. Divesh Jinwala
3. **Program Coordinator:** Ms. Neha Hajare
4. **Program Date & Time:** 30th Oct.2017 , 9.00 AM to 4.30 PM
5. **Program Venue:** Department Library
6. **Expected Participants:** 30 faculty
7. **Program Expenditure:** 20000/-   (Honorium - 10,000| -
                                            Train Tkt + food - 8000|-)

We kindly request you to grant us permission to organize one day Faculty Development program

Neha Hajare	Program coordinator
Jayvant Devare	Program Member
Dr. S.A. Jain	Head Computer Dept.
Dr. Y.J. Bhalerao	Director, MITAOE, Alandi(D)

Sr. No.	Name	Sign
1	Dr. Shitalkumar Jain	
2	Mrs. Rajeshwari Goudar	
3	Mrs. Ranjana Badre	
4	Dr. Sunita Barve	
5	Mrs. Mayura Kulkarni	
6	Mrs. Vaishali C Wangikar	
7	Mr. Amar More	
8	Mr. P D Ganjewar	
9	Mrs. Minakshi Vharkate	
10	Mr. Manish Giri	
11	Mrs. Prajakta Ugale	
12	Mrs. Neha Hajare	
13	Mrs. Diptee Ghusse	
14	Ms. Padma Nimbhore	
15	Mrs. Kavitha S.	
16	Mr. Santosh Warpe	
17	Mr. Sanjay Ghodke	
18	Mrs. Pranali P Lokhande	
19	Mr. Sumit Khandelwal	
20	Mr. Mayur s Patil	
21	Mr. Rudragouda Patil	
22	Ms. Shubhangi Kale	
23	Ms. Sharmila B Kharat	
24	Mr. Jayvant H Devare	
25	Ms. B R Alhat	
26	Ms. Farharna J Shaikh	
27	Mr. Avinash Thakur	

MIT | Academy of Engineering

Alandi (D), Pune – 412105

Department of E&TC Engg.
Enhancing Humanity through Technology
(Accredited by NBA, ISO 9001:2008 Certified)

Attendance For F

REPORT

Activity	: Faculty Development Programme
Details	: Emerging Trends in Next Generation Wireless Communication
Trigger Point	: Knowledge enhancement about a massive Multiple Input Multiple Output (MIMO) technique, Green communication, Heterogeneous networking
Coordinator	: Mandar R. Nalavade
Venue	: D011 and Seminar Hall, MITAOE
Level	: State
Date	: 16th and 17th March 2018
Attendees	: PG Students, Faculty, Researchers from Maharashtra
No. of Participants	: 40
Resource Persons	: Prof. G. S. Mani, Chair, IEEE Pune section
	Dr. Shabbir N. Merchant, Professor, IIT Bombay
	Dr. Prakash H. Patil, Vice Chairman, IETE
	Dr. Bharat Chaudhari, Head E&TC Engg., MIT – WPU
	Dr. Preetida Jani, Professor, SP College, Mumbai
	Dr. Debashis Adhikari, Professor, MIT AOE

Objectives :

- To introduce next generation wireless communication systems which are used to deliver higher data services with worldwide compatibility.
- To improve future workforce with a view to enable contributions to global standards.

RECEIVED

2 3 APR 2019

23/4/18

VERIFIED

Date: 18/08/2017

To,
The Dy. Registrar
Planning and Development
Savitribai Phule Pune University
Ganeshkhind, Pune-411007

Subject: Submission of QIP proposals for year 2017-18

Sir,
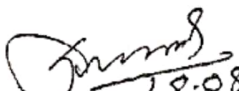
With reference to you circular No. SPPU/PND/36 dated 17/07/2017, we are submitting herewith four QIP proposals from MIT Academy of Engineering, Alandi, Pune.

The details of Proposals are as follows.

Sr. No.	Title of Proposal	Level	Program Coordinator
1.	Internet of Things for Industrial Digitalization	State	Mrs. Mrunalini H. Chavaan
2.	Emerging Trends in Next Generation Wireless Communication	State	Mr. Mandar R. Nalavde
3.	National Conference on Emerging Trends in Computer Engineering and Technology	National	Dr. Shitalkumar A. Jain
4.	International Conference on Transforming Engineering Education	International	Dr. Suyogkumar V. Taralkar

Kindly consider the proposals for funding from SPPU under QIP scheme.

Thanking you.

18·08·2017

Dr. Suyogkumar V. Taralkar
Dean R&D

WORKSHOP FEEDBACK

Two Days State Level Workshop on
EMERGING TRENDS IN NEXT GENERATION WIRELESS COMMUNICATION

(16th and 17th March 2018)

(Rating Scale : 1 is Poor, 2 is Average, 3 is Good, 4 is Very Good, 5 is Excellent)

Sl. No.	Parameter	Rating	Suggestion / Comments
1.	Program Duration	4	
2.	Topic Coverage	5	
3.	Presentation	4	
4.	Interaction	4	
5.	Resource Faculty	5	
6.	Organization & Hospitality	4	
7.	Understandability	4	
8.	Knowledge/ Skill Upgrade	4	
	Overall Rating	4.25	

	Yes	May be	No
Would you attend programs of such type in future ?	✓		
Would you recommend this programs to others ?	✓		

Additional Suggestions / Comments   Include Hands on

The strongest aspect of the Course	Areas of improvement
Excellent resource person.	MATLAB programs can be involved

(Do answer all the questions openly and critically. This is for the betterment of department and institute)
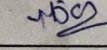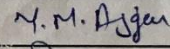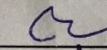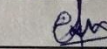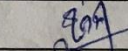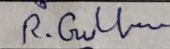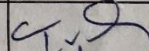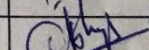
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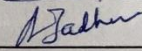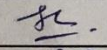## [An Autonomous Institute]
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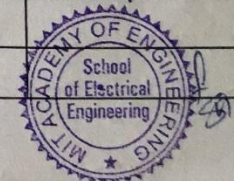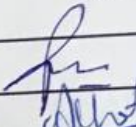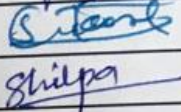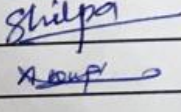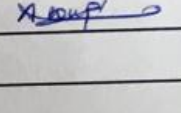
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38	Pranali P. Lokhande	MITAOE, Alandi	9767213126	plokhande@comp.maepune.ac.in	16/03/18

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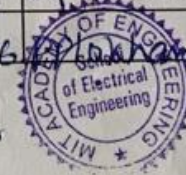
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43	Anup Anil Kauthekar	SRTT Campus, Kamshet			Anup
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MIT Academy of Engineering, Alandi (Devachi)

School of Mechanical & Civil Engineering

Name of Event- FDP On Awareness to ISO 9001: 2015   Date -28th and

List of Participants

Sr.No.	Name(s) of the Teaching Staff	Designation
1	Mr. N.B.Totla	Sr. Asst. Professor
2	Dr. Prashant Deshmukh	Associate Professor
3	Dr. P.P.Bakshe	Associate Professor
4	Mr. K.S. Sawankar,	Assistant Professor
5	Mr. A.T.Pokarnekar	Assistant Professor
6	Ms. B.M.Mariyappalawar	
7	Dr. A.R.Yadao,	Asst. Professor
8	Ms. Archana Mane	Asst. Professor
9	Ms. Maya Charde	Asst. Professor
10	Mr. Pramod Kothmire	Asst. Professor
11	Mr. Ashwin Chandore	Asst. Professor
12	Mr. Venugopal Kulkarni	Asst. Professor
13	Mr. Rahul Patil	Asst. Professor
14	Mr. Manoj Bhalwankar	Asst. Professor
15	Mr. N.S.Rashinkar	Non Teaching

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MIT Academy of Engineering
Alandi (D.), Pune-412 105.

MIT Academy of Engineering	**School of Mechanical and civil engineering**
(An Autonomous Institute Affiliated to Savitribai Phule Pune University) **Alandi (D), Pune – 412105**	

REPORT

Faculty Development Program – Awareness to ISO 9001: 2015 at Mechanical Engineering Department, MITAOE, Pune

Two days Faculty Development Program on awareness to ISO 9001:2015 was successfully completed for faculty of Mechanical Engineering Department at MITAOE, Pune on 28th and 29th May 2018. Training session was conducted by trainer Mr. Jayant D. Bhavikatti, Director, CS Quality Academy. Mr. Bhavikatti has 26 years of rich industrial experience in Quality Assurance field. Training comprised of Introduction to ISO 900:2015, Study of clauses followed by written examination

Following Faculties has attended the FDP.

Mr. R.A.Patil, Mr. M.W. Bhalwankar, Mr. N.S.Rashinkar, Dr. P.W.Deshmukh, Dr. P.P.Bakshe, Mr. A. B. Belvekar, Mr. K.S. Sawankar, Mr. A.T.Pokarnekar, Mr. V.P.Kulkani, Ms. A.B.Mane, Ms. M.M.Charde, Dr. A.R.Yadao, Mr. A.S.Chandore, Mr. R.K.Patil, Ms. B.M.Mariyappalawar, Mr. P.P.Kothamire, Mr. N.B.Totla (HOD) participated in training program and got benefitted. Mr. V.P.Kulkarni coordinated the event.

Participants in Two days Faculty Development Program on awareness to ISO 9001:2015 DAY1

Photos

Faculty Development Program – Awareness to ISO 9001: 2015 at Mechanical Engineering Department, MITAOE, Pune

Two days Faculty Development Program on awareness to ISO 9001:2015 DAY1 28/05/2018

Two days Faculty Development Program on awareness to ISO 9001:2015 DAY2 2 29/05/2018

Participants in Two days Faculty Development Program on awareness to ISO 9001:2015 DAY2

DEAN
School of Mechanical Engineering
MIT Academy of Engineering
Alandi (D.), Pune-412 105,

LIST OF ATTENDANCE IN TKT EXAM − 17 July 2017

First Name	Last Name
YOGESH	BHALERAO
PENTAPATI SATYAVATWI	NATH
VIJAY	PINGALE
DILIP	PANCHAL
SUNILKUMAR	BHAGAT
JAYASHREE	PATIL
PRANAV	SHRIRAM
MARIYAPPALAVAR	BHAVANA
SINI	RONSON
PUJA	VERMA
ASHA	ABHILASH
AMOL	KAPSE
MANISH	KHARE
SUMIT	KHANDELWAL
PRABHA	KASLIWAL
MANDAR	BHALEKAR
AMRUT	JOSHI

17.7.2017

Coordinator

Dr. Sushma S. Kulkarni

Thank you very much for extending your kind co-operation in conducting the exam at your reputed institute.

I hope that we were able to conduct the exam as seamlessly as possible. Please let us know in case you have any feedback about the same.

Further, as per the process the exam delivery, we took a note of name changes for the candidates on the exam day. We have performed the necessary corrections in our records. However, I request you to please verify the names of the candidates mentioned in attached list and let us know in case you notice any discrepancy in the their names.

First Name	Last Name
YOGESH	BHALERAO
PENTAPATI SATYAVATWI	NATH
VIJAY	PINGALE
DILIP	PANCHAL
SUNILKUMAR	BHAGAT
JAYASHREE	PATIL
PRANAV	SHRIRAM
MARIYAPPALAVAR	BHAVANA
SINI	RONSON
PUJA	VERMA
ASHA	ABHILASH
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2	Pentapati Satyavatwi	Nath	Band 3	Band 2	Band 3
3	Vijay	Pingale	Band 2	Band 2	Band 3
4	Dilip	Panchal	Band 2	Band 2	Band 2
5	Sunilkumar	Bhagat	Band 2	Band 2	Band 3
6	Jayashree	Patil	Band 2	Band 2	Band 2
7	Pranav	Shriram	Band 2	Band 2	Band 2
8	Mariyappalavar	Bhavana	Band 2	Band 2	Band 3
9	Sini	Ronson	Band 3	Band 3	Band 3
10	Puja	Verma	Band 2	Band 3	Band 3
11	Asha	Abhilash	Band 3	Band 2	Band 3
12	Amol	Kapse	Band 3	Band 2	Band 3
13	Manish	Khare	Band 3	Band 3	Band 3
14	Sumit	Khandelwal	Band 1	Band 2	Band 3
15	Prabha	Kasliwal	Band 3	Band 2	Band 3
16	Mandar	Bhalekar	Band 2	Band 3	Band 3
17	Amrut	Joshi	Band 3	Band 3	Band 3

For any queries, please feel free to contact your zonal representative or alternatively, you may also write to us in head office at examinations@cambridge.org

We look forward to continue to conduct the Cambridge English exams in your prestigious institution.

Best regards,

Exams Operations Team

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TKT

Teaching Knowledge Test

Handbook for teachers

TKT Modules 1, 2 and 3

Preface

This handbook is intended for tutors and candidates and provides information to help prepare for *TKT (Teaching Knowledge Test)* Modules 1, 2 and 3.

For further information on any Cambridge English Teaching Qualifications and courses, please go to www.cambridgeenglish.org/teachingqualifications

For further copies of this handbook, please email **marketingsupport@cambridgeenglish.org**

Contents

About Cambridge English Language Assessment

TKT (Teaching Knowledge Test) is developed by Cambridge English Language Assessment, a not-for-profit department of the University of Cambridge.

We are one of three major exam boards which form the Cambridge Assessment Group (Cambridge Assessment). More than 8 million Cambridge Assessment exams are taken in over 170 countries around the world every year.

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The world's most valuable range of English qualifications

We develop and produce the most valuable range of qualifications for learners and teachers of English in the world. Over 5 million people in 130 countries take our exams every year.

We offer assessments across the full spectrum of language ability. We provide examinations for general communication, for professional and academic purposes, and also for specific business English qualifications. All of our English language exams are aligned to the

principles and approach of the Common European Framework of Reference for Languages (CEFR).

To find out more about Cambridge English exams and the CEFR, go to www.cambridgeenglish.org/cefr

Cambridge English Teaching Qualifications

Our internationally recognised teaching qualifications provide a route into the English language teaching profession for new teachers and a comprehensive choice of career development for experienced teachers.

Supporting teachers

Cambridge English Teaching Qualifications such as *TKT* form an important part of our teacher development range. All of our teaching qualifications are mapped onto the Cambridge English Teaching Framework, which is designed to help teachers identify where they are in their career, plan where they want to get to and identify development activities to get there.

Proven quality

Our commitment to providing assessment of the highest possible quality is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge English exams. Of particular importance are the rigorous procedures which are used in the production and pretesting of question papers.

All our systems and processes for designing, developing and delivering exams and assessment services are certified as meeting the internationally recognised ISO 9001:2015 standard for quality management and are designed around five essential principles:

Validity – are our exams an authentic test of real-life English or teaching knowledge?

Reliability – do our exams behave consistently and fairly?

Impact – does our assessment have a positive effect on teaching and learning?

Practicality – does our assessment meet candidates' needs within available resources?

Quality – how we plan, deliver and check that we provide excellence in all of these fields.

How these qualities are brought together is outlined in our publication *Principles of Good Practice*, which can be downloaded free from **www.cambridgeenglish.org/principles**

Cambridge English Teaching Qualifications – an overview

The following qualifications are available to teachers through Cambridge English Teaching Qualifications centres:

	Candidate requirements			Qualification features				
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/ coursework	Paper-based test
TKT Modules 1, 2 and 3 Teaching Knowledge Test	Not essential	Not required	Primary, secondary or adults	●				●
TKT: CLIL (Content and Language Integrated Learning)	Not essential	Not required	Primary, secondary or adults	●				●
TKT: Young Learners	Not essential	Not required	Primary	●				●
CELTA Certificate in Teaching English to Speakers of Other Languages	Not required	Qualifications allowing access to higher education	Adults	●	● Face-to-face or online/blended options	●	●	
ICELT In-service Certificate in English Language Teaching	Required	Local requirements for teachers apply	Primary, secondary or adults		●	●	●	
Delta Module One Diploma in Teaching English to Speakers of Other Languages	Recommended	Initial teaching qualification	Primary, secondary or adults					●
Delta Module Two	Required	Initial teaching qualification	Primary, secondary or adults		●	●	●	
Delta Module Three	Recommended	Initial teaching qualification	Primary, secondary or adults				Extended assignment	

The following courses and qualifications are available to teachers through institutions and educational authorities:

	Candidate requirements			Course/qualification features				
	Teaching experience	Entry qualifications	Teaching age group	Can be taken pre-service	Course participation required	Assessed teaching practice	Continuous assessment/ coursework	Online/blended learning course option
CELT-P Certificate in English Language Teaching – Primary	Required	Local requirements for teachers apply	Primary		●	●	●	●
CELT-S Certificate in English Language Teaching – Secondary	Required	Local requirements for teachers apply	Secondary		●	●	●	●
Train the Trainer	Required	Teaching qualification	Adults		●			
Certificate in EMI Skills English as a Medium of Instruction	Required	Local requirements apply	Students in higher education contexts		●		●	●
Language for Teaching – A2	N/A	A1 level English	Primary, secondary	●	●		●	●
Language for Teaching – B1	N/A	A2 level English	Primary, secondary	●	●		●	●
Language for Teaching – B2	N/A	B1 level English	Primary, secondary	●	●		●	●

Cambridge English Teaching Framework – at the heart of professional development

We developed the Cambridge English Teaching Framework:

- to help teachers identify where they are in their professional career
- to help teachers and their employers think about where they want to go next and identify development activities to get there.

	Foundation	Developing
Learning and the Learner	• Has a basic understanding of some language–learning concepts. • Demonstrates a little of this understanding when planning and teaching.	• Has a reasonable understanding of many language–learning concepts. • Demonstrates some of this understanding when planning and teaching.
Teaching, Learning and Assessment	• Has a basic understanding of some key principles of teaching, learning and assessment. • Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. • Can use available tests and basic assessment procedures to support and promote learning.	• Has a reasonable understanding of many key principles of teaching, learning and assessment. • Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. • Can design simple tests and use some assessment procedures to support and promote learning.
Language Ability	• Provides accurate examples of language points taught at A1 and A2 levels. • Uses basic classroom language which is mostly accurate.	• Provides accurate examples of language points taught at A1, A2 and B1 levels. • Uses classroom language which is mostly accurate.
Language Knowledge and Awareness	• Is aware of some key terms for describing language. • Can answer simple learner questions with the help of reference materials.	• Has reasonable knowledge of many key terms for describing language. • Can answer most learner questions with the help of reference materials.
Professional Development and Values	• Can reflect on a lesson with guidance and learn from feedback. • Requires guidance in self-assessing own needs.	• Can reflect on a lesson without guidance and respond positively to feedback. • Can self-assess own needs and identify some areas for improvement.

Proficient	Expert
• Has a good understanding of many language–learning concepts. • Frequently demonstrates this understanding when planning and teaching.	• Has a sophisticated understanding of language–learning concepts. • Consistently demonstrates this understanding when planning and teaching.
• Has a good understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. • Can design effective tests and use a range of assessment procedures to support and promote learning.	• Has a sophisticated understanding of key principles of teaching, learning and assessment. • Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. • Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
• Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. • Uses classroom language which is consistently accurate throughout the lesson.	• Provides accurate examples of language points taught at A1–C2 levels. • Uses a wide range of classroom language which is consistently accurate throughout the lesson.
• Has good knowledge of key terms for describing language. • Can answer most learner questions with minimal use of reference materials.	• Has sophisticated knowledge of key terms for describing language. • Can answer most learner questions in detail with minimal use of reference materials.
• Can reflect critically and actively seeks feedback. • Can identify own strengths and weaknesses as a teacher, and can support other teachers.	• Consistently reflects critically, observes other colleagues and is highly committed to professional development. • Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

See the full version of the framework for detailed competency statements: **www.cambridgeenglish.org/teaching-framework**

Continuing development opportunities at every level

Our teaching qualifications and range of teacher support are mapped onto the framework, so teachers and educational institutions can find the combination of development activities that suits them best.

	Foundation	Developing	Proficient	Expert
Courses and qualifications	CELTA			
	TKT			
	CELT-P			
	CELT-S			
	Language for Teaching			
		ICELT		
		Delta		
			EMI Skills	
			Train the Trainer	
Resources	Online teaching support			
	Face-to-face seminars			
	Methodology titles from Cambridge University Press			
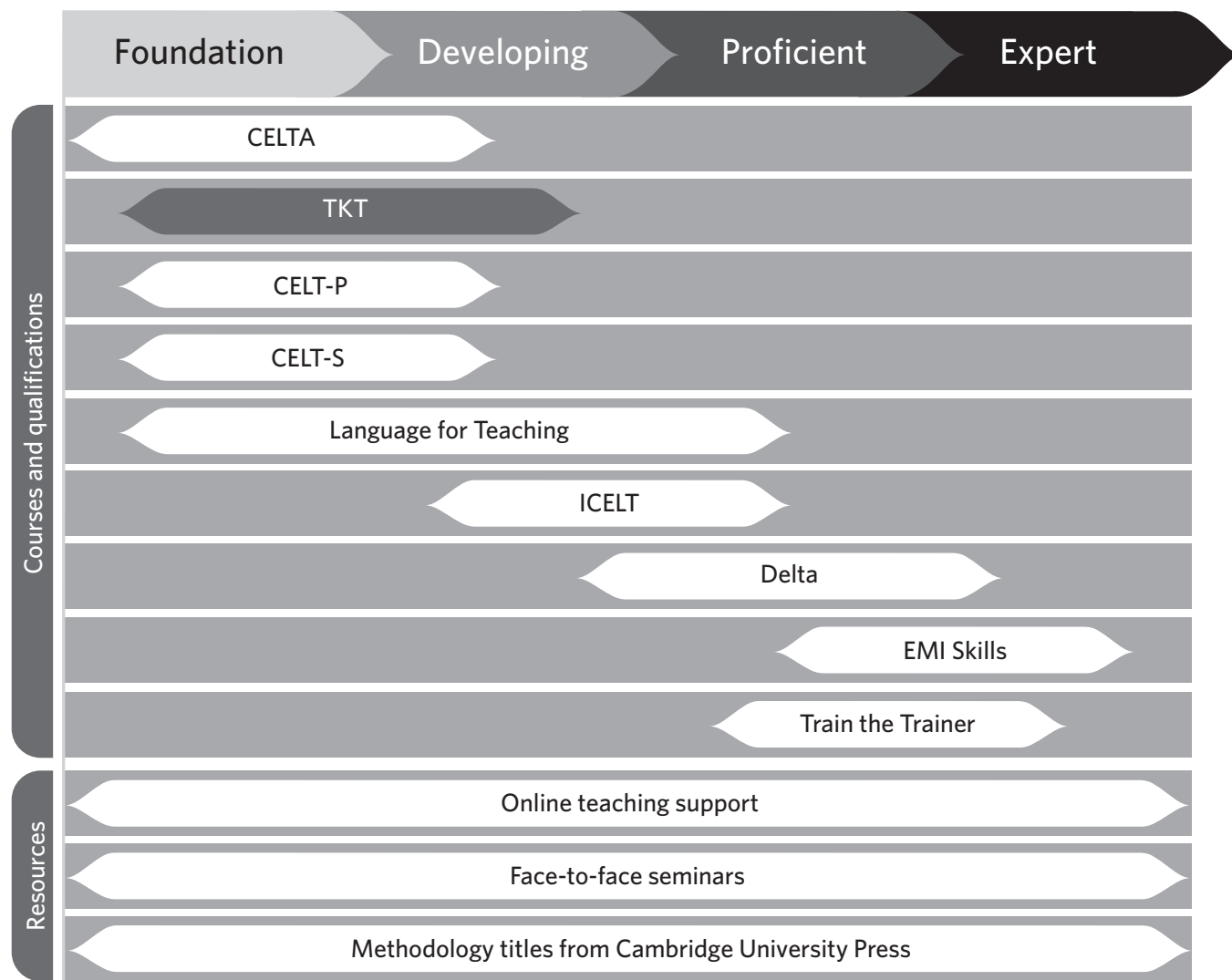
See page 44 for more information about Cambridge English teaching courses and qualifications.

Introduction to TKT

TKT tests knowledge about English language teaching. The tests are designed to encourage teachers in their professional development and provide a step in their progression on the Cambridge English Teaching Framework. Candidates can also use *TKT* to access further training and enhance career opportunities.

TKT – an overview

TKT is divided into separate modules. Candidates can take them all, or choose the modules that meet their needs. A certificate is received for each module completed.

The **core modules** are designed to provide a foundation in the principles and practice of English language teaching:

- *TKT: Module 1* – Language and background to language learning and teaching
- *TKT: Module 2* – Lesson planning and use of resources for language teaching
- *TKT: Module 3* – Managing the teaching and learning process.

Teaching knowledge is assessed by means of objective-format tests, which are simple to administer and to take.

There are further **specialist modules**, which can be taken separately or added to the core modules:

- *TKT: CLIL (Content and Language Integrated Learning)*
- *TKT: Young Learners*.

Please note: *TKT: KAL (Knowledge about Language)*, *TKT: Practical* and computer-based *TKT* Modules 1, 2 and 3 are no longer available after December 2016.

The aims of the modular format

The format is designed to be accessible and offer candidates maximum flexibility, and therefore does not include a compulsory course component. However, it is likely that centres and other institutions will wish to offer courses for *TKT* preparation.

TKT Modules 1–3: an overview

Who are TKT Modules 1–3 suitable for?

TKT Modules 1, 2 and 3 test knowledge of concepts related to language, language use and the background to and practice of language teaching and learning.

TKT is suitable for teachers of English in primary, secondary or adult teaching contexts.

TKT Modules 1, 2 and 3 may be taken by:

- pre-service teachers
- teachers who wish to refresh and extend their teaching knowledge
- teachers who are moving to teaching English after teaching another subject.

Entry criteria and language requirements

Candidates are not required to fulfil any specific entry criteria for *TKT* Modules 1, 2 and 3 and there are no formal English language requirements; however, candidates are expected to be familiar with language relating to the practice of English language teaching. A non-exhaustive list of teaching terminology and definitions is provided in the *TKT* Glossary, which can be downloaded from **www.cambridgeenglish.org/tkt**

What can successful candidates do with TKT?

TKT increases teachers' confidence and enables them to progress to other Cambridge English Teaching Qualifications.

TKT is recognised as an English language teaching qualification by many organisations and institutions around the world.

Test structure

Each *TKT* module consists of a timed pencil-and-paper test featuring 80 multiple-choice questions.

TKT Modules 1, 2 and 3 test candidates' knowledge of concepts related to language teaching and learning, rather than their proficiency in the English language, or their performance in classroom situations.

Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the test material. Materials are carefully selected so that they are fair to candidates from all backgrounds and teaching contexts. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with the common terminology of English language teaching (a non-exhaustive list of teaching terminology and definitions is provided in the *TKT* Glossary).

Sources and text types used in TKT Modules 1–3

Extracts, original or adapted, from the following sources may feature in *TKT* Modules 1, 2 and 3:

- English language teaching coursebooks or supplementary materials
- handbooks on English language teaching and learning
- English language teaching journals and magazines
- testing materials
- grammar books and dictionaries, including phonemic transcription (IPA – International Phonetic Alphabet)
- diagrams or other visuals
- transcriptions of classroom talk
- descriptions of classroom situations
- examples of learners' writing.

Support for candidates and course providers

Support and general information for *TKT*, including a downloadable version of this handbook, can be found at **www.cambridgeenglish.org/tkt**

Preparing to take TKT Modules 1–3

It is not necessary to complete a course to enter for *TKT* Modules 1, 2 and 3. Candidates can prepare for their exam independently, or can if they prefer, follow a course provided by an exam or teaching qualification centre.

Official Cambridge English preparation materials for *TKT* Modules 1, 2 and 3, including books and an online course, have been jointly developed by Cambridge English and Cambridge University Press and can be found at **www.cambridge.org/cambridgeenglish**

Materials for course providers

For course providers, teacher training session plans and other trainer resources can be found at **www.cambridgeenglish.org/resources-for-teachers**

We also run free seminars and webinars for teachers, with replays available on Cambridge English TV:

Webinars for teachers:
www.cambridgeenglish.org/webinars

Seminars and events:
www.cambridgeenglish.org/events

Cambridge English TV:
www.youtube.com/cambridgeenglishtv

Pretesting

Pretesting of *TKT* test material provides us with valuable information about candidates' performance on particular tasks. Pretesting is also useful for centres or institutions, as it gives candidates the opportunity to familiarise themselves with *TKT* task types under test conditions and to receive feedback on areas of strength and weakness.

If your centre or institution would like to be involved in *TKT* pretesting, find out more at **www.cambridgeenglish.org/about-pretesting**

Further information

Contact your local authorised exam centre or teaching qualification centre, or our helpdesk at **www.cambridgeenglish.org/helpdesk** for:

- details of entry procedure
- current fees
- details of exam sessions
- more information about *TKT* and other Cambridge English Teaching Qualifications and exams.

TKT Modules 1–3 administration

Entry procedure

Candidates must enter through an authorised Cambridge English examination or teaching qualification centre. For a list of centres, go to www.cambridgeenglish.org/teachingcentresearch

TKT tests are available throughout the year and examination centres select their own test dates. Entries must be made at least six weeks in advance of a test date.

Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements (see section on Special Circumstances).

For copies of the Regulations and more details on entry procedure, current fees and further information about this and our other examinations, contact your local examination centre.

Results

Candidates receive a certificate for each module taken. Candidate performance is reported using four bands.

A full set of band descriptors for each module can be found on page 43.

Notification of results

TKT results are issued to centres approximately two weeks after we receive the answer sheets in Cambridge.

Please note that despatch of candidates' results will be delayed if they need special consideration or if malpractice is suspected (see section on Special Circumstances).

Enquiries on results must be made through the candidate's centre.

Appeals procedure

We provide a service to enable centres to appeal, on behalf of candidates, against assessment decisions that affect grades awarded to candidates, e.g. decisions relating to results and decisions relating to irregular conduct.

Candidates should first contact their centre for advice.
For more information about the appeals procedure, go to
www.cambridgeenglish.org/help/enquiries-and-appeals

Special Circumstances

Cambridge English exams are designed to be fair to all test takers. This commitment to fairness covers:

*   Special arrangements
    These are available for candidates with a permanent or long-term disability. Consult your Centre Exams Manager (CEM) for more details.
*   Special consideration
    We will give special consideration to candidates affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the centre no later than 10 working days after the exam date.
*   Malpractice
    We will investigate all cases where candidates are suspected of copying, collusion or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centres are notified if a candidate's results have been investigated.

For more information about special circumstances go to
www.cambridgeenglish.org/help

Module 1

Language and background to language learning and teaching

Overview

TIMING	1 hour 20 minutes
NO. OF QUESTIONS	80
TASK TYPES	Objective tasks, such as matching and multiple choice.
ANSWER FORMAT	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.
MARKS	Each question carries 1 mark.

Syllabus

This module tests candidates' knowledge of terms and concepts common in English language teaching. It also focuses on the factors underpinning the learning of English and knowledge of the range and functions of the pedagogic choices the teacher has at their disposal to cater for these learning factors.

Title	Areas of teaching knowledge	Task types and format
Describing language and language skills	Concepts and terminology for describing language: grammar, lexis, phonology and functions Concepts and terminology for describing language skills and subskills, e.g. reading for gist, scanning	6 tasks consisting of 40 questions Tasks include matching and multiple choice.

Background to language learning	Factors in the language learning process, e.g.
	
	• motivation
	• exposure to language and focus on form
	• the role of error
	• differences between L1 and L2 learning
	• learner characteristics, e.g.
	  – learning styles
	  – learning strategies
	  – maturity
	  – past language learning experience
	• learner needs
		3 tasks consisting of 15 questions
		
		Tasks include matching and multiple choice.

Background to language teaching	The range of methods, tasks and activities available to the language teacher, e.g. • presentation techniques and introductory activities • practice activities and tasks for language and skills development • assessment types and tasks • appropriate terminology to describe the above	4 tasks consisting of 25 questions Tasks include matching and multiple choice.

Describing language and language skills

This part of Module 1 tests candidates' knowledge of the terms and concepts common in English language teaching that are used to describe language and its use, and language skills.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Example testing focus
grammar	• parts of speech • the forms and use of grammatical structures
lexis	• types of meaning • word formation, e.g. prefixes, suffixes, compounds • word groupings, e.g. synonyms, antonyms, lexical sets, homophones, collocation • register
phonology	• symbols from the International Phonetic Alphabet (IPA) • phonemes, word stress, sentence stress, intonation and connected speech
functions	• context • levels of formality • appropriacy • a range of functions and their typical exponents
language skills	• reading, listening, speaking, writing and their subskills • features of spoken and written texts, e.g. layout, organisation, accuracy, fluency, authenticity

Background to language learning

This part of Module 1 tests candidates' knowledge of factors underpinning the learning of English by speakers of other languages. It focuses on those learner characteristics which distinguish one learner or group of learners from another in terms of their learning and those which affect both what and how a teacher chooses to teach a class or an individual learner. It also tests candidates' knowledge of aspects of the language learning process and their impact on teaching.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
motivation	• influences on motivation • the importance of motivation • measures that can increase motivation
exposure to language and focus on form	• acquisition • silent period • L2 learners' need for interaction and focus on form as complements of exposure
the role of error	• errors and slips • interference and developmental errors • interlanguage
the differences between L1 and L2 learning	• differences in age • differences in the context of learning • differences in ways of learning
learner characteristics	• common learning styles and preferences • common learning strategies • maturity • past language learning experiences • how learner characteristics affect learning
learner needs	• the personal, learning and (future) professional needs of learners

Background to language teaching

This part of Module 1 tests candidates' knowledge of the pedagogic choices the teacher has at his/her disposal to cater for learner characteristics, learning processes and the differences between L1 and L2 learning. This part also tests knowledge of concepts and terms related to teaching and learning procedures and activities, including assessment.

Candidates need to demonstrate an understanding of methods, tasks, activities and terminology related to:

Syllabus area	Example testing focus
presentation techniques and introductory activities	• introductory activities such as warmers and lead-ins • common ways of presenting language

types of activities and tasks for language and skills development	• the design and purpose of a range of common comprehension and production tasks and activities
	• teaching terms, e.g. prompting, eliciting, drilling
	• frameworks for activities and tasks
	  – Presentation, Practice and Production (PPP)
	  – Task-based Learning (TBL)
	  – Total Physical Response (TPR)
	  – the Lexical Approach
	  – Grammar-Translation
	  – test-teach-test
	  – guided discovery

assessment types and tasks	• purposes for assessment, e.g. diagnostic, placement, achievement, formative, progress, proficiency • methods of assessment, e.g. self, peer, portfolio, informal and formal • the design and purpose of a range of assessment tasks and activities

TEACHING KNOWLEDGE TEST | MODULE 1

For questions **1 – 7**, look at the sentences. Read the questions about the grammar in the sentences and the three possible answers listed **A**, **B** and **C**.

Choose the correct answer.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

1   The two artists **seem** to understand what you **have** painted, but I'm not sure I **know**.

Which of the three verbs is **NOT** a main verb?

   A   seem
   B   have
   C   know

2   I told **you** that I'd never seen **him** before.

Which of the three pronouns is **NOT** an object pronoun?

   A   I
   B   you
   C   him

3   It's a very **difficult** question. I'm not **sure** if I've done it **right**.

Which of the three words is **NOT** an adjective?

   A   difficult
   B   sure
   C   right

4   We **visited** a **ruined** castle which had been **built** in the eighth century.

Which of the three words is **NOT** a past participle form?

   A   visited
   B   ruined
   C   built

5   I told Mark that it would be a bad **idea** to send the **email**, but he decided to ignore my **advice**.

Which of the three nouns is **NOT** an abstract noun?

   A   idea
   B   email
   C   advice

6   **Quite** a **few** people in the class said they **never** brush their teeth in the evening.

Which of the three words is **NOT** an adverb?

   A   Quite
   B   few
   C   never

7   Kip **had** always wanted to become a nurse. However, when he **did** a training course, he realised that he **wasn't** enjoying it enough.

Which of the three verbs is **NOT** an auxiliary?

   A   had
   B   did
   C   wasn't

TEACHING KNOWLEDGE TEST | MODULE 1

For questions **14 – 19**, choose the best option (**A**, **B** or **C**) to complete each statement about lexis.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

14 *See* and *sea*; *tale* and *tail*; *where* and *wear* are examples of ......

  A false friends.
  B connected speech.
  C homophones.

15 *Rock hard*; *soft boiled*; *melting point* are examples of ......

  A compounds.
  B antonyms.
  C idioms.

16 *Jeans, T-shirt, coat*, and *athlete, jog, long jump* are examples of ......

  A linking.
  B collocations.
  C lexical sets.

17 *Look up; look out; look over* are examples of ......

  A word boundaries.
  B phrasal verbs.
  C verb patterns.

18 The different meanings of the noun *bank* are examples of ......

  A homonyms.
  B affixation.
  C connected speech.

19 *Rare* and *hair*, *meat* and *street*, *money* and *sunny* are examples of ......

  A rhymes.
  B key words.
  C contrastive stress.

For questions **8 – 13**, match the underlined examples of 'could' with their uses listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Uses of 'could'

  A to express future possibility

  B to complain

  C to give permission

  D to express present ability

  E to express past ability

  F to express present possibility

  G to express future ability

Examples

8 That <u>could</u> be Judith on the phone.

9 I <u>could</u> hear a funny noise coming from somewhere in the engine.

10 It <u>could</u> snow! Look at the sky!

11 Thanks a lot. You <u>could</u> leave now, if you're in a hurry.

12 You <u>could</u> try asking me before you use my comb, you know.

13 The doctor is free. He <u>could</u> see you now if you like.

TEACHING KNOWLEDGE TEST | MODULE 1

For questions **20 – 26**, look at the questions about phonology and the three possible examples listed **A**, **B** and **C**.

Choose the example which matches the term.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

20 Which of the following contains a contraction?

- A USA
- B can't
- C bye

21 How many phonemes does *place* have?

- A two
- B three
- C four

22 How is *butcher* written in phonemic script?

- A /bʊtʃə/
- B /bʌtʃə/
- C /buːtʃə/

23 Which of the following is true of connected speech in English?

- A The first syllable of each word is always stressed.
- B Structural words are never stressed.
- C Content words are usually stressed.

24 Which of the following contains a diphthong?

- A /meɪl/
- B /mæd/
- C /mɔː/

25 How many weak vowel sounds does *banana* have?

- A one
- B two
- C three

26 Which of these words is a minimal pair?

- A think/thinking
- B she/ship
- C cut/cat

For questions **27 – 33**, match the underlined groups of words with the functions listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Functions

- A to express a condition
- B to give a reason
- C to show a result

Groups of words

27 As it might rain at the weekend, I've hired a couple of DVDs.

28 I don't think I'll buy a new car unless I get a pay rise.

29 It was such an enjoyable party that I stayed longer than I'd planned.

30 I'm lighting candles since the electricity's gone off.

31 Wanting to avoid the rush hour, I set off very early.

32 Provided you pay me back next week, I'll lend you the money.

33 It was so cold I put another jumper on.

For questions **41 – 45**, match the things the teacher does with the ways in which the students are motivated listed **A – F**.

Mark the correct letter (**A – F**) on your answer sheet.

There is one extra option which you do not need to use.

Ways students are motivated

A This makes students feel that the course is well organised.

B Students feel more comfortable when talking about what they know best – themselves!

C Students like to hear they have done well.

D Using their imagination can help students to get more involved in their fluency work.

E Students often like 'being the teacher' and explaining things to other students.

F I find this allows me to keep students' attention by quickly changing the pace of the lesson.

Things the teacher does

41 I sometimes get my students to choose a general interest topic to research and give mini-presentations on.

42 I connect some of the texts and speaking topics in the coursebook to my students and their lives.

43 I have some favourite 'five-minute' fun activities ready for whenever I need them.

44 I tell my students each week what they're going to study.

45 I use drama and role-play in the classroom.

For questions **34 – 40**, match what readers do with the ways of reading listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Ways of reading

A predicting

B scanning

C inferring attitude

D deducing meaning from context

E intensive reading

F identifying text organisation

G reading for main ideas

H skimming

What readers do

34 They quickly search the text to find particular information.

35 They decide how writers feel from the way that they write.

36 They use parts of the text to help them understand unfamiliar lexis.

37 They look at a text quickly to get a general understanding.

38 They look at how the information is structured, by noticing headings or introductory phrases.

39 They focus on how language is used in a piece of text.

40 They use titles and pictures to give themselves ideas about what the text is about.

TEACHING KNOWLEDGE TEST | MODULE 1

For questions **46 – 50**, look at the examples of what learners do and the three possible learning strategies listed **A**, **B** and **C**.

Choose the strategy which matches the example.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

46   I focus on the language I use to make sure it is correct.

  A   memorising
  B   revising
  C   self-monitoring

47   If I don't know a word, I try to work it out from the rest of the sentence.

  A   paraphrasing
  B   using linguistic clues
  C   translating

48   I make notes about how native speakers use English in films and TV shows.

  A   paying attention to language use
  B   organising learning aids
  C   predicting content from the situation

49   I keep small cards with new expressions on them and test myself on them when I'm travelling to work.

  A   developing routines for revision
  B   experimenting with language
  C   accepting correction

50   If I don't know what something means, I look it up.

  A   focusing on collocations
  B   using opportunities for practice
  C   consulting reference materials

For questions **51 – 55**, match the learners' preferences with the learning styles listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Learning styles

  A   visual

  B   auditory

  C   kinaesthetic

Learners' preferences

51   I like it when the teacher gives me a card with a word or phrase on and I have to act it out for the rest of the class to guess the word.

52   I enjoy putting new vocabulary into a table or diagram. It helps me to remember words.

53   If we find a new word while we're reading, the teacher often writes it on the board. But I always ask her to say it too and I repeat it a couple of times.

54   Sometimes we cover our eyes and the teacher asks us to pick an object out of a bag. Then we have to try to describe it. It's a really good way of learning.

55   I collect magazines and cut out the photos I like. They're very useful for getting ideas for telling stories.

TEACHING KNOWLEDGE TEST | MODULE 1

For questions **62 – 67**, match the sequence of classroom activities from a lesson on offers and requests with the presentation techniques listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Presentation techniques

A   getting students to use grammar in a controlled way

B   highlighting the language focus and aim of the lesson

C   getting students to focus on the target language through the context of a listening activity

D   raising students' awareness of differences in register

E   getting students to focus on pronunciation of the target language

F   setting up the situation

G   encouraging students to analyse structural patterns

Sequence of classroom activities

62   The teacher wrote the topic of the day's lesson on the board: 'Making requests'.

63   The teacher asked some students to tell the class about important requests they had made in their lives.

64   The students did an exercise completing gaps in sentences with the correct forms of requesting verbs.

65   The teacher elicited whether words and phrases like *can*, *could* and *would you mind* were followed by the base form or verb+ *-ing* in the sentences.

66   The teacher asked students to tell her which forms would be used in particular contexts, e.g. speaking to your friend; speaking to your teacher; etc.

67   The teacher drilled the sentences chorally, paying attention to connected speech.

For questions **56 – 61**, match the learners' preferences with the teaching approaches that would suit them listed **A**, **B** and **C**.

Mark the correct letter (**A, B or C**) on your answer sheet.

You will need to use some of the options more than once.

Teaching approaches

A   Test-teach-test

B   Presentation, Practice and Production

C   Task-based Learning

Learners' preferences

56   real beginners who prefer a structural approach and like to have a clear focus on new language

57   those learners who just want to communicate, using all the language they know to convey meaning

58   learners who like to study grammar and lexical patterns and check what they already know

59   learners at a higher level who enjoy doing exercises on language but have already studied the structures

60   learners who enjoy doing extended pieces of work such as project work

61   learners who are not confident about experimenting with language or those who have little exposure to English

TEACHING KNOWLEDGE TEST | MODULE 1

For questions **75 – 80**, complete the sentences about test types by choosing the appropriate option listed **A, B** and **C.**

Mark the correct letter (**A, B** or **C**) on your answer sheet.

75 A cloze test assesses

  A listening skills.
  B speaking skills.
  C reading skills.

76 A diagnostic test is used to assess

  A learners' strong and weak points in language.
  B learners' ability to recognise their own language mistakes.
  C learners' ability to summarise the main points in a text.

77 A summative test is used at

  A the beginning of a course.
  B the end of a course.
  C the beginning and end of a course.

78 A placement test is used to

  A put learners in a suitable class.
  B rank learners in order of achievement from first to last.
  C assess whether learners are ready to enter university.

79 A proficiency test always assesses

  A the language of daily conversation.
  B the language which students have been taught.
  C the level of language that learners have reached.

80 An achievement test assesses

  A how well learners have learned what has been taught in class.
  B whether students are ready to start learning a language.
  C if learners are at the right level to sit a public exam.

For questions **68 – 74**, match the classroom activities with the types of speaking practice listed **A, B** and **C.**

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Types of speaking practice

  A focus on pronunciation

  B accuracy practice

  C fluency practice

Classroom activities

68 We had to imagine that we were going to be on an island and decide in groups what ten things to take with us from a list of items.

69 My partner gave me the infinitives of different irregular verbs and I had to spell the past participle. I got a point for every one I got right.

70 We did a transformation drill. The teacher said a sentence and we had to make it into a question as fast as we could with no mistakes.

71 We worked in threes and were each given part of a story. We had to read the text and then tell each other the information we knew to complete the whole story.

72 We interviewed people in the street about what improvements they would like to see to the town's sports facilities.

73 The teacher made shapes with her mouth but didn't speak and we had to shout out what word she was saying each time.

74 When we were reading out the play, the teacher asked us to put more feeling into what we were saying.

Module 2

Lesson planning and use of resources for language teaching

Overview

TIMING	1 hour 20 minutes
NO. OF QUESTIONS	80
TASK TYPES	Objective tasks, such as matching and multiple choice.
ANSWER FORMAT	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.
MARKS	Each question carries 1 mark.

Syllabus

This module focuses on what teachers consider and do while planning their teaching of a lesson or series of lessons. Teaching in this context is intended also to refer to assessment. It focuses too on the linguistic and methodological reference resources that are available to guide teachers in their lesson planning as well as on the range and function of materials and teaching aids that teachers could consider making use of in their lessons. Knowledge of any particular book is not required.

Title	Areas of teaching knowledge	Task types and format
Planning and preparing a lesson or sequence of lessons	Lesson planning • identifying and selecting aims appropriate to learners, the stage of learning and lesson types • identifying the different components of a lesson plan • planning an individual lesson (or a sequence of lessons) by choosing and sequencing activities appropriate to learners and aims • choosing assessment activities appropriate to learners, aims and stages of learning	6 tasks consisting of 40 questions Tasks include matching and multiple choice.
Selection and use of resources	Consulting reference resources to help in lesson preparation Selection and use of: • coursebook materials • supplementary materials and activities • teaching aids appropriate to learners and aims	6 tasks consisting of 40 questions Tasks include matching and multiple choice.

Planning and preparing a lesson or sequence of lessons

This part of Module 2 tests candidates' knowledge of the relationship between activities and aims. It also tests knowledge of ways of sequencing activities within and across lessons in a manner appropriate to particular groups of learners, and of selecting appropriate assessment activities to build into (a series of) lessons.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Example testing focus
identifying and selecting lesson aims	• main, subsidiary and personal aims • specification of aims • factors influencing the choice of aims
identifying the different components of a lesson plan	• the standard components of a lesson plan: aims, procedures, stages, timing, aids, anticipated problems, assumptions, interaction patterns, timetable fit
planning an individual lesson or sequence of lessons	• common sequences, e.g. structures, skills, topic, project
choosing assessment activities	• informal or formal assessment and related tasks and activities

Selection and use of resources

This part of Module 2 tests candidates' knowledge of how to make use of resources, materials and aids in their lesson planning.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
using reference resources for lesson preparation	• the range of resources available and teachers' reasons for consulting them
the selection and use of teaching aids	• types of aids and their teaching functions
the selection and use of coursebook materials	• criteria for selection • ways of adapting materials
the selection and use of supplementary materials and activities	• types of supplementary materials and activities • reasons for use • how to select and adapt

3

For questions **7 – 12**, match the classroom activities with their main teaching aims listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

7 Learners make a recording of a radio programme they have written.

A to focus on voiced and unvoiced sounds
B to provide a sense of achievement
C to improve discipline

8 Learners do a grammar exercise on a CD-ROM.

A to focus on pronunciation
B to focus on fluency
C to focus on form

9 In groups, learners do a quiz about elephants before reading a story about them.

A to test their memory
B to give peer feedback
C to generate interest in a topic

10 After a groupwork discussion activity, learners work with a partner from another group to share information.

A to vary the interaction pattern
B to give restricted practice of target language
C to focus attention on learning strategies

11 A group of actors comes to the school to perform a short play in English for the learners.

A to give learners exposure to language
B to increase learners' participation
C to develop learner autonomy

12 Learners do an activity which involves one learner memorising parts of a text to dictate to their partner.

A to clarify meaning
B to develop gist listening skills
C to focus on accuracy

2

For questions **1 – 6**, match the textbook rubrics with the activity aims listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Textbook rubrics

1 Use the words and phrases to produce a paragraph about yourself.

2 Use the train timetable to find the best train for each family to catch.

3 Complete the gaps in the newspaper article using the correct verb forms.

4 Use the information from the recording to decide if the statements are true or false.

5 Share your opinions on the topic with other students.

6 Choose the best headline for the article.

Activity aims

A to provide controlled written grammar practice of recently taught language
B to personalise recently taught vocabulary through a writing activity
C to give students practice in identifying details in a listening text
D to give students practice in oral fluency
E to provide practice in reading for specific information
F to provide practice in reading for general understanding
G to provide practice in process writing

4

For questions **13 – 19**, match the lesson aims with the target language listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Lesson aims

13 to help students understand and produce the spoken form of regular past tenses

14 to help students write a set of instructions for a process

15 to help students make contrasts

16 to help students hold a discussion on a current topic

17 to help students write questions for a survey about favourite holiday activities

18 to help students understand and use the third conditional

19 to help students talk about family relationships

Target language

A expressions for agreeing and disagreeing

B question tags

C possessive adjectives

D verb + gerund

E the comparative form of adjectives

F weak forms in connected speech for *would / have / had*

G verb endings */t/,/d/, /ɪd/*

H joining phrases, such as *first of all, next* and *at the end*

5

For questions **20 – 27**, match the information from different lesson plans with the lesson plan headings listed **A, B** and **C**.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Lesson plan headings

A Aims

B Procedure

C Assumptions

Information from different lesson plans

20 Students will remember how to form present perfect simple statements from the last lesson.

21 By the end of the lesson, students will be able to form present perfect simple questions.

22 Improve use of functional language for talking about experiences.

23 Ask pairs to act out a role-play between a reporter and a film star.

24 Students already know what a past participle is.

25 Students could complete the second task if they finish early.

26 Students may have problems with authentic listening.

27 Students listen to the recording to check their answers.

TEACHING KNOWLEDGE TEST | MODULE 2

7

Lesson plan

- In groups, students brainstorm their own views on the advantages and disadvantages of being at school.

28 ....

- Students compare their ideas and discuss in pairs whether they think school is better or worse than being at work.

29 ....

- Students predict the content of the newspaper interview.

30 ....

- Students check in pairs.

31 ....

- The teacher leads whole-class feedback.
- The teacher tells the class to work in pairs; one of them is Anna and the other is the journalist.

32 ....

- The teacher elicits some of the advantages and disadvantages of being at school or working, and notes these on the board, e.g. *work hours are more flexible than school hours; working is better paid than going to school!*
- Students look at the sentences on the board and the teacher revises comparatives.

33 ....

- Students write up their views on the advantages and disadvantages of school and work.

6

For questions **28 – 33**, read the stages of the lesson plan about the advantages and disadvantages of school and work and fill in the missing stages from the options listed **A – F**.

Mark the correct letter (**A – F**) on your answer sheet.

Missing stages

A Students read the article, answer comprehension questions and check their answers in pairs.

B Students look at a picture of a schoolgirl called Anna, and the title of an article about her, and then read some questions a journalist asked her.

C Students complete a gapped paragraph, using appropriate language forms.

D Students read some opinions of people who work, and tick (✓) the ones they agree with.

E Students read the article quickly, underlining the answers given to the journalist's questions.

F Students use the information from the article to act out the interview.

TEACHING KNOWLEDGE TEST | MODULE 2

8

For questions **34 – 40**, look at a teacher's assessment aims and the three possible methods of assessment for each listed **A**, **B** and **C**.

Two of the methods of assessment are appropriate for each aim. One of the methods is **NOT**.

Mark the method (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

34 To assess whether students have understood how to use narrative tenses, it would **NOT** be appropriate for

A students to tell each other a story about a time when they were very surprised.
B students to complete a story in which some of the verbs have been taken out.
C students to read a story and select three pictures which best match what happened.

35 To assess whether students have understood some basic information about article use, it would **NOT** be appropriate for

A students to underline examples of articles in a text and then select the rule which best explains the use in each case.
B students to circle examples of articles in a text and categorise them according to their use.
C students to read a text containing examples of different uses of articles and translate the text into their L1.

36 To assess whether students can use comparative structures in spoken English, it would **NOT** be appropriate for

A students to compare their own country with another, using at least five comparatives.
B students to correct the mistakes in the use of comparatives in a short report.
C students to talk about food from different countries and say how it is similar or different.

37 To assess whether students can use punctuation to communicate clearly, it would **NOT** be appropriate for

A students to label different features of punctuation, e.g. *comma, full stop,* in a letter.
B students to write a letter to a friend, telling him/her about their latest news.
C students to punctuate a short letter which has been written without any punctuation.

9

38 To assess whether students know when to use *used to* for past habits, it would **NOT** be appropriate for

A students to write about what they did as a child, responding to prompts, e.g. *clothes, toys.*
B students to write sentences about a man who has become famous, contrasting his old and new life.
C students to tell a story about something funny which happened to them as a child.

39 To assess whether students can use functional exponents for buying something in a shop, it would **NOT** be appropriate for

A students to write short dialogues between shop assistants and customers.
B students to complete the shop assistant's part of a dialogue in a shop.
C students to do a role-play between a shop assistant and customer, changing roles after a few minutes.

40 To assess whether students can use the present perfect, it would **NOT** be appropriate for

A students to discuss the positive and negative experiences they had at primary school.
B students to mingle to find out who has the most experience of travelling to other countries.
C students to write questions for a job interview to find out about an applicant's work experience.

11

For questions **48 – 54**, choose which unit in a pronunciation resource book listed **A – H**, a teacher could use to help her students with their pronunciation problems.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Students' pronunciation problems

48   Students can't hear the difference between *bin* and *been*; *bad* and *bed*.

49   Students find it hard to say the underlined parts of words like: *spoon*; *exercise*; *mistake*.

50   Students pronounce each word separately, so their speech doesn't sound smooth.

51   Students' speech in conversations sounds flat and uninterested.

52   Students sometimes mispronounce words which have the same spelling but a different meaning, such as *to record / a record*; *to present / a present*.

53   Students can't hear individual words when people talk.

54   Students don't pronounce the phonemes /ʒ/, /dʒ/, /z/, /v/. They replace them with corresponding phonemes /ʃ/, /tʃ/, /s/, /f/.

Units in a pronunciation resource book

A   Recognising minimal pairs

B   Understanding connected speech

C   Producing voiced consonants

D   Expressing attitude through voice

E   Practising groups of consonant sounds

F   Distinguishing parts of speech through stress

G   Using contrastive stress

H   Practising linking

10

For questions **41 – 47**, look at the types of information and extracts from two different dictionaries.

Decide which extract (**A** or **B**) contains each type of information.

If the type of information is **NOT** given in either extract **A** or **B**, choose **C** (neither).

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Dictionary extracts

A   Extract A

achieve *verb*
to succeed in finishing something or reaching an aim
VERB + ACHIEVE **aim to** *We aim to achieve an increase in sales.*
ADJ + ACHIEVE **be easy to, be impossible to**

Adapted from: *Oxford Collocations Dictionary for Students of English.* OUP, 2002

B   Extract B

error *noun*
1 = **mistake**, inaccuracy, fault, miscalculation
2 = **wrongdoing**, fault, offence, sin

Adapted from: *Collins Paperback Thesaurus.* Collins, 2008

C   Not given in either Extract A or Extract B

Types of information

41   use in context

42   register

43   individual words which have a similar meaning to the headword

44   common phrases

45   words which have the opposite meaning to the headword

46   more than one meaning of the headword

47   example of the position of the headword in a sentence

TEACHING KNOWLEDGE TEST | MODULE 2

13

For questions **61 – 67**, match the learners' problems with their coursebook with the strategies a teacher can use to deal with these problems listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Learners' problems with their coursebook

61 | I can't understand how to do the exercises in the progress tests.

62 | There's lots of new and useful vocabulary in the book, but it's difficult to remember.

63 | I like the reading texts, but there's so much language that I don't understand in them.

64 | The book has lots of fun speaking activities, but it doesn't introduce much new grammar.

65 | I never know what to write about so I don't do the writing tasks well.

66 | Every unit is the same … it gets a bit boring after a while.

67 | The listening practice in the coursebook is too easy for me.

Strategies

A | Get students to brainstorm ideas in pairs or as a group before they start.

B | Use repetition drills for practice in listening to and producing structures.

C | Use supplementary materials to extend the coursebook topic and provide a variety of approaches to texts and language.

D | Suggest that students keep a record on cards or in a notebook and review this regularly.

E | Give students practice in class with similar task types.

F | Familiarise students with some internet sites that can help them learn rules about language.

G | Tell students about internet sites where they can hear ungraded, authentic language.

H | Train students to work with key words and to deduce meaning from context.

12

For questions **55 – 60**, match the classroom activities with the reasons for using pictures in class listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Reasons for using pictures

A | to raise awareness of intonation

B | to provide linguistic support before receptive skills work

C | to practise reading for detail

D | to practise extensive listening

E | to practise listening for specific information

F | to provide controlled spoken practice

G | to provide practice in producing a paragraph of text

Classroom activities

55 | Students look at some pictures of people and match descriptions from a magazine article with the pictures.

56 | Students, in groups, look at pictures painted by famous artists and express their opinions, using a dialogue which they learned earlier to support them.

57 | Students listen to a recording of five people saying 'hello' and look at pictures of people whose faces show different feelings. They match the feelings to the speakers.

58 | Students look at six pictures and put them in the order they are mentioned in a short recording.

59 | Students look at a picture. The teacher focuses on words students need to know in an article they will study later in the lesson.

60 | Students look at a picture of a person they know well and write a description of the person.

15

Sequence of coursebook activities

A Look through these letters from people who have just returned from holiday. Match the letters (1-4) to the main subjects of complaint (a-d).

B Look at each letter again.
Decide which writer is the most angry about his/her complaint.

C Read the description of a problem a student has with his accommodation and decide:
What information could the student include in a letter to his landlord, the owner of the accommodation?

D Work in pairs. One of you is the student who is renting the accommodation and the other is the landlord. The student telephones the landlord.
Role-play the discussion and record yourselves.

E Listen to the recordings of your classmates and identify any mistakes you hear.

F Now use the words and expressions about time and frequency in the box to complete the letter that the student sent to the landlord.

G Make notes of any new words and expressions you want to learn from this unit.

Adapted from *IELTS Express Intermediate* by Hallows R., Lisboa M. and Unwin M. Thomson, 2006

14

For questions **68 – 73**, match the main aims of the coursebook activities with the sequence of coursebook activities listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Main aims

68	to focus on peer correction
69	to focus on written accuracy
70	to practise reading for gist
71	to focus on content, when planning a formal letter of complaint
72	to give interactive freer practice
73	to practise reading for attitude

16

For questions **74 – 80**, match the questions with the supplementary activities listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Supplementary activities

A   Work in pairs. You each have a picture of some children in a playground, but your pictures are not the same. Talk together and find the differences. When you have finished, compare your pictures.

B   Look at this picture of a room in a house for one minute. You are not allowed to write anything down. When your teacher tells you, turn your picture over, then write down the answers to the questions you will be asked on a separate piece of paper.

C   You have a map with a route which starts at the station and ends at the library. Student B has the same map without a route. Give directions to help him/her to draw the same route as yours. You are not allowed to show him/her your map.

Questions

Which activity is useful for practising imperatives?

Which activity practises the present continuous?

Which activity provides a more challenging role for one partner?

Which activity could be used as a calming individual activity after a lively game?

Which activity can be used to practise questions using *some* and *any*?

Which activity depends on memory?

Which activity provides both students with a reason for listening?

74

75

76

77

78

79

80

Module 3

Managing the teaching and learning process

Overview

TIMING	1 hour 20 minutes
NO. OF QUESTIONS	80
TASK TYPES	Objective tasks, such as matching and multiple choice.
ANSWER FORMAT	Candidates indicate their answers by shading the correct boxes on their answer sheets. Candidates should use a pencil.
MARKS	Each question carries 1 mark.

Syllabus

This module tests candidates' knowledge of what happens in the classroom in terms of the language used by the teacher or learners, the roles the teacher can fulfil and the ways in which the teacher can manage and exploit classroom events and interaction.

Title	Areas of teaching knowledge	Task types and format
Teachers' and learners' language in the classroom	• using language appropriately, including use of L1/L2, for a range of classroom functions, e.g. instructing, prompting learners, eliciting, conveying meaning of new language • sequencing of instructions • identifying the functions of learners' language • categorising learners' mistakes	6 tasks consisting of 40 questions Tasks include matching and multiple choice.
Classroom management	Options available to the teacher for managing learners and their classroom in order to promote learning, e.g. • classroom management • teacher roles • grouping learners • correcting learners • giving feedback appropriate to the learners and aims	6 tasks consisting of 40 questions Tasks include matching and multiple choice.

Teachers' and learners' language in the classroom

This part of Module 3 tests candidates' knowledge of the functions of classroom language, and how to adapt teacher language according to its audience and purpose. It also tests candidates' knowledge of the appropriacy of teachers' classroom language, how to analyse learners' language and categorise learners' errors.

Candidates need to demonstrate an understanding of concepts and terminology related to:

Syllabus area	Example testing focus
the functions commonly used by the teacher in the classroom	• identification of a range of classroom functions and typical exponents • appropriacy of use, e.g. degrees of simplicity of language, appropriateness of sequencing, degrees of formality, use of L1
identifying the functions of language used by learners in the classroom (tasks may involve analysis of learner language which is not completely accurate)	• identification of common functions and typical exponents • identification of communicative purpose • appropriacy of use
categorising learners' mistakes	• categorising types of mistakes, e.g. spelling, wrong verb form, subject–verb agreement

Classroom management

This part of Module 3 tests candidates' knowledge of the range and function of strategies available to a teacher for managing classes in ways appropriate to learners and to teaching and learning aims. These include variety of activity and pace, ways of grouping learners, techniques for correcting learners' mistakes and the roles a teacher can fulfil at different stages of the lesson.

Candidates need to demonstrate an understanding of concepts and terminology related to the following and their implications for the L2 classroom:

Syllabus area	Example testing focus
the roles of the teacher	• common teacher roles, e.g. manager, diagnostician, planner
classroom management	• managing the teaching space, establishing systems for praise and reward, establishing rules, routines and procedures; analysing learners' needs; building variety into lessons, planning lessons to meet learners' needs
grouping learners	• common classroom interaction patterns and their uses • grouping of learners and reasons for this
correcting learners	• methods of correction and their appropriacy of use
giving feedback	• the focus and purpose of feedback • ways of giving feedback

TEACHING KNOWLEDGE TEST | MODULE 3

3

For questions 7 – 13, match the teacher's instructions to an elementary class with the teacher trainer's comments listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Teacher's instructions

7 Okay, let's take a break, 15 minutes, no, no, sorry, ten minutes, no five, we've got a lot to do!

8 This is very difficult, but I hope you can do it.

9 Today we are going to look at the form and use of the zero conditional.

10 Gina, do you know a synonym for the word 'pullover'?

11 So now, can you all look at this exercise, and match the words to the animals.

12 You can do this alone, in groups or pairs, it's up to you.

13 Let's check the answers. Who can tell me what's wrong with number one?

Teacher trainer's comments

A Well done for deciding on the order for the class to do things before giving instructions.

B Decide which interaction is most appropriate for the task instead of relying on the students.

C It's better to nominate one particular student as this eventually gives everyone a chance to participate.

D This is a good, clear instruction for a vocabulary task for an elementary group of learners.

E The grammatical language in this statement is above elementary level.

F This statement is demotivating to learners. Try to be more encouraging.

G Try not to change your mind when giving instructions to lower levels, and make them as short as possible.

H The student is unlikely to know this term for a lexical category at this level.

2

For questions 1 – 6, match the examples of teacher's language with the functions listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Functions

A developing social interaction

B getting students' attention

C promoting learner independence

Teacher's language

1 OK, put your hands up to show you're ready to go on to the next activity.

2 Choose a song in English and find three new words to teach the class next lesson.

3 Nice to see everyone in time for class. Does anyone know who won the football match yesterday? Our team I hope!

4 You've got five minutes to find three people in the class who have the same hobbies as you.

5 Right, let me see everyone with their book open at page 12. Then you'll work on exercise A on your own.

6 Well done everyone. Now, can you try and work out the meaning of the words you underlined.

5

Instructions to a class

◆ Good morning everyone, please sit down and listen to what I'm going to tell you about these pictures.

14 ....

◆ Now get into pairs and work with the person sitting next to you.

15 ....

◆ Before I give them to you there is one thing you must remember – your picture is top secret! So don't show them to each other. Okay, so now you have the pictures you are ready to start the task. Listen to what I want you to do.

16 ....

◆ I would like you to work quite quickly, so...

17 ....

◆ Right, time's up, so finish your last question.

18 ....

◆ Well done everybody, you worked well. Now let's see if your answers are correct. Listen carefully and see if you agree with each other's answers.

19 ....

4

For questions **14 – 19**, read the instructions to a class and fill in the missing instructions from the options listed **A – F**.

Mark the correct letter (**A – F**) on your answer sheet.

Missing instructions

A You have 10 minutes to do this.

B Michael, can you tell me one of the differences you found?

C Ask each other questions to find the differences.

D Okay, stop now and turn to the front of the class.

E There are two pictures. They look the same, but there are five differences.

F I am going to give one picture to Student A, and one to Student B.

7

For questions **27 – 33**, match the underlined mistakes in the student's writing with the types of error listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Types of error

A wrong pronoun
B wrong noun form
C missing article
D missing adverb
E unnecessary adverb
F wrong adjective
G inaccurate use of determiner
H inaccurate spelling

Dear Sean

You asked me in your last letter about my bedroom. My bedroom is (**27**) <u>not big</u> as the one I had before. This one is smaller. It has two windows so it has (**28**) <u>a lots of light</u> and I've painted the room light blue. I would like to have (**29**) <u>big mirror</u> because (**30**) <u>I haven't got none</u> and I like to see myself before I go out. At the moment (**31**) <u>this is the most important things that I need</u>. (**32**) <u>I fill</u> that every day my room will get (**33**) <u>more fuller</u>.

Write me soon

Femi

6

For questions **20 – 26**, match the mistakes on each line of the student's letter with the types of mistake listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Types of mistake

A wrong spelling
B wrong verb pattern
C missing auxiliary
D wrong noun form
E wrong word order
F wrong tense
G wrong preposition
H wrong punctuation

Dear Susan and Nick,

20 I'm writing to give you some informations about Theo's travel arrangements.

21 He leaves, Athens on December 13th on flight number

22 OM 197, arriving to Melbourne at 11.20am the next day.

23 In case you have problems to recognise him I've enclosed a recent photograph.

24 He's quite tall with brown long hair. He's got green eyes.

25 He going to wear a dark blue T-shirt, jeans and black trainers for his trip.

26 Please let me no if there is anything you would like him to bring from Greece.

Yours sincerely
Giorgos

TEACHING KNOWLEDGE TEST | MODULE 3

9

For questions **41 – 47**, match the learner comments with the teacher roles listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Teacher roles

A **Manager** (manages students and activities during class time)

B **Provider** (gives expert information about target language)

C **Diagnostician** (finds out the needs and interests of students)

Learner comments

41 My teacher always makes the lessons exciting. We work with lots of different people during a lesson.

42 I couldn't understand the present perfect at all, but my teacher explained it really clearly to me.

43 I always finish my work very quickly, but my teacher always has extra activities for me to do, so I never get bored.

44 The teacher gave us a questionnaire about why we were doing the class and what our aims were for the future.

45 There's one student in our class who is really noisy and talkative, but our teacher is so calm and patient, and makes sure we get our turn to talk as well.

46 Last week we made a list of topics and voted on the ones we most wanted to discuss in class.

47 My group wrote an essay on what music we like and the teacher really helped us to join our ideas together.

8

For questions **34 – 40**, match the underlined words in the transcript of a student's classroom conversation with the functions listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Functions

A changing topic

B agreeing

C asking for an opinion

D asking for clarification

E giving clarification

F hesitating

G correcting

H disagreeing

A student's classroom conversation

Katia: So, how long have you lived here, then?

Lydia: **(34)** In this town?

Katia: Yeah.

Lydia: I was born here, so I know it **(35)** err, erm … like the back of my hand.

Katia: Like the back of …?

Lydia: **(36)** It's an expression that you use when you know something really well. I like it.

Katia: **(37)** Yeah, it's a good one. 'Like the back of my hand', I must remember that.

Lydia: **(38)** Anyway, how about you? How long have you lived here?

Katia: **(39)** 'Have you lived here' you mean.

Lydia: Oh yeah, that's right.

Katia: About three years. It's a really nice town.

Lydia: It's so boring. **(40)** You can't mean that.

TEACHING KNOWLEDGE TEST | MODULE 3

11

53 Grading language

A The teacher monitors learners' use of target language.
B The teacher reviews the language learners need to use in a task.
C The teacher uses language that is at the right level for learners.

54 A learning contract

A a description of a learner's abilities and needs
B an agreement between teacher and learners about their roles and responsibilities
C an explanation of the aims of a course

10

For questions **48 – 54**, look at the classroom management terms and three possible descriptions listed **A, B** and **C.**

Choose the description which matches the term.

Mark the correct letter (**A, B** or **C**) on your answer sheet.

Classroom management terms

48 Interaction patterns

A the different ways learners work together in class
B common mistakes learners make when they speak a second language
C the gestures learners use to keep the listener interested in what they are saying

49 Rapport

A the help a teacher gives to learners in class
B the relationship between teacher and learners
C the end-of-term comments the teacher writes about each learner's work

50 Mingling

A a group activity which involves students reading different parts of the same text and sharing the information they found out
B a whole class activity which involves learners walking around the classroom sharing information with other learners
C a whole class activity which involves learners sharing vocabulary they know about a topic

51 Group dynamics

A the relationship between learners in the class
B different groups of learners working autonomously in class
C the strategies a group uses to work together to complete a project

52 Nominating

A The teacher chooses and names a learner to do a task.
B The teacher chooses and tells the class the date for a revision test.
C The teacher chooses and writes the main aim of the lesson on the board.

TEACHING KNOWLEDGE TEST | MODULE 3

13

For questions **62 – 67**, match the advice on correcting given to a trainee teacher with the correction strategies listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Advice on correcting

62 When you hear a mistake, repeat it to the student with a rising intonation so they can hear where in the sentence the mistake was made.

63 Don't interrupt the activity: just note down any mistakes you hear and deal with them at the end.

64 Repeat what the student has said but with the error corrected.

65 Ask students to look at each other's work and find any mistakes.

66 Write common mistakes on the board and see if students can spot mistakes.

67 Write a symbol for each type of error, eg 'T' for a tense mistake, at the side of a student's work.

Correction strategies

A use a correction code

B employ the technique of echo correction

C over-apply the rule

D give delayed feedback

E reformulate the sentence

F allow opportunities for self monitoring and group correction

G encourage peer correction

12

For questions **55 – 61**, match the examples of teachers' language with the uses listed **A**, **B** and **C**.

Mark the correct letter (**A, B or C**) on your answer sheet.

You will need to use some of the options more than once.

Uses

A language for eliciting

B language for setting the scene

C language for maintaining discipline

Examples of teachers' language

55 Pens down and face the front please, Khaled and Abdul.

56 Fine, well done. So we call this tense the … ?

57 Right, so Dave is going to meet Steve, and wants to find out how to recognise him.

58 You remember the 'fair' rule, don't you, everyone? This is a test, remember. So only look at your own work, please.

59 If you remember from last time, Ahmed and Hassan were going to the airport to meet their cousin.

60 Good. So what's best here – 'a' or 'an'?

61 So what do we call this animal with four legs? It likes to catch mice.

15

For questions **75 – 80**, match the teachers' comments with the interaction patterns listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Interaction patterns

A	class divided into two groups
B	closed pairs
C	groups of three or four

Teachers' comments

75 It gives the shyer students the maximum opportunity to talk.

76 There is usually a good mix of opinions but not too many people trying to talk at the same time.

77 It's a quick way to set up a competition. The learners get very excited about working against the other team.

78 It's the simplest way to introduce some communication into any activity. Students can compare answers or help each other with an exercise.

79 This is good for project work where learners need to perform different roles.

80 The only way I can do a jigsaw listening is by sending half the class to the language laboratory.

14

For questions **68 – 74**, match the examples of teachers giving feedback with the aims of feedback listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Aims of feedback

A	to encourage students' ability to self-correct
B	to raise student self-confidence
C	to improve classroom relationships

Teachers giving feedback

68 You're going to do your projects in teams with a specific task for each member of the team. It's important for the team that everyone does their task properly.

69 As you were practising the role play, I noticed quite a few of you were forgetting about articles. Try it again and pay particular attention to your use of articles.

70 I thought you acted out those dialogues very well. You generally noticed when you'd made a mistake and were able to correct it.

71 Your work has improved a great deal so now let's try something more difficult.

72 I've listened to your recordings and written some comments on them. Before I give you these, listen to your own recording. What comments do you think I made?

73 Remember that you can learn by listening as well as speaking. So please pay attention when other students are talking.

74 This week's homework is much better. All that work we did on checking your writing really seems to have helped.

Module 1 answer key

1	B	21	C	41	E	61	B
2	A	22	A	42	B	62	B
3	C	23	C	43	F	63	F
4	A	24	A	44	A	64	A
5	B	25	B	45	D	65	G
6	B	26	C	46	C	66	D
7	B	27	B	47	B	67	E
8	F	28	A	48	A	68	C
9	E	29	C	49	A	69	B
10	A	30	B	50	C	70	B
11	C	31	B	51	C	71	C
12	B	32	A	52	A	72	C
13	D	33	C	53	B	73	A
14	C	34	B	54	C	74	A
15	A	35	C	55	A	75	C
16	C	36	D	56	B	76	A
17	B	37	H	57	C	77	B
18	A	38	F	58	A	78	A
19	A	39	E	59	A	79	C
20	B	40	A	60	C	80	A

Module 2 answer key

1	B	21	A	41	A	61	E
2	E	22	A	42	C	62	D
3	A	23	B	43	B	63	H
4	C	24	C	44	A	64	F
5	D	25	B	45	C	65	A
6	F	26	C	46	B	66	C
7	B	27	B	47	A	67	G
8	C	28	D	48	A	68	E
9	C	29	B	49	E	69	F
10	A	30	E	50	H	70	A
11	A	31	A	51	D	71	C
12	C	32	F	52	F	72	D
13	G	33	C	53	B	73	B
14	H	34	C	54	C	74	C
15	E	35	C	55	C	75	A
16	A	36	B	56	F	76	C
17	D	37	A	57	A	77	B
18	F	38	C	58	E	78	A
19	C	39	B	59	B	79	B
20	C	40	A	60	G	80	A

Module 3 answer key

1	B	21	H	41	A	61	A
2	C	22	G	42	B	62	B
3	A	23	B	43	A	63	D
4	A	24	E	44	C	64	E
5	B	25	C	45	A	65	G
6	C	26	A	46	C	66	F
7	G	27	D	47	B	67	A
8	F	28	G	48	A	68	C
9	E	29	C	49	B	69	A
10	H	30	A	50	B	70	B
11	D	31	B	51	A	71	B
12	B	32	H	52	A	72	A
13	C	33	E	53	C	73	C
14	E	34	D	54	B	74	B
15	F	35	F	55	C	75	B
16	C	36	E	56	A	76	C
17	A	37	B	57	B	77	A
18	D	38	A	58	C	78	B
19	B	39	G	59	B	79	C
20	D	40	H	60	A	80	A

Sample answer sheet

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Do not write in this box

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination Details

0 0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9

Use a pencil.

Mark ONE letter for each question.

For example, if you think F is the right answer to the question, mark your answer sheet like this:

0 | A B C D E F G H I

Rub out any answer you wish to change with an eraser.

1	A B C D E F G H I	23 A B C D E F G H I	52 A B C D E F G H I
2	A B C D E F G H I	24 A B C D E F G H I	53 A B C D E F G H I
3	A B C D E F G H I	25 A B C D E F G H I	54 A B C D E F G H I
4	A B C D E F G H I	26 A B C D E F G H I	55 A B C D E F G H I
5	A B C D E F G H I	27 A B C D E F G H I	56 A B C D E F G H I
6	A B C D E F G H I	28 A B C D E F G H I	57 A B C D E F G H I
7	A B C D E F G H I	29 A B C D E F G H I	58 A B C D E F G H I
8	A B C D E F G H I	30 A B C D E F G H I	59 A B C D E F G H I
9	A B C D E F G H I	31 A B C D E F G H I	60 A B C D E F G H I
10	A B C D E F G H I	32 A B C D E F G H I	61 A B C D E F G H I
11	A B C D E F G H I	33 A B C D E F G H I	62 A B C D E F G H I
12	A B C D E F G H I	34 A B C D E F G H I	63 A B C D E F G H I
13	A B C D E F G H I	35 A B C D E F G H I	64 A B C D E F G H I
14	A B C D E F G H I	36 A B C D E F G H I	65 A B C D E F G H I
15	A B C D E F G H I	37 A B C D E F G H I	66 A B C D E F G H I
16	A B C D E F G H I	38 A B C D E F G H I	67 A B C D E F G H I
17	A B C D E F G H I	39 A B C D E F G H I	68 A B C D E F G H I
18	A B C D E F G H I	40 A B C D E F G H I	69 A B C D E F G H I
19	A B C D E F G H I	41 A B C D E F G H I	70 A B C D E F G H I
20	A B C D E F G H I	42 A B C D E F G H I	71 A B C D E F G H I
21	A B C D E F G H I	43 A B C D E F G H I	72 A B C D E F G H I
22	A B C D E F G H I	44 A B C D E F G H I	73 A B C D E F G H I
		45 A B C D E F G H I	74 A B C D E F G H I
		46 A B C D E F G H I	75 A B C D E F G H I
		47 A B C D E F G H I	76 A B C D E F G H I
		48 A B C D E F G H I	77 A B C D E F G H I
		49 A B C D E F G H I	78 A B C D E F G H I
		50 A B C D E F G H I	79 A B C D E F G H I
		51 A B C D E F G H I	80 A B C D E F G H I

A-I 80 CAS

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TKT band descriptors

	Module 1: Language and background to language learning and teaching	Module 2: Lesson planning and use of resources for language teaching	Module 3: Managing the teaching and learning process
BAND 4	The candidate demonstrates comprehensive and accurate knowledge of all areas on the *TKT: Module 1* syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in *TKT: Module 1*, which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the *TKT: Module 2* syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in *TKT: Module 2*, which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate demonstrates comprehensive and extensive knowledge of all areas on the *TKT: Module 3* syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with the full range of concepts, terminology, practices and processes tested in *TKT: Module 3*, which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to both familiar and unfamiliar classroom situations.
BAND 3	The candidate generally demonstrates comprehensive and accurate knowledge of areas on the *TKT: Module 1* syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in *TKT: Module 1*, which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the *TKT: Module 2* syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in *TKT: Module 2*, which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.	The candidate generally demonstrates comprehensive and extensive knowledge of areas on the *TKT: Module 3* syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with most of the concepts, terminology, practices and processes tested in *TKT: Module 3*, which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is generally able to relate existing knowledge to both familiar and unfamiliar classroom situations.
BAND 2	The candidate demonstrates basic knowledge of areas on the *TKT: Module 1* syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in *TKT: Module 1*, which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the *TKT: Module 2* syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in *TKT: Module 2*, which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.	The candidate demonstrates basic knowledge of areas on the *TKT: Module 3* syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with some of the concepts, terminology, practices and processes tested in *TKT: Module 3*, which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations, and occasionally to unfamiliar ones.
BAND 1	The candidate demonstrates restricted knowledge of areas on the *TKT: Module 1* syllabus, i.e. language systems and background to language learning and teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in *TKT: Module 1*, which relate to describing language and language skills, factors in the language learning process and the range of methods, tasks and activities available to the language teacher. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the *TKT: Module 2* syllabus, i.e. lesson planning and use of resources for language teaching. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in *TKT: Module 2*, which relate to general practice in lesson planning and materials use, reasons for carrying out particular activities in the classroom, and for using particular resources and materials. The candidate is able to relate existing knowledge to familiar classroom situations only.	The candidate demonstrates restricted knowledge of areas on the *TKT: Module 3* syllabus, i.e. managing the teaching and learning process. He/she shows familiarity with a limited range of the concepts, terminology, practices and processes tested in *TKT: Module 3*, which relate to teachers' and learners' language in the classroom and options available for classroom management in order to promote learning. The candidate is able to relate existing knowledge to familiar classroom situations only.

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We offer a number of practical, flexible courses and qualifications for new or experienced English language teachers:

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CELTA is an initial qualification for people with little or no previous teaching experience, or who have experience but no qualification. The *CELTA* course focuses on the principles of effective teaching and a range of practical skills for teaching English to adult learners. The course includes hands-on teaching practice and an alternative blended learning delivery option.

Delta (Diploma in Teaching English to Speakers of Other Languages)

Delta is a flexible way for experienced English language teachers to progress further in their careers. *Delta* can be taken at any stage in a teacher's career and is ideal for those wanting to develop/extend their teaching knowledge and improve their teaching practice. It is made up of three independent modules which can be taken in any order and over any time period. Candidates receive a certificate for each module passed. On completion of all three modules, teachers can request the over-arching *Delta* certificate. There are both face-to-face and blended/online delivery options.

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CELT-S (Certificate in English Language Teaching – Secondary)

This qualification is for English language teachers working in secondary education (11–18 year olds). Teachers improve their classroom performance through a combination of online study and observed teaching practice.

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The three *Language for Teaching* courses are for English language teachers working in primary and secondary education. They give teachers the language they need to teach English with confidence. Teachers improve their general English, as well as learn the professional language they need for effective communication in English, both inside and outside the classroom. Each *Language for Teaching* course covers one level of the Common European Framework of Reference for Languages (CEFR), so the three courses combined take teachers from CEFR Level A1 to B2. On completion, teachers can consider taking a Cambridge English language exam.

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MIT Academy of Engineering - Alandi (D)

5 Days Workshop organized on MS Office 2016

Date : 5 April 2018

To :

Wing Commander (Dr.) Debashis Adhikari
Professor ,Department of Electronics & Telecommunication Engg.
Dean, Faculty & Staff Affairs
MIT AOE, Pune

Respected Sir ,

      As per the Schedule given by you , I have conducted the training course on **Microsoft Office 2016** from **26 March 2018 to 30 March 2018** for the Non-Teaching Staff Members. As few members could not attend the course on last day 30 March 2018 due to their other work load they have requested me to conduct the session for additional 2-3 days so that their concept will get clear.

      I will conduct these additional sessions in next week. Thereafter I will give them assignment for evaluation of the course contents and will inform the Score of individual staff Member & Feed back.

Thanks , with regards

Mr. Milind Asmar

Systems Administrator

Enclosed : List of the Non-Teaching Staff registered for **Microsoft Office 2016 Training Course.**

Conducted During [26 March to 31 March 2018] – April 2018
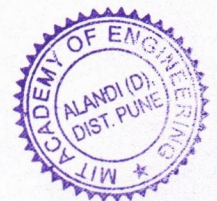
List of the Non-Teaching Staff registered for Microsoft Office 2016 Training Course.

Conducted During [26 March to 31 March 2018] – April 2018

Sr. No.	Name	Department	Designation.	Mobile No.
1	Atul Nilkanth Patil	Central Library	Checking Counter	8888092377
2	Padmakar Waghmare	HPD	Assistant	9552229958
3	Tejal Trilokekar	Estate -Reception	FO Executive.	9225632588
4	Atul Waghmare	Sports		9527534822
5	Bharat Chavan	Estate		9890055105
6	Yogesh B. Abhang	Civil	Lab Asst.	8888981130
7	Prashant S Barve	Civil	Lab Asst.	9890827327
8	Suresh Nagargoje	Civil	Lab Asst.	9881009959
9	Venkatesh M Karad	Civil	Lab Asst.	9860424788
10	Babu Dhakane	Civil	Peon	9762524966
11	Ruby Barsainya	Girls Hostel	Rector	9503842281
12	Archana Bodake	Girls Hostel	Assistant	9975322503
13	Sanjay Yashwant Waghole	Central Library	Book Lifter	8975118332
14	Fulchand Gochade	HR	Assistant	9604604781
15	Sunita Mungase Madam	HR	Sr. Clerk	9850028197
16	Savita Mungase	Central Library		9822333533
17	Tukaram Phunde	HR/Comp	Sr. Assistant	9960259830
18	Katkhede G. U.	Workshop	Sr. Instructor	8180952744
19	Ms. Shobha Parkhe	HR	Peon	9689192555
20	Santosh Malghe	Workshop	Carpenter	9881629896
21	Sharad Raskar	Workshop	Instructor	7057473758
22	Banshi Khade	Chemical	Peon	9850396296
23	Ghuge Nanabhau R.	Workshop	Sr. Instructor	9119401617
24	Govind Sonawane	Workshop	Instructor	9975425499
25	Nagnath Dattu Sutar	Workshop	Sr. Instructor	9850265214
26	Shivraj Panchal	Workshop	CNC M/C Instuctor	9922717193
27	Vishnu Shivaji Gore	E&TC	Electrician	9763994370
28	B.R. Badekar	E&TC	Incharge Elt. Main.	8805000334
29	Vikas Singh	T&P	Assistant	9922684728
30	Vitthal Mungase	Admin	Peon	8421389595
31	Jacqueline Anthony	Estate -Reception	FO Executive.	9922513605

Mr. Milind G. Asmar
SYSTEMS ADMINISTRATOR

MS Excel and it's use for Advance Operations for Data Processing , Data Analysis , Reports preparation.
Thursday, Oct 15, 2020 10:32 AM IST - 12:12 PM IST - Participants Attended the Training Session

	Interrest Rating	First Name	Last Name	Email ID	Time in Session
100 Tejal Trilokekar tbtrilokekar@admin.maepune.ac.in 1 hr 38 mins 30 secs	100	Tejal	Trilokekar	tbtrilokekar@admin.maepune.ac.in	1 hr 38 mins 30 secs
100 Babaji Badhekar brbadhekar@entc.maepune.ac.in 1 hr 40 mins 13 secs	100	Babaji	Badhekar	brbadhekar@entc.maepune.ac.in	1 hr 40 mins 13 secs
100 Nilesh Mhaske nsmhaske@lib.mitaoe.ac.in 1 hr 37 mins 17 secs	100	Nilesh	Mhaske	nsmhaske@lib.mitaoe.ac.in	1 hr 37 mins 17 secs
100 Prashant Barve psbarve@civil.mitaoe.ac.in 1 hr 40 mins 15 secs	100	Prashant	Barve	psbarve@civil.mitaoe.ac.in	1 hr 40 mins 15 secs

100	rajeshri	kaktikar	rvkaktikar@lib.maepune.ac.in	1 hr 38 mins 45 secs
100	Sunita	Mungase	spmungase@admin.maepune.ac.in	1 hr 35 mins 20 secs
99	Kavita	Menon	ksmenon@entc.maepune.ac.in	1 hr 33 mins 52 secs
99	Asha	Kendre	asha.kendre@mitaoe.ac.in	1 hr 32 mins 40 secs
99	Mrs. Jayshree Mahesh	Walunjkar	jmwalunjkar@comp.maepune.ac.in	1 hr 34 mins 9 secs

100

rajeshri
kaktikar
rvkaktikar@lib.maepune.ac.in
1 hr 38 mins 45 secs

100

Sunita
Mungase
spmungase@admin.maepune.ac.in
1 hr 35 mins 20 secs

99

Kavita
Menon
ksmenon@entc.maepune.ac.in
1 hr 33 mins 52 secs

99

Asha
Kendre
asha.kendre@mitaoe.ac.in
1 hr 32 mins 40 secs

99

Mrs. Jayshree Mahesh
Walunjkar
jmwalunjkar@comp.maepune.ac.in
1 hr 34 mins 9 secs

99

Sanjay
Dahiwadkar
sanjay.dahiwadkar@gmail.com
1 hr 30 mins 53 secs

99

RUBY
BARSAINYA
rbarsainya@mitaoe.ac.in
1 hr 32 mins 43 secs

99

Manish
Kadam
manisha.kadam@mitaoe.ac.in
1 hr 31 mins 57 secs

99

Mahesh Shankar
Walunjkar
mswalunjkar@chem.maepune.ac.in
1 hr 30 mins 14 secs

98

Deepa
Pokharkar
dspokharkar@it.maepune.ac.in
1 hr 16 mins 26 secs

98

99	Sanjay	Dahiwadkar	sanjay.dahiwadkar@gmail.com	1 hr 30 mins 53 secs
99	RUBY	BARSAINYA	rbarsainya@mitaoe.ac.in	1 hr 32 mins 43 secs
99	Manish	Kadam	manisha.kadam@mitaoe.ac.in	1 hr 31 mins 57 secs
99	Mahesh Shankar	Walunjkar	mswalunjkar@chem.maepune.ac.in	1 hr 30 mins 14 secs
98	Deepa	Pokharkar	dspokharkar@it.maepune.ac.in	1 hr 16 mins 26 secs
98	Sunil	Jadhav	smjadhav@lib.maepune.ac.in	1 hr 40 mins 7 secs

Sunil Jadhav
smjadhav@lib.maepune.ac.in
1 hr 40 mins 7 secs

98

Venkatesh Karad
vmkarad@civil.mitaoe.ac.in
1 hr 23 mins 5 secs

98

Nanabhau Ghuge
nrghuge@mech.maepune.ac.in
1 hr 16 mins 20 secs

97

Pramof Dastoorkar
pramoddastoorkar@yahoo.com
1 hr 10 mins 5 secs

97

Sarvesh Shinde
sarvesh.shinde@mitaoe.ac.in
1 hr 21 mins 40 secs

97

Shivraj Panchal

98	Venkatesh	Karad	vmkarad@civil.mitaoe.ac.in	1 hr 23 mins 5 secs
98	Nanabhau	Ghuge	nrghuge@mech.maepune.ac.in	1 hr 16 mins 20 secs
97	Pramof	Dastoorkar	pramoddastoorkar@yahoo.com	1 hr 10 mins 5 secs
97	Sarvesh	Shinde	sarvesh.shinde@mitaoe.ac.in	1 hr 21 mins 40 secs
97	Shivraj	Panchal	stpancha@mech.maepune.ac.in	1 hr 12 mins 24 secs

stpancha@mech.maepune.ac.in

1 hr 12 mins 24 secs

96

Sumeet

Thube

spthube@comp.mitaoe.ac.in

1 hr 12 mins 7 secs

96

Sharad

Raskar

sdraskar@mach.maepune.ac.in

58 mins 36 secs

95

Tukaram

Kendre

tnkendre@comp.maepune.ac.in

1 hr 39 mins 16 secs

95

Yogesh

Abhang

ybabhang@civil.mitaoe.ac.in

52 mins 38 secs

95

Vishwas

Sawant

vtsawant@etx.maepune.ac.in

52 mins 5 secs

95

Ramdas

96	Sumeet	Thube	spthube@comp.mitaoe.ac.in	1 hr 12 mins 7 secs
96	Sharad	Raskar	sdraskar@mach.maepune.ac.in	58 mins 36 secs
95	Tukaram	Kendre	tnkendre@comp.maepune.ac.in	1 hr 39 mins 16 secs
95	Yogesh	Abhang	ybabhang@civil.mitaoe.ac.in	52 mins 38 secs
95	Vishwas	Sawant	vtsawant@etx.maepune.ac.in	52 mins 5 secs
95	Ramdas	Gopalghare	rmgopalghare@admin.maepune.ac.in	45 mins 46 secs

Gopalghare				
rmgopalghare@admin.maepune.ac.in				
45 mins 46 secs				
95	95	Rajesh	Patil	rvpatil@it.maepune.ac.in	48 mins 44 secs
Rajesh				
Patil				
rvpatil@it.maepune.ac.in				
48 mins 44 secs				
95	95	Asha	Thatte	thatte.asha@gmail.com	51 mins 25 secs
Asha				
Thatte				
thatte.asha@gmail.com				
51 mins 25 secs				
94	94	Dilip	Chavan	dmchavan@mitaoe.ac.in	39 mins 11 secs
Dilip				
Chavan				
dmchavan@mitaoe.ac.in				
39 mins 11 secs				
94	94	atul	waghmare	adwaghmare@admin.maepune.ac.in	38 mins 33 secs
atul				
waghmare				
adwaghmare@admin.maepune.ac.in				
38 mins 33 secs				
94	94	gajanan	vyawhare	grvyawhare@etx.maepune.ac.in	41 mins 44 secs
gajanan				
vyawhare				
grvyawhare@etx.maepune.ac.in				
41 mins 44 secs				
93	93	Prasanna	Kulkarni	prkulkarni@mitaoe.ac.in	30 mins 15 secs
Prasanna				
Kulkarni				

prkulkarni@mitaoe.ac.in

30 mins 15 secs

93	Jacqueline	Anthony	jaanthony@admin.maepune.ac.in	1 hr 28 mins 8 secs
93	archana	bodake	aabodake@mitaoe.ac.in	38 mins 2 secs
92	Avadhut	Magdum	armagdum@mitaoe.ac.in	23 mins 36 secs
92	Kartik	Kurhade	kpkurhade@mitaoe.ac.in	24 mins 34 secs
92	bharat	chavan	bdchavan@admin.maepune.ac.in	18 mins 32 secs
91	yogini	kendre	yakendre@admin.maepune.ac.in	7 mins 33 secs

93

Jacqueline

Anthony

jaanthony@admin.maepune.ac.in

1 hr 28 mins 8 secs

93

archana

bodake

aabodake@mitaoe.ac.in

38 mins 2 secs

92

Avadhut

Magdum

armagdum@mitaoe.ac.in

23 mins 36 secs

92

Kartik

Kurhade

kpkurhade@mitaoe.ac.in

24 mins 34 secs

92

bharat

chavan

bdchavan@admin.maepune.ac.in

18 mins 32 secs

91

yogini

kendre

yakendre@admin.maepune.ac.in

7 mins 33 secs

91

Santosh

Malghe

sbmalghe@mech.mitaoe.ac.in

6 mins 25 secs

91

Govind

Sonwane

grsonwane@mech.maepune.ac.in

14 mins 17 secs

91

sudhir

kubde

sjkubde@lib.maepune.ac.in

13 mins 32 secs

91

Navnath

Sutar

nssutar@mech.maepune.ac.in

11 mins 59 secs

90

Sunil

Dewalwar

sbdewalwar@esci.maepune.ac.in

4 mins 19 secs

89

jyoti

gunjotikar

jmsuryawanshi@mech.maepune.ac.in

91	Santosh	Malghe	sbmalghe@mech.mitaoe.ac.in	6 mins 25 secs
91	Govind	Sonwane	grsonwane@mech.maepune.ac.in	14 mins 17 secs
91	sudhir	kubde	sjkubde@lib.maepune.ac.in	13 mins 32 secs
91	Navnath	Sutar	nssutar@mech.maepune.ac.in	11 mins 59 secs
90	Sunil	Dewalwar	sbdewalwar@esci.maepune.ac.in	4 mins 19 secs
89	jyoti	gunjotikar	jmsuryawanshi@mech.maepune.ac.in	13 mins 43 secs

13 mins 43 secs

77	anil	bodake	arbodake@it.maepune.ac.in	1 hr 40 mins 11 secs
72	Neelam	Dhawale	nndhawale@admin.mitaoe.ac.in	1 hr 7 mins 50 secs
65	Maruti	Kandekar	mskandekar@it.maepune.ac.in	1 hr 17 mins 4 secs
51	Nandini	Phulpagar	nsphulpagar@esci.maepune.ac.in	1 hr 35 mins 25 secs
43	Ramesh	Ghuge	rlghuge@civil.mitaoe.ac.in	1 hr 34 mins 30 secs
40	shashikant	Naikade	smnaikade@it.maepune.ac.in	52 mins 25 secs

77

anil
bodake
arbodake@it.maepune.ac.in
1 hr 40 mins 11 secs

72

Neelam
Dhawale
nndhawale@admin.mitaoe.ac.in
1 hr 7 mins 50 secs

65

Maruti
Kandekar
mskandekar@it.maepune.ac.in
1 hr 17 mins 4 secs

51

Nandini
Phulpagar
nsphulpagar@esci.maepune.ac.in
1 hr 35 mins 25 secs

43

Ramesh
Ghuge
rlghuge@civil.mitaoe.ac.in
1 hr 34 mins 30 secs

40

		Interrest Rating	First Name	Last Name	Email ID	Time in Session
shashikant Naikade smnaikade@it.maepune.ac.in 52 mins 25 secs						
37 YOGESH BHAGAT ysbhagat@admin.maepune.ac.in 58 mins 37 secs	37	YOGESH	BHAGAT		ysbhagat@admin.maepune.ac.in	58 mins 37 secs

MS Excel and it's use for Advance Operations for Data Processing , Data Analysis , Reports preparation.
Wednesday, Oct 14, 2020 10:23 AM IST - 12:44 PM IST - Participants Attended the Training Session

	Interrest Rating	First Name	Last Name	Email ID	Time in Session
100 Babaji Badhekar brbadhekar@entc.maepune.ac.in 2 hrs 16 mins 42 secs	100	Babaji	Badhekar	brbadhekar@entc.maepune.ac.in	2 hrs 16 mins 42 secs
100 Prashant Barve psbarve@civil.mitaoe.ac.in 2 hrs 17 mins 41 secs	100	Prashant	Barve	psbarve@civil.mitaoe.ac.in	2 hrs 17 mins 41 secs
99 Kavita Menon	99	Kavita	Menon	ksmenon@entc.maepune.ac.in	2 hrs 6 mins 32 secs

ksmenon@entc.maepune.ac.in

2 hrs 6 mins 32 secs

99	Mrs. Jayshree Mahesh	Walunjkar	jmwalunjkar@comp.maepune.ac.in	2 hrs 12 mins 7 secs
99	Mahesh Shankar	Walunjkar	mswalunjkar@chem.maepune.ac.in	2 hrs 9 mins 18 secs
99	archana	bodake	aabodake@mitaoe.ac.in	2 hrs 11 mins 33 secs
99	Nanabhau	Ghuge	nrghuge@mech.maepune.ac.in	2 hrs 5 mins 7 secs
99	Nilesh	Mhaske	nsmhaske@lib.mitaoe.ac.in	2 hrs 11 mins 38 secs

99

Mrs. Jayshree Mahesh
Walunjkar
jmwalunjkar@comp.maepune.ac.in

2 hrs 12 mins 7 secs

99

Mahesh Shankar
Walunjkar
mswalunjkar@chem.maepune.ac.in

2 hrs 9 mins 18 secs

99

archana
bodake
aabodake@mitaoe.ac.in

2 hrs 11 mins 33 secs

99

Nanabhau
Ghuge
nrghuge@mech.maepune.ac.in

2 hrs 5 mins 7 secs

99

Nilesh
Mhaske
nsmhaske@lib.mitaoe.ac.in

2 hrs 11 mins 38 secs

99	Sunil	Jadhav	smjadhav@lib.maepune.ac.in	2 hrs 12 mins 14 secs
99	rajeshri	kaktikar	rvkaktikar@lib.maepune.ac.in	2 hrs 8 mins 12 secs
99	Jyoti	Gunjotikar	Jmsuryawanshi@mech.maepune.ac.in	2 hrs 7 mins 41 secs
99	Sanjay	Dahiwadkar	sanjay.dahiwadkar@gmail.com	2 hrs 6 mins 28 secs
98	Deepa	Pokharkar	dspokharkar@it.maepune.ac.in	1 hr 59 mins 13 secs
98	VISHAKHA	KULKARNI	vckulkarni@admin.maepune.ac.in	1 hr 59 mins 13 secs

99

Sunil
Jadhav
smjadhav@lib.maepune.ac.in
2 hrs 12 mins 14 secs

99

rajeshri
kaktikar
rvkaktikar@lib.maepune.ac.in
2 hrs 8 mins 12 secs

99

Jyoti
Gunjotikar
Jmsuryawanshi@mech.maepune.ac.in
2 hrs 7 mins 41 secs

99

Sanjay
Dahiwadkar
sanjay.dahiwadkar@gmail.com
2 hrs 6 mins 28 secs

98

Deepa
Pokharkar
dspokharkar@it.maepune.ac.in
1 hr 59 mins 13 secs

98

VISHAKHA KULKARNI vckulkarni@admin.maepune.ac.in 1 hr 59 mins 13 secs				
98 Jacqueline Anthony jaanthony@admin.maepune.ac.in 2 hrs 5 mins 10 secs	98	Jacqueline	Anthony	jaanthony@admin.maepune.ac.in	2 hrs 5 mins 10 secs
98 Yogesh Abhang ybabhang@civil.mitaoe.ac.in 1 hr 46 mins	98	Yogesh	Abhang	ybabhang@civil.mitaoe.ac.in	1 hr 46 mins
98 Jayant Patkar jayantpatkar@gmail.com 1 hr 50 mins 24 secs	98	Jayant	Patkar	jayantpatkar@gmail.com	1 hr 50 mins 24 secs
98 Vikas Mungase mungasevt@gmail.com 1 hr 53 mins 7 secs	98	Vikas	Mungase	mungasevt@gmail.com	1 hr 53 mins 7 secs
97 Sanjay Waghole sanjay.waghole@mitaoe.ac.in	97	Sanjay	Waghole	sanjay.waghole@mitaoe.ac.in	1 hr 45 mins 31 secs

1 hr 45 mins 31 secs

96	Vinayak	Bhosale	vvbhosale@mech.mitaoe.ac.in	1 hr 29 mins 45 secs
96	ASHA	Kendre	asha.kendre@mitaoe.ac.in	1 hr 45 mins 36 secs
96	Avadhut	Magdum	armagdum@mitaoe.ac.in	1 hr 29 mins 15 secs
95	Neelam	Dhawale	nndhawale@admin.mitaoe.ac.in	2 hrs 10 mins 14 secs
95	Ppd	Ppd	pramoddastoorkar@yahoo.com	1 hr 4 mins 18 secs
94	Sunil	Dewalwar	sbdewalwar@esci.maepune.ac.in	59 mins 36 secs

96

Vinayak
Bhosale
vvbhosale@mech.mitaoe.ac.in
1 hr 29 mins 45 secs

96

ASHA
Kendre
asha.kendre@mitaoe.ac.in
1 hr 45 mins 36 secs

96

Avadhut
Magdum
armagdum@mitaoe.ac.in
1 hr 29 mins 15 secs

95

Neelam
Dhawale
nndhawale@admin.mitaoe.ac.in
2 hrs 10 mins 14 secs

95

Ppd
Ppd
pramoddastoorkar@yahoo.com
1 hr 4 mins 18 secs

94

Sunil Dewalwar sbdewalwar@esci.maepune.ac.in 59 mins 36 secs				
94 Atul Waghmare adwaghmare@admin.maepune.ac.in 1 hr 3 mins 11 secs	94	Atul	Waghmare	adwaghmare@admin.maepune.ac.in	1 hr 3 mins 11 secs
94 Shantilal Malve shmalve@admin.maepune.ac.in 57 mins 10 secs	94	Shantilal	Malve	shmalve@admin.maepune.ac.in	57 mins 10 secs
94 Ramdas Gopalghare rmgopalghare@admin.maepune.ac.in 55 mins 4 secs	94	Ramdas	Gopalghare	rmgopalghare@admin.maepune.ac.in	55 mins 4 secs
94 Shivraj Panchal stpancha@mech.maepune.ac.in 50 mins 56 secs	94	Shivraj	Panchal	stpancha@mech.maepune.ac.in	50 mins 56 secs
93 Prasanna Kulkarni prkulkarni@mitaoe.ac.in 40 mins 32 secs	93	Prasanna	Kulkarni	prkulkarni@mitaoe.ac.in	40 mins 32 secs

93

Nandini

Phulpagar

nsphulpagar@esci.maepune.ac.in

2 hrs 8 mins 22 secs

93

Vishnu

Gore

vsgore@entc.maepune.ac.in

40 mins 6 secs

92

gajanan

vyawhare

grvyawhare@etx.maepune.ac.in

1 hr 21 mins

92

Navnath

Sutar

nssutar@mech.maepune.ac.in

23 mins 35 secs

92

Sharad

Raskar

sdraskar@mach.maepune.ac.in

21 mins 55 secs

91

MECHANICAL

DEPARTMENT

gotowebinar3@mitaoe.ac.in

14 mins 57 secs

93	Nandini	Phulpagar	nsphulpagar@esci.maepune.ac.in	2 hrs 8 mins 22 secs
93	Vishnu	Gore	vsgore@entc.maepune.ac.in	40 mins 6 secs
92	gajanan	vyawhare	grvyawhare@etx.maepune.ac.in	1 hr 21 mins
92	Navnath	Sutar	nssutar@mech.maepune.ac.in	23 mins 35 secs
92	Sharad	Raskar	sdraskar@mach.maepune.ac.in	21 mins 55 secs
91	MECHANICAL	DEPARTMENT	gotowebinar3@mitaoe.ac.in	14 mins 57 secs

91
RUBY
BARSAINYA
rbarsainya@mitaoe.ac.in
19 mins 38 secs
91
Santosh
Malghe
sbmalghe@mech.mitaoe.ac.in
17 mins
91
Kartik
Kurhade
kpkurhade@mitaoe.ac.in
16 mins 11 secs
88

Venkatesh
Karad
vmkarad@civil.mitaoe.ac.in
2 hrs 19 mins 47 secs
88

Tejal
Trilokekar
tbtrilokekar@admin.maepune.ac.in
2 hrs 11 mins 38 secs
86

anil
bodake

91	RUBY	BARSAINYA	rbarsainya@mitaoe.ac.in	19 mins 38 secs
91	Santosh	Malghe	sbmalghe@mech.mitaoe.ac.in	17 mins
91	Kartik	Kurhade	kpkurhade@mitaoe.ac.in	16 mins 11 secs
88	Venkatesh	Karad	vmkarad@civil.mitaoe.ac.in	2 hrs 19 mins 47 secs
88	Tejal	Trilokekar	tbtrilokekar@admin.maepune.ac.in	2 hrs 11 mins 38 secs
86	anil	bodake	arbodake@it.maepune.ac.in	2 hrs 4 mins 17 secs

arbodake@it.maepune.ac.in

2 hrs 4 mins 17 secs

80

Maruti

Kandekar

mskandekar@it.maepune.ac.in

2 hrs 8 mins 1 sec

77

mithun

tapkir

mvtapkir@mitaoe.ac.in

1 hr 39 mins 45 secs

76

Tukaram

Kendre

tnkendre@comp.maepune.ac.in

2 hrs 9 mins 17 secs

69

Vinay

Patil

vmpatil@mitaoe.ac.in

50 mins 34 secs

62

shashikant

Naikade

smnaikade@it.maepune.ac.in

2 hrs 12 mins 40 secs

80	Maruti	Kandekar	mskandekar@it.maepune.ac.in	2 hrs 8 mins 1 sec
77	mithun	tapkir	mvtapkir@mitaoe.ac.in	1 hr 39 mins 45 secs
76	Tukaram	Kendre	tnkendre@comp.maepune.ac.in	2 hrs 9 mins 17 secs
69	Vinay	Patil	vmpatil@mitaoe.ac.in	50 mins 34 secs
62	shashikant	Naikade	smnaikade@it.maepune.ac.in	2 hrs 12 mins 40 secs

	Interrest Rating	First Name	Last Name	Email ID	Time in Session
58 Ramesh Ghuge rlghuge@civil.mitaoe.ac.in 2 hrs 15 mins 42 secs	58	Ramesh	Ghuge	rlghuge@civil.mitaoe.ac.in	2 hrs 15 mins 42 secs
40 YOGESH BHAGAT ysbhagat@admin.maepune.ac.in 2 hrs 12 mins 1 sec	40	YOGESH	BHAGAT	ysbhagat@admin.maepune.ac.in	2 hrs 12 mins 1 sec
36 Nilesh Wable nkwable@admin.mitaoe.ac.in 1 hr 14 mins 26 secs	36	Nilesh	Wable	nkwable@admin.mitaoe.ac.in	1 hr 14 mins 26 secs

MS Excel and it's use for Advance Operations for Data Processing , Data Analysis , Reports preparation.
Thursday, Oct 15, 2020 10:32 AM IST - 12:12 PM IST - Participants Attended the Training Session

	Interrest Rating	First Name	Last Name	Email ID	Time in Session
100 Tejal Trilokekar tbtrilokekar@admin.maepune.ac.in 1 hr 38 mins 30 secs	100	Tejal	Trilokekar	tbtrilokekar@admin.maepune.ac.in	1 hr 38 mins 30 secs

100	100	Babaji	Badhekar	brbadhekar@entc.maepune.ac.in	1 hr 40 mins 13 secs
Babaji				
Badhekar				
brbadhekar@entc.maepune.ac.in				
1 hr 40 mins 13 secs				
100	100	Nilesh	Mhaske	nsmhaske@lib.mitaoe.ac.in	1 hr 37 mins 17 secs
Nilesh				
Mhaske				
nsmhaske@lib.mitaoe.ac.in				
1 hr 37 mins 17 secs				
100	100	Prashant	Barve	psbarve@civil.mitaoe.ac.in	1 hr 40 mins 15 secs
Prashant				
Barve				
psbarve@civil.mitaoe.ac.in				
1 hr 40 mins 15 secs				
100	100	rajeshri	kaktikar	rvkaktikar@lib.maepune.ac.in	1 hr 38 mins 45 secs
rajeshri				
kaktikar				
rvkaktikar@lib.maepune.ac.in				
1 hr 38 mins 45 secs				
100	100	Sunita	Mungase	spmungase@admin.maepune.ac.in	1 hr 35 mins 20 secs
Sunita				
Mungase				
spmungase@admin.maepune.ac.in				

1 hr 35 mins 20 secs

99

Kavita
Menon
ksmenon@entc.maepune.ac.in
1 hr 33 mins 52 secs

99

Asha
Kendre
asha.kendre@mitaoe.ac.in
1 hr 32 mins 40 secs

99

Mrs. Jayshree Mahesh
Walunjkar
jmwalunjkar@comp.maepune.ac.in
1 hr 34 mins 9 secs

99

Sanjay
Dahiwadkar
sanjay.dahiwadkar@gmail.com
1 hr 30 mins 53 secs

99

RUBY

99	Kavita	Menon	ksmenon@entc.maepune.ac.in	1 hr 33 mins 52 secs
99	Asha	Kendre	asha.kendre@mitaoe.ac.in	1 hr 32 mins 40 secs
99	Mrs. Jayshree Mahesh	Walunjkar	jmwalunjkar@comp.maepune.ac.in	1 hr 34 mins 9 secs
99	Sanjay	Dahiwadkar	sanjay.dahiwadkar@gmail.com	1 hr 30 mins 53 secs
99	RUBY	BARSAINYA	rbarsainya@mitaoe.ac.in	1 hr 32 mins 43 secs

BARSAINYA
rbarsainya@mitaoe.ac.in
1 hr 32 mins 43 secs

99	Manish	Kadam	manisha.kadam@mitaoe.ac.in	1 hr 31 mins 57 secs

Manish
Kadam
manisha.kadam@mitaoe.ac.in
1 hr 31 mins 57 secs

99	Mahesh Shankar	Walunjkar	mswalunjkar@chem.maepune.ac.in	1 hr 30 mins 14 secs

Mahesh Shankar
Walunjkar
mswalunjkar@chem.maepune.ac.in
1 hr 30 mins 14 secs

98	Deepa	Pokharkar	dspokharkar@it.maepune.ac.in	1 hr 16 mins 26 secs

Deepa
Pokharkar
dspokharkar@it.maepune.ac.in
1 hr 16 mins 26 secs

98	Sunil	Jadhav	smjadhav@lib.maepune.ac.in	1 hr 40 mins 7 secs

Sunil
Jadhav
smjadhav@lib.maepune.ac.in
1 hr 40 mins 7 secs

98	Venkatesh	Karad	vmkarad@civil.mitaoe.ac.in	1 hr 23 mins 5 secs
98	Nanabhau	Ghuge	nrghuge@mech.maepune.ac.in	1 hr 16 mins 20 secs
97	Pramof	Dastoorkar	pramoddastoorkar@yahoo.com	1 hr 10 mins 5 secs
97	Sarvesh	Shinde	sarvesh.shinde@mitaoe.ac.in	1 hr 21 mins 40 secs
97	Shivraj	Panchal	stpancha@mech.maepune.ac.in	1 hr 12 mins 24 secs

98

Venkatesh
Karad
vmkarad@civil.mitaoe.ac.in
1 hr 23 mins 5 secs

98

Nanabhau
Ghuge
nrghuge@mech.maepune.ac.in
1 hr 16 mins 20 secs

97

Pramof
Dastoorkar
pramoddastoorkar@yahoo.com
1 hr 10 mins 5 secs

97

Sarvesh
Shinde
sarvesh.shinde@mitaoe.ac.in
1 hr 21 mins 40 secs

97

Shivraj
Panchal

stpancha@mech.maepune.ac.in

1 hr 12 mins 24 secs

96

Sumeet
Thube
spthube@comp.mitaoe.ac.in
1 hr 12 mins 7 secs

96

Sharad
Raskar
sdraskar@mach.maepune.ac.in
58 mins 36 secs

95

Tukaram
Kendre
tnkendre@comp.maepune.ac.in
1 hr 39 mins 16 secs

95

Yogesh
Abhang
ybabhang@civil.mitaoe.ac.in
52 mins 38 secs

95

Vishwas

96	Sumeet	Thube	spthube@comp.mitaoe.ac.in	1 hr 12 mins 7 secs
96	Sharad	Raskar	sdraskar@mach.maepune.ac.in	58 mins 36 secs
95	Tukaram	Kendre	tnkendre@comp.maepune.ac.in	1 hr 39 mins 16 secs
95	Yogesh	Abhang	ybabhang@civil.mitaoe.ac.in	52 mins 38 secs
95	Vishwas	Sawant	vtsawant@etx.maepune.ac.in	52 mins 5 secs

Sawant

vtsawant@etx.maepune.ac.in

52 mins 5 secs

95	Ramdas	Gopalghare	rmgopalghare@admin.maepune.ac.in	45 mins 46 secs
95	Rajesh	Patil	rvpatil@it.maepune.ac.in	48 mins 44 secs
95	Asha	Thatte	thatte.asha@gmail.com	51 mins 25 secs
94	Dilip	Chavan	dmchavan@mitaoe.ac.in	39 mins 11 secs
94	atul	waghmare	adwaghmare@admin.maepune.ac.in	38 mins 33 secs

95

Ramdas
Gopalghare
rmgopalghare@admin.maepune.ac.in
45 mins 46 secs

95

Rajesh
Patil
rvpatil@it.maepune.ac.in
48 mins 44 secs

95

Asha
Thatte
thatte.asha@gmail.com
51 mins 25 secs

94

Dilip
Chavan
dmchavan@mitaoe.ac.in
39 mins 11 secs

94

atul waghmare adwaghmare@admin.maepune.ac.in 38 mins 33 secs				
94 gajanan vyawhare grvyawhare@etx.maepune.ac.in 41 mins 44 secs	94	gajanan	vyawhare	grvyawhare@etx.maepune.ac.in	41 mins 44 secs
93 Prasanna Kulkarni prkulkarni@mitaoe.ac.in 30 mins 15 secs	93	Prasanna	Kulkarni	prkulkarni@mitaoe.ac.in	30 mins 15 secs
93 Jacqueline Anthony jaanthony@admin.maepune.ac.in 1 hr 28 mins 8 secs	93	Jacqueline	Anthony	jaanthony@admin.maepune.ac.in	1 hr 28 mins 8 secs
93 archana bodake aabodake@mitaoe.ac.in 38 mins 2 secs	93	archana	bodake	aabodake@mitaoe.ac.in	38 mins 2 secs

92	Avadhut	Magdum	armagdum@mitaoe.ac.in	23 mins 36 secs
92	Kartik	Kurhade	kpkurhade@mitaoe.ac.in	24 mins 34 secs
92	bharat	chavan	bdchavan@admin.maepune.ac.in	18 mins 32 secs
91	yogini	kendre	yakendre@admin.maepune.ac.in	7 mins 33 secs
91	Santosh	Malghe	sbmalghe@mech.mitaoe.ac.in	6 mins 25 secs

92

Avadhut
Magdum
armagdum@mitaoe.ac.in
23 mins 36 secs

92

Kartik
Kurhade
kpkurhade@mitaoe.ac.in
24 mins 34 secs

92

bharat
chavan
bdchavan@admin.maepune.ac.in
18 mins 32 secs

91

yogini
kendre
yakendre@admin.maepune.ac.in
7 mins 33 secs

91

Santosh
Malghe

sbmalghe@mech.mitaoe.ac.in
6 mins 25 secs

91

Govind
Sonwane
grsonwane@mech.maepune.ac.in
14 mins 17 secs

91

sudhir
kubde
sjkubde@lib.maepune.ac.in
13 mins 32 secs

91

Navnath
Sutar
nssutar@mech.maepune.ac.in
11 mins 59 secs

90

Sunil
Dewalwar
sbdewalwar@esci.maepune.ac.in
4 mins 19 secs

	91	Govind	Sonwane	grsonwane@mech.maepune.ac.in	14 mins 17 secs
	91	sudhir	kubde	sjkubde@lib.maepune.ac.in	13 mins 32 secs
	91	Navnath	Sutar	nssutar@mech.maepune.ac.in	11 mins 59 secs
	90	Sunil	Dewalwar	sbdewalwar@esci.maepune.ac.in	4 mins 19 secs

	89	jyoti	gunjotikar	jmsuryawanshi@mech.maepune.ac.in	13 mins 43 secs
89					
jyoti gunjotikar jmsuryawanshi@mech.maepune.ac.in 13 mins 43 secs					
77	77	anil	bodake	arbodake@it.maepune.ac.in	1 hr 40 mins 11 secs
anil bodake arbodake@it.maepune.ac.in 1 hr 40 mins 11 secs					
72	72	Neelam	Dhawale	nndhawale@admin.mitaoe.ac.in	1 hr 7 mins 50 secs
Neelam Dhawale nndhawale@admin.mitaoe.ac.in 1 hr 7 mins 50 secs					
65	65	Maruti	Kandekar	mskandekar@it.maepune.ac.in	1 hr 17 mins 4 secs
Maruti Kandekar mskandekar@it.maepune.ac.in 1 hr 17 mins 4 secs					
51	51	Nandini	Phulpagar	nsphulpagar@esci.maepune.ac.in	1 hr 35 mins 25 secs
Nandini					

Phulpagar nsphulpagar@esci.maepune.ac.in 1 hr 35 mins 25 secs				
43 Ramesh Ghuge rlghuge@civil.mitaoe.ac.in 1 hr 34 mins 30 secs	43	Ramesh	Ghuge	rlghuge@civil.mitaoe.ac.in	1 hr 34 mins 30 secs
40 shashikant Naikade smnaikade@it.maepune.ac.in 52 mins 25 secs	40	shashikant	Naikade	smnaikade@it.maepune.ac.in	52 mins 25 secs
37 YOGESH BHAGAT ysbhagat@admin.maepune.ac.in 58 mins 37 secs	37	YOGESH	BHAGAT	ysbhagat@admin.maepune.ac.in	58 mins 37 secs

MS Excel and it's use for Advance Operations for Data Processing , Data Analysis , Reports preparation.
Friday, Oct 16, 2020 10:31 AM IST - 12:47 PM IST - Participants Attended the Training Session

	Interrest Rating	First Name	Last Name	Email ID	Time in Session
100	100	Roy	Mathew	dir.tnp@mitaoe.ac.in	2 hrs 15 mins 57 secs
Roy					
Mathew					
dir.tnp@mitaoe.ac.in					
2 hrs 15 mins 57 secs					
100	100	Kavita	Menon	ksmenon@entc.maepune.ac.in	2 hrs 15 mins 48 secs
Kavita					
Menon					
ksmenon@entc.maepune.ac.in					
2 hrs 15 mins 48 secs					
100	100	Tejal	Trilokekar	tbtrilokekar@admin.maepune.ac.in	2 hrs 15 mins 13 secs
Tejal					
Trilokekar					
tbtrilokekar@admin.maepune.ac.in					
2 hrs 15 mins 13 secs					
100	100	Mahesh Shankar	Walunjkar	mswalunjkar@chem.maepune.ac.in	2 hrs 13 mins 5 secs
Mahesh Shankar					
Walunjkar					
mswalunjkar@chem.maepune.ac.in					
2 hrs 13 mins 5 secs					
100	100	Mrs. Jayshree Mahesh	Walunjkar	jmwalunjkar@comp.maepune.ac.in	2 hrs 10 mins 13 secs
Mrs. Jayshree Mahesh					
Walunjkar					
jmwalunjkar@comp.maepune.ac.in					
2 hrs 10 mins 13 secs					

100	100	Nilesh	Mhaske	nsmhaske@lib.mitaoe.ac.in	2 hrs 10 mins 38 secs
Nilesh					
Mhaske					
nsmhaske@lib.mitaoe.ac.in					
2 hrs 10 mins 38 secs					
100	100	rajeshri	kaktikar	rvkaktikar@lib.maepune.ac.in	2 hrs 9 mins 45 secs
rajeshri					
kaktikar					
rvkaktikar@lib.maepune.ac.in					
2 hrs 9 mins 45 secs					
99	99	Deepa	Pokharkar	dspokharkar@it.maepune.ac.in	2 hrs 7 mins 57 secs
Deepa					
Pokharkar					
dspokharkar@it.maepune.ac.in					
2 hrs 7 mins 57 secs					
99	99	RUBY	BARSAINYA	rbarsainya@mitaoe.ac.in	2 hrs 4 mins 24 secs
RUBY					
BARSAINYA					
rbarsainya@mitaoe.ac.in					
2 hrs 4 mins 24 secs					
99	99	Sanjay	Dahiwadkar	sanjay.dahiwadkar@gmail.com	2 hrs 6 mins 45 secs
Sanjay					
Dahiwadkar					
sanjay.dahiwadkar@gmail.com					
2 hrs 6 mins 45 secs					
99	99	Babaji	Badhekar	brbadhekar@entc.maepune.ac.in	2 hrs 5 mins 36 secs

Babaji					
Badhekar					
brbadhekar@entc.maepune.ac.in					
2 hrs 5 mins 36 secs					
99	99	bharat	chavan	bdchavan@admin.maepune.ac.in	2 hrs 1 min 13 secs
bharat					
chavan					
bdchavan@admin.maepune.ac.in					
2 hrs 1 min 13 secs					
99	99	Jayant	Patkar	jayantpatkar@gmail.com	1 hr 58 mins 55 secs
Jayant					
Patkar					
jayantpatkar@gmail.com					
1 hr 58 mins 55 secs					
98	98	atul	waghmare	adwaghmare@admin.maepune.ac.in	1 hr 45 mins 4 secs
atul					
waghmare					
adwaghmare@admin.maepune.ac.in					
1 hr 45 mins 4 secs					
98	98	Jyoti	Gunjotikar	Jmsuryawanshi@mech.maepune.ac.in	1 hr 54 mins 38 secs
Jyoti					
Gunjotikar					
Jmsuryawanshi@mech.maepune.ac.in					
1 hr 54 mins 38 secs					
98	98	Ajit	Solwande	Solwande10@gmail.com	1 hr 44 mins 9 secs
Ajit					
Solwande					
Solwande10@gmail.com					
1 hr 44 mins 9 secs					

	97	Venkatesh	Karad	vmkarad@civil.mitaoe.ac.in	1 hr 41 mins 59 secs
97					
Venkatesh					
Karad					
vmkarad@civil.mitaoe.ac.in					
1 hr 41 mins 59 secs					
97	97	Yogesh	Abhang	ybabhang@civil.mitaoe.ac.in	1 hr 41 mins 20 secs
Yogesh					
Abhang					
ybabhang@civil.mitaoe.ac.in					
1 hr 41 mins 20 secs					
97	97	Avadhut	Magdum	armagdum@mitaoe.ac.in	1 hr 33 mins 32 secs
Avadhut					
Magdum					
armagdum@mitaoe.ac.in					
1 hr 33 mins 32 secs					
97	97	Asha	Thatte	asthatte@mitaoe.ac.in	1 hr 35 mins 2 secs
Asha					
Thatte					
asthatte@mitaoe.ac.in					
1 hr 35 mins 2 secs					
97	97	Sanjay	Waghole	sanjay.waghole@mitaoe.ac.in	1 hr 32 mins 45 secs
Sanjay					
Waghole					
sanjay.waghole@mitaoe.ac.in					
1 hr 32 mins 45 secs					
96	96	anil	bodake	arbodake@it.maepune.ac.in	2 hrs 15 mins 54 secs
anil					

bodake					
arbodake@it.maepune.ac.in					
2 hrs 15 mins 54 secs					
96	96	Vikas	Mungase	mungasevt@gmail.com	1 hr 36 mins 3 secs
Vikas					
Mungase					
mungasevt@gmail.com					
1 hr 36 mins 3 secs					
95	95	Sunil	Jadhav	smjadhav@lib.maepune.ac.in	2 hrs 8 mins 18 secs
Sunil					
Jadhav					
smjadhav@lib.maepune.ac.in					
2 hrs 8 mins 18 secs					
95	95	Asha	Thatte	thatte.asha@gmail.com	1 hr 5 mins 21 secs
Asha					
Thatte					
thatte.asha@gmail.com					
1 hr 5 mins 21 secs					
95	95	Kartik	Kurhade	kpkurhade@mitaoe.ac.in	1 hr 2 mins 28 secs
Kartik					
Kurhade					
kpkurhade@mitaoe.ac.in					
1 hr 2 mins 28 secs					
94	94	Carmel	Pillay	capillay@admin.maepune.ac.in	52 mins 22 secs
Carmel					
Pillay					
capillay@admin.maepune.ac.in					
52 mins 22 secs					
93	93	Jacqueline	Anthony	jaanthony@admin.maepune.ac.in	2 hrs 11 mins 40 secs

Jacqueline					
Anthony					
jaanthony@admin.maepune.ac.in					
2 hrs 11 mins 40 secs					
92	92	Asha	Kendre	asha.kendre@mitaoe.ac.in	2 hrs 4 mins 21 secs
Asha					
Kendre					
asha.kendre@mitaoe.ac.in					
2 hrs 4 mins 21 secs					
92	92	Ambadas	Ighe	akighe@admin.maepune.ac.in	23 mins 18 secs
Ambadas					
Ighe					
akighe@admin.maepune.ac.in					
23 mins 18 secs					
91	91	Prasanna	Kulkarni	prkulkarni@mitaoe.ac.in	7 mins 28 secs
Prasanna					
Kulkarni					
prkulkarni@mitaoe.ac.in					
7 mins 28 secs					
90	90	Tukaram	Kendre	tnkendre@comp.maepune.ac.in	5 mins 12 secs
Tukaram					
Kendre					
tnkendre@comp.maepune.ac.in					
5 mins 12 secs					
90	90	MECHANICAL	DEPARTMENT	gotowebinar3@mitaoe.ac.in	3 mins 49 secs
MECHANICAL					
DEPARTMENT					
gotowebinar3@mitaoe.ac.in					
3 mins 49 secs					
86	86	Neelam	Dhawale	nndhawale@admin.mitaoe.ac.in	55 mins 56 secs

Neelam					
Dhawale					
nndhawale@admin.mitaoe.ac.in					
55 mins 56 secs					
78	78	sudhir	kubde	sjkubde@lib.maepune.ac.in	2 hrs 8 mins 19 secs
sudhir					
kubde					
sjkubde@lib.maepune.ac.in					
2 hrs 8 mins 19 secs					
74	74	Sunita	Mungase	spmungase@admin.maepune.ac.in	2 hrs 6 mins 24 secs
Sunita					
Mungase					
spmungase@admin.maepune.ac.in					
2 hrs 6 mins 24 secs					
70	70	Nandini	Phulpagar	nsphulpagar@esci.maepune.ac.in	2 hrs 11 mins 52 secs
Nandini					
Phulpagar					
nsphulpagar@esci.maepune.ac.in					
2 hrs 11 mins 52 secs					
70	70	Mahesh	Marab	maheshnmarab@gmail.com	1 hr 53 mins 33 secs
Mahesh					
Marab					
maheshnmarab@gmail.com					
1 hr 53 mins 33 secs					
64	64	shashikant	Naikade	smnaikade@it.maepune.ac.in	2 hrs 15 mins 58 secs
shashikant					
Naikade					

smnaikade@it.maepune.ac.in					
2 hrs 15 mins 58 secs					
58	58	gajanan	vyawhare	grvyawhare@etx.maepune.ac.in	1 hr 42 mins 31 secs
gajanan					
vyawhare					
grvyawhare@etx.maepune.ac.in					
1 hr 42 mins 31 secs					
50	50	Archana	Bodake	aabodake@mitaoe.ac.in	2 hrs 14 mins 36 secs
Archana					
Bodake					
aabodake@mitaoe.ac.in					
2 hrs 14 mins 36 secs					
42	42	Rajesh	Patil	rvpatil@it.maepune.ac.in	2 hrs 3 mins 38 secs
Rajesh					
Patil					
rvpatil@it.maepune.ac.in					
2 hrs 3 mins 38 secs					
42	42	Vandana	Khandelwal	vbkhandelwal@mitaoe.ac.in	2 hrs 1 min 23 secs
Vandana					
Khandelwal					
vbkhandelwal@mitaoe.ac.in					
2 hrs 1 min 23 secs					
35	35	YOGESH	BHAGAT	ysbhagat@admin.maepune.ac.in	1 hr 11 mins 25 secs
YOGESH					
BHAGAT					
ysbhagat@admin.maepune.ac.in					
1 hr 11 mins 25 secs					