V.P.M.'s K. G. Joshi College of Arts & N. G. Bedekar College of Commerce, Thane, India

WELCOME

Students From Kyoto - Sangyo University, Kyoto, Japan

Cultural Exchange Programme (2017-2018)

Course Content

Cultural Exchange Programme 2012-2013
Cultural Exchange Programme 2013-2014
Cultural Exchange Programme 2014-2015
Cultural Exchange Programme 2015-2016
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<td>Generally what one should eat? When to eat? How and how much to eat? What should be the state of mind?</td>
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<td>Basic meditative asana, Demo and practice</td>
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<td>Naman Mudra (yoga mudra) 3 types</td>
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<td>Neck and shoulder exercises</td>
<td>Helps to release neck and shoulder problems.</td>
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<td><strong>Trataka</strong> (Eye exercises)</td>
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<th>Topic</th>
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<td>Omkar Meditation</td>
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<tr>
<td>Vajrasan</td>
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<td>Naman Mudra (yoga mudra) 3 types</td>
<td>Sitting in Vajrasana, Symbol of yoga which benefits the internal stomach organs</td>
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<tr>
<td>Deep breathing, Neck exercises</td>
<td>Practice deep breathing - helps concentration</td>
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<tr>
<td>Butterfly</td>
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<tr>
<td>Kapalbhati</td>
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<tr>
<td>Ujjayi</td>
<td>Breathing exercise which cleans our lungs by creating heat in our body. Good for vocal cord.</td>
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<tr>
<td>Omkar meditation</td>
<td>A beautiful meditation which helps in stress management.</td>
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<td>Sitting posture useful in constipation and diabetes.</td>
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<td>Naukasana</td>
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<td><strong>Omkar Meditation</strong></td>
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<td><strong>Ushtrasan</strong></td>
<td>Very effective posture for spine and neck</td>
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<td>Session starts with prayer</td>
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<td>Surya Namaskar (Sun Salutation)</td>
<td>It is a series of postures which gives a exercise to our full body.</td>
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<td>Small Film on yoga postures and meditation.</td>
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Day – 7: 12-09-2017 (Tuesday)

Place: Dr. V. N. Bedekar Institute of Management Studies, 3rd Floor

8.30 a.m. to 9.30 a.m.

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<tr>
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</tr>
<tr>
<td><strong>Butterfly, Padmasan (lotus pose)</strong></td>
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<tr>
<td><strong>Bhadrasan</strong></td>
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<tr>
<td><strong>Omkar Meditation</strong></td>
<td>A beautiful meditation which helps in stress management.</td>
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<tr>
<td><strong>Halasan</strong></td>
<td>a posture sleeping on back. Effective for thyroid gland and for digestive system</td>
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<td>Bhujangasana and Dhanurasan</td>
<td>Both are sleeping on stomach postures. Which Strengthens back and thigh muscles.</td>
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Place: Dr. V. N. Bedekar Institute of Management Studies, 3rd Floor

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<td><strong>Omkar Meditation</strong></td>
<td>A beautiful meditation which helps in stress management.</td>
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<td><strong>Chakrasana</strong></td>
<td>Spine becomes flexible.</td>
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DAY – 10: 15-09-2017 (Friday)

Place: Dr. V. N. Bedekar Institute of Management Studies, 3rd Floor

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Introduction to yoga

Each one of us seeks happiness today. Our activities are directed towards happiness. Means we want to lessen the miseries and pain we try to seek happiness through the objects of enjoyment. We like to taste dishes, see movies, and listen to music, means we try to enjoy through our sense objects. But happiness can be gained without sense organs i.e. when we won the award, we get good marks, it is at psychological level. Therefore happiness is inner state of mind.

To seek more and more happiness & comfort human being invented so many great things which were seemed impossible once upon a time. Science and technology has changed our lives tremendously. But at the same time it has brought pollution. Polluted air, water, Vegetables, everything is polluted. Even our minds are polluted today. People have lot of money, but they need sleeping pills, laxatives and pain killers and tonics. Most of the diseases are lifestyle diseases. Science and technology cannot go exterior man. Science can help to produce more food but fail to assist digestion. We don’t find solution for that. What is the way out of this vicious circle? We cannot go back to the caves. But our ancestors’ have given us the beautiful way that is YOGA. Today Yoga is also polluted, it has not remained pure. Many selfish people are mixing yoga with other things.

What is yoga?

Yoga is a Sanskrit word and derived from the root of Yuj, meaning union. The human or individual soul merges with universal soul through yoga.

Yoga can also describe as a system or a technique, for increasing efficiency in our action. That which makes it possible to achieve anything including real needs of man is Yoga.

History says that yoga started with Lord Shiva. Yoga is very ancient. It has mentioned in Vedas and Upanishads, which were in the oral form earlier. Sage Patanjali compiled it and wrote the Yoga sutras. After that Sage Gorakshanath developed it.

Yoga covers all aspect of human life that leads to physical wellbeing, mental harmony and spiritual consciousness, culminating in positive & lasting happiness & peace through the integration of personality.
It is Ashtang yoga, [http://www.lifepositive.com/body/yoga/ashtanga-yoga.asp](http://www.lifepositive.com/body/yoga/ashtanga-yoga.asp) the eight fold path. They are Yam, Niyam, Asana, Pranayam, Pratyahaar, Dharana, Dhyan, Samadhi.

Yam & Niyam: Yoga advocates on daily practice on universal code of conduct.
Asana: It is a discipline of body. Adoption of steady and comfortable postures.

Pranayam: Regulation of breath.
Pratyahaar: Withdrawing the mind front sensory world.
Dharana: Fixing the mind on desired object.

Dhyan: Steady contemplation of the object without break.

Samadhi: mind's absorption in the object of contemplation. Complete absorption of the individual consciousness in the self.


Diet is also a very important part of yoga.
Diet (Ahara)

‘Ahara’, one of the pillars of Yoga depicts the consumption habits. Food is a biological need for survival. Wherever one lives, one should eat the food that is grown natively. The customs and manners are created according to the food available there. One should always eat just for the objective of survival,. A person should eat a small meal every four hours. In between the meals, if one feels hungry, he/she should eat little otherwise the immunity becomes low. One should try to avoid water with food, can have a sip if needed, as the digestive juices in the mouth go into the stomach where the food looses the value. A person should never eat when disturbed, stressed or worried. If snacks are preferred, one may eat fruits, sprouts, and almond. In evening, one should take light food so that the stomach gets rest at night. Drinking water before meals helps to lose weight and if one wants to gain weight, he may drink water after food. Food should contain six tastes for balancing of three doshas, according to Ayurveda,

The food is classified into three types, namely Sattvic, Rajasic and Tamasic.

**Sattvic food** is easily digestible. This natural energy giving food includes milk, milk products, fruits, dried fruits, vegetables of the season, cereals, sprouts, pulses, honey, jaggery, sugarcane, natural and unprocessed sugars and oils. Eating *Sattvic* food brings relaxation and a feeling of peace.

Though **Rajasic food** is essential for physically active people and is heavy to digest. This food is difficult to digest and leaves one in a distinguished state of mind. All non-vegetarian food, beans and pulses which are not sprouted hot spices, onions, garlic, unseasonal, vegetables and salt fall in this category. Non vegetarian food includes beans and pulses that are not sprouted, like hot spices, onions, and garlic.

**Tamasic foods** are the nerve stimulating ones. They are usually unnatural in state. Bakery products of refined flour, pastries, chocolates, soft drinks, tea, coffee, wines and liquors, tobacco, canned foods fall under 1 category. This type of food makes a person feel dull, lazy and lethargic.

The quantity of food taken is as important as its quality. Actually the size of our stomach is just a fist size. And how much we eat, most of the times two three fists. Most physical ailments are caused by unhealthy food habits. For example, acidity, migraine. Eat food as a duty, eat as much as will make you feel hungry after four hours. Chew the food well. It is said that one should chew it for 32 times. So the stomach should be half filled with food and ¼ with water. The remaining ¼ should be left empty for the proper movement of
food and for the formation of gases. Water should be avoided during meals but must be taken half an hour before meal and one hour after meal.

**Eat breakfast like a king:** Our biological rhythm is such that whatever we eat in the morning is absorbed and assimilated to the maximum. So morning should be full of nutrition. Low fat food or sweet food is recommended.

**Lunch like a prince:** Food taken during lunch should be easily digestible and low fat.

**Evening snacks:** Food of any taste whatever one likes can have at this time.

**Dinner like a pauper:** Dinner should be the lightest meal of the day—bland and low fat. When food is eaten thus with one-pointedness, the assimilation and absorption of food is at its best. This is the ideal way to eat food.
Prayer

Yoga is the science of experience. One has to experience this. Only continuous practice can give some experiences to the person. For that we should start with prayer.

The human soul, even though initiated in the spiritual path, cannot love an abstract power; and it is for this reason their physical presence as the Divine manifesting itself in human form. The Guru's physical body is just a receptacle of the mighty Divine, and as such worthy of the utmost devotion and reverence.

Gurur Brahma Gurur Vishnuhu
Guru Devo Maheswaraha Guru
Saakshaat Parabrahma
Tasmai Sri Gurave Namaha

गुरुर ब्रह्मा गुरुर विष्णु गुरु देवो महेश्वरः
गुरु साक्षात परब्रह्म तस्मै भी गुरवे नमः

The true meaning of Guru is "one who dispels darkness of ignorance". "Gu" means "darkness of ignorance" and "Ru" means "one who removes". Guru resembles the trinity Brahma, Vishnu and Shiva. Brahma is creator. Guru creates or inculcates knowledge in the minds of the students. Guru is Vishnu. Lord Vishnu maintains the creation. Similarly Guru helps in keeping up the knowledge. Guru is like Shiva. Shiva is the destroyer. Guru destroys or gets rid of the ignorance from the students' minds.

For all the exercises, one has to sit on the clean cotton/woolen carpet.

Vajrasan:

1. Fold the left leg in the knee and place the toe on the floor.
2. Fold the right leg in the knee and place the toe on the floor and join the two toes.
3. Sit on the pit formed by the parted heels.
4. Place the palms on the knees.
Position

It is important to keep the spine, the neck and the head, upright in one straight line in this Asana. Keep the sight fixed at the level of the height. The whole weight of the body be set on the spine. Continue smooth breathing, when the final position is attained.

Benefits:

1. Good for digestion.
2. Upper part of the body gets more blood, which leads to the efficiency of the Internal organs in stomach.
3. Remedy for constipation.
4. Strengthen the leg muscles.
Neck and shoulder Exercises:

1. Sit straight in Vajrasan slowly rotate the neck towards right to touch the right shoulder, then leave the neck back and rotate to the left shoulder from back then bend the neck in front that chin touches the chest. These ways make a circle for 5 times from one side and 5 times from other side.

2. Hold neck tight. Chin close to the neck turn slowly to the left and then right. Do for 10 times.

3. keep hands on shoulder and rotate.

Benefits:

Strengthens the neck. Solve the cervical problems. Release the shoulders. Neck problems are solved.

PADMASANA: (The Lotus Position)

It is true meditation posture, which gives utmost mental concentration and equilibrium. The index represents the individual soul and the thumb represents the universe.

Technique:

1. Be seated and stretch both the legs in front to ensure that the spine is straight and firm.
2. The left foot is to be placed on the right thigh and right Foot on the left thigh. Ensure that the heels are pressed against the lower part of the abdomen. In case of difficulty, try to bring them to the nearest part of the abdomen.
3. Open the eyes slowly and gradually. Loosen the fingers of both the hands. Then slowly lift the right leg with help of hand and place the same on the floor in order to come back to original position.
Benefits:

1. It helps to cure the stiffness of the knees and joints
2. Helps to reduce fat in the region of thigh.
3. It has good effect on the nervous system of the body.
4. Leg and body pain reduced.

Yoga Mudra

This Asana is performed in Padmasana or Vajrasan Position.

1. Inhale and take both the hands back and keep the palms facing outside interlocking the thumbs. Keep both the hands straight.
2. Exhaling bend in the waist and rest the forehead on the floor. Speed of exhaling and going down should be the same. Relax. Keep normal breathing.

Position:

In this Asana one has to sit in Padmasana or Vajrasan and bend in the waist fully. In this process the abdomen gets folded and that is expected, too. Relax and normal breathing.

After some practice, while bending in the waist; keep the back bone straight to experience its nice results. After taking the position, try to relax the body.
Releasing:

1. Exhale and inhaling be straight in the waist.
2. Restore the hands on the knees

Benefits:

1. Abdomen gets pressed, improves the blood circulation in pelvis area.
2. Stomach walls and muscles are strengthened.
3. Remedy gynec problems

Deep breathing:

Can sit in any meditative posture Vajrasan or Padmasana. Close eyes slowly inhale fully into the stomach, stomach comes out. Exhale very slowly till the stomach goes in. Continue doing for 8-10 times.
**Bhadrasan:**

Sit on the mat with legs stretched out. Take legs closer to the body by folding in the knees, keeping the thighs touching the floor. Knees outward and soles of the feet together.

**Butterfly:**

Move the legs from groin. Sitting in Bhadrasana.

**Benefits:**

1. The unused or less used muscles of the thigh and the sex organs are exercised.
2. The outward bend of the knees aids extreme stretching of both superficial and deep muscles of the inner side of the thigh.

**Paschimottanasan – Forward Bend Pose:**

1. Sit on the mat with the legs stretch. Keeping them firmly pressed against the floor.
2. Now stretch out the palms parallel to the legs, palms downward. Now exhale and reach out to the toes.
3. While exhaling grab hold of the big toes of each feet with the corresponding hands.
4. Exhale out completely and fold forward keeping the back straight, try to rest the forehead on the knees. Continue to maintain the asana, breathing normally.
5. While releasing Exhale and while inhaling raise the head.
6. Release the hands and return to sitting position.
Benefits:

1. This pose helps to open the hips, stretch the hamstrings, **calm the mind** and allow one to look within.

   **Relieves constipation**

2. Improving the process of **respiration** and the functions of the intra abdominal glands, especially the secretions.

3. Massages and tones the abdominal and pelvis region including all organs such as the liver, pancreas, kidneys, adrenals, spleen and intestines.

4. Improves the blood circulation in the back region and tones the spinal nerves.

5. Improves alignment of the vertebral column.

6. **Removes the fat** from the hips, the abdomen and thigh region.
Benefits for Women:

1. Useful for balancing the menstrual cycle and improving blood circulation and prana to the pelvic region
2. Relieves period pain

**Sleeping on back postures: Halasan**

1. Lie on back on the floor with the arms resting on the respective sides, palms downward. Then raise both the legs together, slowly taking in the breath till are brought to right angle to the body.
2. Now with slow raise the hips lower the legs towards and beyond the head. As far as possible, legs together and stretched straight.
3. Try to touch the floor beyond the head. Do Normal breathing.
   **Do not hold the breath.**
4. Keep toes pointing outward, and slide them away from head.
5. To come out of the posture, lift your feet up to a 45 degree angle, bring your palms flat on the floor and slowly bring your back, hips, legs and feet onto the floor paying attention to keep the head and shoulders on the floor. Relax on your back.

**Benefits:**

1. Brings fresh blood to the throat and thyroid gland.
2. Locking of the chin massages the thyroid gland.
Extends the cervical section of the spine giving it a powerful stretch. Same to the rest of the spine as well as hamstrings and calves.

3. During the inhalation intense pressure is applied to the abdomen giving a good stimulation to the digestive system.

4. Opens up the shoulder joints.

5. Reduces lethargy, mental sluggishness and laziness.

From Paschimottanasan take your legs straight back, try to touch feet on the floor (halasan). Again come in sitting position repeat this 5 times. This is rolling. It strengthens the back and improves flexibility. **Paschimottanasan Halasan Rolling**
Sarvangasana:

Sarvangasana is one of the best and most important asanas in Yoga. It has a huge amount of benefits which cover all the body systems.

1. Lie on the floor. Raise both the legs to a 90 degree angle from the floor.
2. Raise the waist and the hips from the floor and take the legs backwards over the head.
3. Raise the back and the legs up into a vertical position, placing the hands on the upper back for support. The chin should rest against the chest, creating the chin lock. Fix the eyesight on the toes and maintaining the asana, continue normal breathing.
4. One should concentrate on getting the legs, waist and the back in one straight line and making this line 90 degrees with the ground. In this asana the arms up to the elbows are placed on the floor.
5. To Release the asana position bend in the waist and lower the legs over the head, releasing the hands from the upper back.
6. Slowly lower the back to the floor, keeping the legs at a 90 degree angle from the floor. Here lower the back very slowly, Exhaling slowly lower both legs back to the position.

Benefits:

1. The Chin lock(Jalandhar Bandha) improves the function of the thyroid, parathyroid and pituitary glands due to the increase oxygen and blood. All of the other endocrine glands are regulated by the pituitary gland and so the overall function of the endocrine system is improved. This results in the improved functioning of all other systems of the body and the reduction of emotional and mental stress.
2. Stagnant blood from the lower regions of the body, i.e. legs and abdomen is drained to the heart thereby improving the supply of fresh blood to these parts and the whole circulatory system. Blood supply to the head area i.e. brain, eyes, ears, nose and throat is improved thereby improving their functioning. Therefore all of the pelvic and abdominal area circulation, ear, throat and nose ailments are improved.
3. Prevents and cures varicose veins.
4. Detoxification of the body due to improved efficiency of the organs of the body which leads to youthfulness and anti-ageing effects.
5. Due to the increased blood flow to the head the mind is tranquilized, stress and psychological disturbances are removed.
6. It balances the parathyroid glands which ensure regeneration and normal development of the bones.
7. The nerves passing through the neck are toned and the neck flexibility is increased.
8. The digestive system is greatly improved due to the increase in blood circulation and drainage of stagnant blood.

9. Sarvangasana has all the benefits of Shirshasana but is safer and easier to perform.

Pawanmuktasana:

1. Lie on the floor. Legs together hands by the side of your body.
2. Bend your left leg and grip it with both the hands.
3. Interlock your fingers and press your thigh against the abdomen.
4. Breathe deeply (at least five breaths).
5. Come back to Shavasana.
6. Now repeat the same process on right side Then with both the legs, pressing your thighs hard against the abdomen.
7. Breathe deeply (at least five breaths).
8. Come back, straighten your legs and relax

Benefits :

1. Pawanmuktasan relieves chronic constipation, increases digestive power, helps in relieving gaseous accumulation and also strengthens the lower spine.
2. Removes the fat on stomach and waist.

Chakrasana: Wheel shape

1. First of all lie down comfortably on your back in Shavasana Pose.
2. Now bend your knees completely until feet touches your buttocks.
3. Now bend your arms at elbows over the head and place palms just under the shoulders on floor such that fingers are pointing towards your back.
4. While inhaling gradually raise your hands, chest, stomach, and waist by arching the spine. Continue pressing the ground and by feet and hands.
5. Then try to raise your body high as much as possible.
6. If you feel comfortable with this pose then try to bring your hands and feet as closer as possible to make a wheel type shape.

**Benefits:**

1. Spine becomes **flexible**.
2. Tones up muscles and abdomen.
3. Cure constipation and improves **digestion**.

**Sleeping on Stomach**

**Dhanurasana:**

1. Lie down on a mat, on your stomach.
2. Hold your ankles firmly with hands.
3. Exhale & inhaling pull the legs upward with the hands, allow the body to be stretched in a curve, Simultaneously, lift your head, shoulders and chest from the floor. push the neck backwards.
4. Look up.
5. Your body would be in the shape of a bow, with only your stomach and pelvic area resting on the floor.
   The entire
   weight of your body would essentially be concentrated on your navel area.

**Advanced:**

Rock yourself back and forth gently while holding on to your ankles.

**Benefits:**

This asana has numerous benefits. It is a combination of two asanas (Bhujanagasana - the cobra pose, in which only the front of the torso is raised, and the Shalabhasana or the grasshopper asana, in which the legs are raised).

1. Strengthens kidneys
2. Strengthens back muscles
3. Strengthens thigh muscles
Naukasana: Boat shape

1. Lie on the stomach and chest with forehead resting Naukasana on the mat.
2. Keep the feet together and arms on the sides.
3. Stretch out the arms above the head and keep them parallel, palms down and fingers closed.
4. Inhaling raise the arms, neck, shoulders, chest and legs altogether, without bending knees, elbows and without any jerk.
6. Bring all the body parts down slowly.

Benefits:

1. Bends the middle of the spine and makes it flexible.
2. Liver, stomach, pancreas are getting nice stretch.
3. It strengthens the pelvic region, hips, thighs, knees, calves, feet and arms.
4. Beneficial for kidneys and diabetics.

Bhujangasan:

1. Lie down on the mat on stomach, keeping hands alongside the body and touching the forehead on the mat.
2. Put hands beside the chest such that palm facing in downward direction and elbows point upwards
3. Stretch the legs well on the mat keeping the toes and heels touching each other and facing outwards
4. Inhale and raise the upper part of the body steadily from head to navel while pressing down the hands

5. Make sure that the lower part of the body from navel to toes rest on the mat. Do Deep breathing.

6. Now exhale steadily and slowly return to the face down position

7. First trunk, navel area, chest, shoulders, chin and finally forehead

8. Relax and rest for few seconds and repeat the steps

Benefits

1. Bhujangasana benefits you for stimulating endocrine system.

2. It increases Spine flexibility.

3. Practicing Bhujangasana steps makes back muscles fit & fine.
Sitting postures

**Ardha matsyendrasan**

*Technique :-*

1. Sit extending both the legs together in front, hands by the side, palms resting on the ground. Fingers should remain together pointing forward.

2. Fold the right leg at knee. Slowly fold the right knee

3. Now folding the left leg, bringing it from above the right knee, places it by its side on the ground. The knee of the left leg should remain towards sky.

4. Now bring the right hand on the left side of the left knee. The left knee should remain at the left side of the right armpit.

5. Now straighten the right hand and hold the toe or ankle of the left leg.

6. Twisting the body to the left side, look backwards, place the left hand bringing it from the back on the right thigh. Gaze should be towards back.

7. While returning to the original position first release the hand from the thigh and turn head forward.

8. Now bring the back to normal position after loosening the right hand.

9. Bring the left leg in original position.

10. Now bring the right leg also original position.

11. Repeat it similarly

**Benefits:**

1. It is very much useful in *constipation*.

2. This Asana improves liver efficiency and removes debility of *kidney*.

3. It is very useful in *diabetes*.

4. It is very beneficial for the muscles of *shoulder and back*.
Ushtrasana (camel pose)

1. Sit in vajrasan.
2. Proceed to hold heels with hands and press the heels using your palms.
3. lift your posterior above the heels and get up on knees and toes.
4. Then, pull shoulders back and press your hips forward.
5. lift your chest and slightly bend the head and trunk backwards as far as you can, to curve your spine backwards.
6. While keeping your arms straight, turn your face towards the roof.
7. Turn your feet upside down and keep the toes and upper portion of your feet parallel on the floor.
8. Then hold both ankles with corresponding hands and proceed to bend your back further on arms while making a curvature of body.
9. Remain in this position breathing in rhythmically and deeply till you feel strained.
10. release your hands and get back to the kneeling posture.
11. Then resume the sitting pose between heels after which proceed with the original sitting pose.

Benefits

This yoga asana is mainly for toning nerves and muscles attached to entire spine beside muscles of face, neck, trunk, and thighs.
1. Improving the flexibility of diaphragm.
2. Expansion of lungs to maximum capacity and development of ribcage.
3. Extension of spine makes them more flexible, particularly the lumbar region.
4. Helps activate respiratory system, thereby; Ushtrasana is beneficial for people suffering from asthma.
5. Removes the pain in neck and shoulders and spine.

http://www.youtube.com/watch?v=u_GfpqA5-wE
Anulom Vilom (Alternate Nostril Breathing).

It is very effective to purify mind and body. Anulom Vilom pranayama is one of the excellent breathing exercises. Regular practice offers energy in the body and releases stress and anxiety. It should be practiced in the morning in the fresh air with empty stomach.

Steps for Anulom Vilom Pranayama

It is very simple asana every one can do this of any age.

1. Sit comfortably on flat ground. Now close right nostril with right thumb and breathe from left nostril. Then close left nostril with middle and ring finger and breathe out from right nostril.

2. Now breathe in deeply with right nostril and then close right nostril and breathe out deeply with left nostril. Do the repetition.

3. Do this for 5-10 minutes.

Benefits of Pranayama Anulom Vilom

1. It improves blood circulation.
2. It calms your mind.
3. Keep away the heart related problems
4. Provide relaxation to body and mind.
5. Regular practice of anulom vilom breathing exercise cleanses, strengthens and tones your nervous system.
6. It improves your concentration..
7. Helps to improve function of your lungs.
8. Relive stress depression and hypertension.
9. Cure Asthma, headache, migraine, Neurological problems, Heart blockage, depression, gastric problems.

Precaution

1. Anulom vilom pranayama should be practiced on an empty stomach.
2. It should be done in the morning or evening or both. If you don’t have time in the morning or evening, you can do it at your convenience.
3. Make sure that you practice anulom vilom pranayama 4-5 hours after having your food.

**Trataka:**

Trātaka is the practice of staring at some external object. This fixed gazing is a method of meditation which involves concentrating on a single point such as a small object, black dot or candle flame. It is used in yoga as a way of developing concentration, strengthening the eyes, and stimulating the ājñā chakra.

Trataka is of two kinds: internal and external. Internal trataka is called dharana or concentration because in this practice the eyes are closed and the mind concentrated upon some subtle element within. External trataka means fixing the eyes on some object outside. Trataka on any object can be performed during the day or night. In this practice one has to take into account the object, the place and the time. What is the object on which the eyes are to be fixed? Where is the object to be placed? At what time should it be practised?

**External:**

1. Sit in any meditative pose. Spine erect. Try to gaze the tip of the nose. When titred jst close the eyes and relax.

2. In the same pose, try to gaze between the eyebrows.

3. Trataka is gazing anything outside.

4. This can be a candle light also. But one has to be careful while doing trataka on light. Because it has to be followed by JALNETI. Otherwise it will trouble a person.

5. Keep the thumb of the right hand in front of the eyes, approximately one feet away from eyes. Move the hand to your right slowly and observe it. So that your eyeballs are moving right side. Same way has to be Followed for the left side.

6. Object or light should be placed at the level of eyes is also important.

**Internal Trataka :**

Sit in meditative pose. Close eyes. And try to see the light by the closed eyes.
**KAPALBHATI:**

Kapalbhati is a cleansing exercise. It is a breathing exercise. Therefore has to be done in a meditative posture, preferably in padmasana. Hands rest on the thighs. This is rhythmic breathing and fast breathing. Now close the eyes, exhale forcefully, inhale very little and start the exhale-inhale. In this exhaling is forceful and inhale is natural. Keep doing this till you feel tired and then hold the breath outside, after some time breath in whenever you feel like and then exhale slowly and rest.

This can be done maximum for one minute not more than that at a time. Three rounds of one minute can be done. If done wrongly or for a longer time then it may affect adversely. One has to be **very careful** doing this kriya. **Should not be done by watching videos or reading.**

**Benefits :**

1. Kapalabhati cleanses the lungs and entire **respiratory system**. So lungs are strengthened.
2. The blood is purified and body gets an **increased supply of oxygen** to all cells.
3. Digestion is improved.
4. Abdominal muscles are strengthened.
5. Prepare the mind for meditation.
6. Energies the mind for mental work.
7. More oxygen is taken in and carbon di-oxide thrown out.
8. beneficial in sinus, cough, and all **respiratory diseases**

**Kapalbhati should not be practice by those:**

a) Suffering from heart disease
b) High blood pressure
c) Should never be practiced when an asthmatic attack is in progress.
d) If pain or dizziness is experienced, it is preferable to stop the practice till the sensation has passed. Practiced can be restarted with less force.

**Bhramari Pranayama:**

Bhramari (Bee Breath) is a very effective pranayama (breathing exercise) for meditation. Performing this breathing exercise helps to induce a calming effect on the mind almost immediately. Practicing Bhramari pranayama benefits in reducing high blood pressure, fatigue, and mental stress. Also practicing this pranayama for ear, nose, mouth, and eye problems can have a positive effect

[http://www.youtube.com/watch?v=4Nn92rFtW9k](http://www.youtube.com/watch?v=4Nn92rFtW9k)
Ujjayi Pranayama:

This is done in padmasana. Ujjayi is practiced while breathing through the nose but narrowing the throat thus producing a slight hissing sound (it may also be compared to a light snoring sound or the sound of an ocean wave). This sound is a result of friction of the incoming or outgoing air at the base of the throat and not from friction in the nostrils. Let that sound become your teacher. Listen to the tone of that voice as you inhale and exhale, and make that tone as even and smooth as you can, without any catches or wavering and without any change in pitch. The sound should be soft and gentle and only you should be able to hear its sound. Listening to the voice of ujjayi pranayama will give you greater sensitivity and control over breath.

Benefits:

1. Friction in throat generates heat in your body.

2. This practice is used in yoga therapy to soothe the nervous system and calm the mind.

3. It has a profoundly relaxing effect at the psychic level. It helps to relieve insomnia and may be practiced in shavasana just before sleep.

4. The basic form slows down the heart rate and is useful for people with high blood pressure. It reduces the cholesterol level.

   http://www.ehow.com/video_2351134_ujjayi-breathing-demo.html
Surya Namaskar (Sun salutation)

The 12 steps of surya namaskar (sun salutation):

**Step 1:** Start with the palm tree posture, with your hands relaxed, fingers pointing downwards and weight equally distributed.

**Step 2:** Move on to the tadas, inhale, raise your hands and stretch backwards.

**Step 3:** Next is the pranavas. Exhale, bend forward and try to touch your knees with your forehead.

**Step 4:** Now, stretch your right leg backward, bringing down the left knee, with your palms on the floor while stretching backwards.

**Step 5:** Holding your breath, bring your legs together. This is called the plank posture.

**Step 6:** Stretching low, hold your spine out. This is known as the ashtanga namaskar where the knee, chest and chin are in contact with the floor.

**Step 7:** Inhale, stretch forward and bend backwards. This is the bhujanga asana.

**Step 8:** Exhale and lean forward. This is the parvata asana.

**Step 9:** Now, bring your right leg forward, between your elbows as you inhale. Stretch upwards.

**Step 10:** Bring your left leg forward. Inhale deeply.

**Step 11:** Stretch backwards from the waist.

**Step 12:** Return to the palm tree posture.
OMKAR (AUM):

http://www.slideshare.net/ulhasw/the-science-of-yoga-omkar-sadhana

The syllable AUM is made up of three letters: A, U & M. Why is the chanting of AUM considered important for spiritual upliftment? Different people have analysed the importance of this word in different ways. Pantajali has given his own explanation about importance of AUM.

If we look at it scientifically, the utterance of syllable AUM exhausts the entire spectrum of sound waves that can possibly be produced. The sound of the letter A is produced from the throat in which back of the tongue, the palate & the teeth producing a Guttural sound. Sound of the letter U is produced by narrowing the lips rendering the labial sound. And the sound of letter M is the nasal sound...When these sounds are produced all together; they exhaust all the possibilities of the spectrum of phonetic efforts. AUM is the only word which includes the entire spectrum. Hence, the importance of this word.

The word AUM and the chanting of the same can be appreciated without any religious connotation. It is a universal term. In Christianity, the word AMEN is uttered after prayers; similarly Muslims utter the word AAMIN. ‘Salaam’ in Urdu and SHALOM in Hebrew come very close to AUM. Thus we can see that the importance of AUM phonetically was recognized by almost all the cultures in the world. AUM thus transcends all religions and has gained universal acceptance in different manifestations similar to it.

AUM or the Shabdha is the first sound and forms the source of the whole universe. The Big Bang theory also comes close to this conception when we understand that the world / universe was created with a Bang (shabdha).

The vibration of A is associated with Muladhar & Swaddhishthan chakras, vibration of U is associated with Manipur & Anahat chakras and vibration of M is associated with the Vishuddhi & Ajna Chakras. Each chakra has certain number of petals. Recognition of this fact helps in chanting of the AUM differently laying emphasis on different syllables.

AUM can be chanted in three different ways:

1. Sound O is produced for the longer time & M is for the short time at the end. The first 2 chakras are activated and one feels energized & charged up. Hence it should be chanted in this manner in the morning before going to work. It helps in one’s engagement in the empirical world.
2. When O is produced for short time & M for the longer, it activates the last two chakras & one feels peace & tranquility. It is for spiritual upliftment. Hence, it should be chanted in this manner before sleeping or before meditational practices.

3. At all other times ideally AUM should be chanted with 1/3rd of the duration for O & 2/3rd for M.

The best time for OM chanting is early morning before sunrise, noon, just before sunset & at midnight. This is the time because at this time both our nadis are open & balanced. At other times any one of the nadis is predominantly active.

Modern science is also reaching the conclusion that at the core of so-called concrete substances there is only a wave. A wave is a vibration. Thus, the Sankhyan concept of shabdha or a wave giving rise to all elements is attested by the findings of modern science.

Gayatri is mantra as well as prayer. In prayer we are asking for some grace & mantra is for protection. [http://www.youtube.com/watch?v=DvYT5a3YzUg](http://www.youtube.com/watch?v=DvYT5a3YzUg)

[https://sites.google.com/site/gayatrimantrameditation/scienceandbenefitsofgayatrimantra](https://sites.google.com/site/gayatrimantrameditation/scienceandbenefitsofgayatrimantra)
Japa is not just mechanical repetition, but rotation of consciousness around the syllables. When we do mantra japa, it goes on rotating in your mind for some time even after we stop chanting

**Omkar chanting benefits in problems like Blood pressure, Diabetes, No sleep.**

**Glossary**

Guru: Teacher/Mentor  
Brahma : God of universe  
Purak: Inhale : Breathe in  
Rechak : Exhale Breathe out  
Spine : Backbone.

Ahara: Diet

Jalandhar Bandh:

Ayurveda: is a system of [traditional medicine](#) native to the [Indian subcontinent](#) and a form of [alternative medicine](#)

Tridoshas: Three impurities of body.  
Shbda:word

Surya: Sun

**Reference books:**

Patanjali yogasutras  
Light on the Yogasutras of Patanjali  
Hathayoga pradipika.
## Cultural Exchange Programme: Schedule of Students’ Visit

**September 4 to 15, 2017**

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<tr>
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<td>Yoga and Pranayam 2</td>
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<td>English Lesson 2</td>
<td>Interaction at VPM’s Polytechnic, Thane</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
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<tr>
<td>06/09/2017</td>
<td>Yoga and Pranayam 3</td>
<td>Breakfast</td>
<td>Hindi Lesson 3</td>
<td>Lunch</td>
<td>English Lesson 3</td>
<td>Interaction at Law College, Thane</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td>07/09/2017</td>
<td>Yoga and Pranayam 4</td>
<td>Breakfast</td>
<td>Hindi Lesson 4</td>
<td>Lunch</td>
<td>English Lesson 4</td>
<td>Interaction at Science College, Thane</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
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<tr>
<td>08/09/2017</td>
<td>Yoga and Pranayam 5</td>
<td>Breakfast</td>
<td>Hindi Lesson 5</td>
<td>Lunch</td>
<td>English Lesson 5</td>
<td>Interaction at Arts/Commerce College, Thane</td>
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<tr>
<td><strong>Saturday</strong></td>
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<tr>
<td>09/09/2017</td>
<td>Breakfast, departure</td>
<td>Journey: Thane to Nashik</td>
<td>Visit to Buddha Vihar and Pandav Leni</td>
<td>Lunch</td>
<td>Visit to temples in Panchavati</td>
<td>Return journey: Nashik to Thane</td>
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<td><strong>Sunday</strong></td>
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<tr>
<td>10/09/2017</td>
<td>Breakfast, departure to Mumbai</td>
<td>Visit to Gateway of India</td>
<td>Visit to Mani Bhavan</td>
<td>Lunch</td>
<td>Visit to Discovery of India Exhibition</td>
<td>Return journey: Mumbai to Thane</td>
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<td><strong>Monday</strong></td>
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<tr>
<td>11/09/2017</td>
<td>Yoga and Pranayam 6</td>
<td>Breakfast</td>
<td>Hindi Lesson 6</td>
<td>Lunch</td>
<td>English Lesson 6</td>
<td>Home Visits</td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>12/09/2017</td>
<td>Yoga and Pranayam 7</td>
<td>Breakfast</td>
<td>Hindi Lesson 7</td>
<td>Lunch</td>
<td>English Lesson 7</td>
<td>Sports Event at Thane College</td>
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<td><strong>Wednesday</strong></td>
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<tr>
<td>13/09/2017</td>
<td>Yoga and Pranayam 8</td>
<td>Breakfast</td>
<td>Hindi Lesson 8</td>
<td>Lunch</td>
<td>English Lesson 8</td>
<td>Sports Event at Thane College</td>
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<tr>
<td>14/09/2017</td>
<td>Yoga and Pranayam 9</td>
<td>Breakfast</td>
<td>Enrichment Lecture 1</td>
<td>Lunch</td>
<td>Watching Hindi Movie</td>
<td>Cultural Programme</td>
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<td><strong>Friday</strong></td>
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<td>15/09/2017</td>
<td>Yoga and Pranayam 10</td>
<td>Breakfast</td>
<td>Enrichment Lecture 2</td>
<td>Lunch</td>
<td>Valedictory and Disbursal of Certificates</td>
<td>Preparation for departure to airport</td>
</tr>
<tr>
<td>दिन पहला</td>
<td>सोमवार वि. ०४/०९/२०१७</td>
<td>समय: १०:०० से १२:००</td>
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<td>विषय: वर्ण विचार</td>
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| दिन दूसरा  | मंगलवार, ०५/०९/२०१७ | समय: १०:०० से १२:०० |
| विषय: काल |

| दिन तीसरा  | बुधवार, वि. ०६/०९/२०१७ | समय: १०:०० से १२:०० |
| विषय: वाक्य रचना |
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Hindi Schedule

दिन चौथा
गुरुवार दि. ०७/०९/२०१७
समय: १०:०० से १२:००
विषय: संभाषण

दिन पाँचवाँ
शुक्रवार, दि. ०८/०९/२०१७
समय: १०:०० से १२:००
विषय: संज्ञा (Meishi), सर्वनाम (Daimeishi)

दिन छठवाँ
सोमवार, दि. ११/०९/२०१७
समय: १०:०० से १२:००
विषय: लिंग भेद (Sei), क्रिया (Doushi), सहायक क्रिया
दिन सातवाँ
दिनांक : मंगलवार, दि. १२/०९/ २०१७
समय: १०:०० से १२:००
विषय : अभिवादन व संभाषण (Kaiwa)

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दिनांक : बुधवार, दि. १३/०९/ २०१७
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विषय : आत्मपरिचय (Jiko Shoukai), मेरा परिवार (Watashi no Kazoku)
दिन पहला : सोमवार दि. ०४/०९/२०१७

रूम नं २८

समय: १०:०० से १२:००

विषय : वर्ण विचार

ध्वनि और वर्ण

वर्णों के समुदाय को वर्णाला कहा जाता है। हिंदी वर्णाला में दो तरह के वर्ण होते हैं:

- स्वर
- व्यंजन

ध्वनि के बिना भाषा की कल्पना ही नहीं की जा सकती। ध्वनि भाषा का आधार भाषा है। ध्वनि जब सार्थक हो जाती है तब भाषा कहलाती है।

ध्वनि के लिखित रूप को वर्ण, लिपि अथवा ध्वनि चिन्ह कहते हैं। वर्ण को अक्षर भी कहते हैं।

वर्ण का स्वरूप

मूल ध्वनियाँ ही लिखित रूप में अक्षर कहलाती हैं।

‘शब्दानुशासन’ के अनुसार ‘वर्ण वह छोटी सी छोटी ध्वनि है जो कान का विषय है और जिसके टुकड़े नहीं किए जा सकते।

स्वर:

वर्णों के भेद : वर्णों के दो भेद हैं

१ वर्ण :
अ आ इ ई उ ऊ ए ऐ ओ औ अ आ इ ई उ ऊ ए ऐ ओ औ

स्वरोंका उच्चारण अपने आप होता है व्यंजन के उच्चारण में स्वरों की सहायता होता है।

अ इ उ ए हृद्द स्वर हैं।

आ ई ऊ दीघ स्वर हैं।

वर्णमाला – वर्णों के क्रमवार उच्चारण समूह को वर्णमाला कहते हैं। हिंदी वर्णमाला में कुल ५१ वर्ण हैं।

हिंदी के वर्ण

हिंदी में वर्ण के दो भेद हैं।

१ स्वर

२ व्यंजन

उच्चारण की दृष्टि से

१ स्वर वर्ण

जिन वर्णों का उच्चारण बिना किसी के सहारे से होता है उसे स्वर कहते हैं।

स्वर वर्णों की कुल संख्या ११ है      

क (हृद्द स्वर –अ इ उ ए ऐ ओ औ)

ख (दीघ स्वर –आ ई ऊ)

ग (संयुक्त स्वर –ए ए ओ औ)

हृद्द स्वर – ये स्वर एक मात्रिक भी कहलाते हैं। इस स्वर के उच्चारण में एक मात्र लगती है।
दीघण स्वर – हंसव के साथ हंसव स्वर को मिलने से जो स्वर बनाता है , उसे दीघण स्वर कहते हैं।
संयुक्त स्वर – दो स्वरों के योग से जो स्वर बनाता है उसे संयुक्त स्वर कहते।

अभ्यास

सभी स्वरों को दस बार लिखिए:–

..........................................................................................................................................................
विषय : व्यंजन

स्वरों की सहायता से जिन वर्णों का उच्चारण होता है उसे व्यंजन वर्ण कहते हैं।
हिंदी के २३ व्यंजन वर्णों को तीन श्रेणियों में रखा गया है:..............
1 स्पशण
2 अंतस्थ
3 ऊष्म
1 स्पशण व्यंजन – इनका उच्चारण कंठ,तालु,मूर्धा,दंतोष्ठ्य स्थानों को स्पशण से होता है। अतः यह स्पशण व्यंजन कहे जाते हैं। उच्चारण स्थानों के आधार पर इनके वर्ग इस प्रकार हैं।

1 (क वर्ण – क ख ग घ ङ )कंठ से
2 (च वर्ण – च छ ज झ ञ )तालु से
3 (ट वर्ण – ट ठ ड ढ ण )मूर्धा से
4 (त वर्ण – त थ द ध न )दन्त से
5 (प वर्ग – प फ ब भ म )आंतस्थ

स्पशण व्यंजनों की संख्या कुल २५ है ........

2 अंतस्थ व्यंजनों की संख्या ५ है –य र ल ब

ऊष्म व्यंजन –इनकी संख्या ४ है –श ष स ह

अल्पप्राण –धन्याँ निम्नलिखित हैं ........
क, ग, ड
च, ज, झ
ट, ड, ण
t, d, n
प, ब, म
tथा अंतस्थ – य र ल व
व्यंजन वर्ग का दूसरा और चौथा वर्ण महाप्राण हैं उसे ऊष्म वर्ण भी कहते हैं।
वे निम्नलिखित हैं ..............
ख घ
च झ
ट ठ
ठ ध
फ ब
tथा ऊष्म वर्ण – श स ष स ह
घोष और अघोष
घोष जिन वर्णों के उच्चारण में स्वर तत्त्वप्राप्तियाँ आपस में झंकृत होती हैं वे घोष कहलाती हैं।
हर वर्ण का तीसरा चौथा और पाँचवाँ वर्ण घोष है –
ग घ ङ
ज झ ज
ड ढ ण
ढ ध न
ब भ म

इसके अतिरिक्त सभी स्वर वर्ण घोष हैं। ये घोष वर्ण हैं –य र ल व और ह

अघोष – जिनके उच्चारण में सर तत्वियाँ झंकूत नहीं होती, अघोष कहलाती है –
क ख
च छ
ट ठ
t थ
प फ
इनके अतिरिक्त श्य स अघोष ही हैं।
दिन दूसरा

मंगलवार, ०५/०९/२०१७

समय: १०:०० से १२:००

विषय: काल

हिंदी में तीन काल हैं –

वर्तमान

भूतकाल

भविष्यकाल

वर्तमान काल – क्रिया के उस रूप को वर्तमान काल कहते हैं जिसमें क्रिया के अभी होने का बोध हो उसे वर्तमान काल कहते हैं।

उदा, हम जा रहे हैं।

सीता पढ़ रही है।

भूतकाल – क्रिया के उस रूप को भूतकाल कहते हैं जिसमें क्रिया के भूतकाल में सम्पन्न होने का बोध होता है।

उदा, हम गए थे।

सीता ने पढ़ा था।

भविष्यकाल
क्रिया के उस रूप को भविष्यकाल कहते हैं जिसमें क्रिया के कल होने की संभावना हो उसे भविष्यकाल कहते हैं।

उदा, हम जाएंगे।

सीता पढ़ेगी।

स्वाध्याय : उपयुक्त उदाहरणों को पाँच - पाँच बार लिखिए।

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दिन तीसरा

बुधवार, दि.06/09/2017

समय: १०:०० से १२:००

वाक्य रचना १

परिभाषा: आदमी के भावों और विचारों को पूर्ण रूप से प्रकट करने वाले शब्द समूह को वाक्य कहते हैं।

उदा: मैं किताब पढ़ता हूँ।

तुम्हारा नाम क्या है?

तुम घर कब लौटोगे?

जब भूख लगती है तो बच्चा रोता है।

वाक्य के भेद

रचना के अनुसार वाक्य के तीन भेद हैं – १ सरल वाक्य

२ मिश्र वाक्य

३ संयुक्त वाक्य

१ सरल वाक्य – सीता पढ़ती है।

पूजा पलंग पर सोती है।

वे ईश्वर की उपासना में लीन थे।

२ मिश्र वाक्य – वह कौन भारतीय है, जिसने सावरकरजी का नाम नहीं सुना हो।
राधा ने कहा कि मैं आऊँगी पर नहीं आ सकी।

अभ्यास : हर वाक्य पांच पांच बार लिखिए.....

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वाक्य रचना २

अर्थ के अनुसार वाक्य के भेद २

वाक्य के आठ भेद हैं ..... 

१ विधिवाचक वाक्य – मैंने रोटी खायी।
        मैंने स्नान किया।

२ निषेधवाचक वाक्य – मैंने रोटी नहीं खायी।

३ आश्चर्यवाचक वाक्य – तुम स्कूल जाओ।

४ प्रश्नवाचक वाक्य – तुम्हारा घर कहाँ है?
५ विस्मयवाचक वाक्य – ऑरे! तुम कह क्या रहे हो?

६ संदेहवाचक वाक्य – वह स्कूल गया होगा।

७ इच्छावाक्य – ईश्वर आपका भला करे।

८ अलंकारवाचक वाक्य – बादल छाता तो पानी बरसता।

अभ्यास : सभी वाक्यों को पाँच-पाँच बार लिखिए।

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दिन चौथा

गुरुवार दि.07/09/2017

समय: 10:00 से 12:00

संभाषण

मेरी रुचि

जैसे: पढ़ना, लिखना, संगीत सुनना, तैरना, खेलना आदि

प्रश्न - आपको किस खेल में रुचि है?

उत्तर - मुझे पढ़ने में रुचि है.

प्रश्न - आपको किस खेल में रुचि है?

उत्तर - मुझे लिखने में रुचि है.

प्रश्न - आपको किस खेल में रुचि है?

उत्तर - मुझे लिखने में रुचि है.

प्रश्न - आपको किस खेल में रुचि है?

उत्तर - मुझे संगीत में रुचि है.
प्रश्न - आपको किस खेल में रुचि है?
उत्तर - मुझे खेलने में रुचि है.

इस प्रकार से आप प्रश्न पूछकर ओरं की रुचि जान सकते हैं

त्यौहार

प्रश्न - आपके देश में कौनसे त्यौहार मनाये जाते हैं?
उत्तर -.................................................................

प्रश्न - वह त्यौहार कैसे मनाते हैं?
उत्तर -.................................................................

इस प्रकार से प्रश्न पूछकर देश में मनाये जानेवाले त्यौहार जाने जा सकते हैं
दिन – पाँचवाँ  
तिथि – 08 सितंबर 2017, शुक्रवार  
समय – 10:00 से 12:00  

विषय: संज्ञा (Noun) Meishi  

किसी भी नई भाषा को समझने से पहले उस भाषा के शब्दों को सुनना, जानना और समझना जरूरी है। हम नई भाषा के शब्दों को सुन तो लेते हैं परंतु उसका अर्थज्ञान न होने पर सुने हुए शब्द कोई शब्द ही रह जाते हैं और जब उन्हें शब्दों का अर्थ ज्ञान होने लगता है तो उनका उचित प्रयोग करके नई भाषा को आसानी से सीख पाते हैं। किसी भी परिवार का छोटा सा बालक भी माँ, बाबा, पापा, नाना जैसे शब्दों से भाषा को सीखता है। इन्हें शब्दों को वह आगे चलकर संज्ञा और सर्वनाम के रूप में सीख कर भाषा की नींव को पृथ्वी बनाता है। प्रत्येक भाषा की अपनी विशेषता होती है अतः हिंदी को सीखने के लिए संज्ञा शब्दों के साथ सर्वनामों को भी समझ लेना आवश्यक है।  

• संज्ञा – नाम बताने वाले शब्द। जिस शब्द से किसी नाम का बोध होता है, उसे संज्ञा कहते हैं।  
• संज्ञा की परिभाषा – “जिस शब्द से किसी वस्तु, व्यक्ति या स्थान के नाम का बोध होता हो उसे संज्ञा कहते हैं।“

- पुस्तक अच्छी है।  
- भारत महान है।  
- विद्वार्थी हिंदी पढ़ता है।  
- किसी की बुराई मत करो।  
हेमजिस्म वाक्यों में ‘पुस्तक’, ‘भारत’, ‘विद्वार्थी’ और बुराई शब्द क्रमशः वस्तु, स्थान, व्यक्ति और भाव के नाम हैं इसलिए ये शब्द संज्ञाएँ हैं।  

उदाहरण :-
- वस्तु – कुस्ती, मेज, कलम, पुस्तक, कंप्यूटर, मोबाइल फोन, पंख, रेलगाड़ी, रोटी इत्यादि।  
- भाव – दर्द, धकावट, खुशी, गर्मी, आजादी इत्यादि।  
- व्यक्ति – दीपक, विजया, कमल, मदन, रेमेश इत्यादि।
स्थान – दिल्ली, मुंबई, काशी, इलाहाबाद, कश्मीर, शिमला इत्यादि।
पशु-पक्षी – मौर, मकडी, मक्खी, अजगर, बकरी, गाय, बिच्छु, साप, शेर, बाघ, हाथी इत्यादि।

- संज्ञा शब्दों के लक्षण :-
  प्राणिवाचक संज्ञा शब्द – बच्चा, गाय, चिडिया, आदमी इत्यादि।
  अप्राणिवाचक संज्ञा शब्द – किताब, मकान, पर्वत इत्यादि।
  जिन संज्ञा शब्दों की गिनती की जा सकती है –
  केला, लडके, पुस्तक, कलम इत्यादि।
  जिन संज्ञा शब्दों को गीता नहीं जा सकता –
  दूध, पानी, हवा, प्रेम, क्रोध इत्यादि।

- संज्ञा के भेद –
  १) व्यक्तिवाचक संज्ञा – जिस संज्ञा से किसी व्यक्ति, प्राणी, वस्तु अथवा स्थान का बोध हो।
    उदाहरण – महात्मा गाँधी (व्यक्ति-विशेष)
    गोदान (पुस्तक-विशेष)
    हिमालय (पर्वत-विशेष)
    जापान (देश-विशेष)
  २) जातिवाचक संज्ञा – जिस संज्ञा से जाति, वर्ग या समूह का बोध हो।
    उदाहरण – मनुष्य, गाय, नदी, पर्वत, देश इत्यादि।
  ३) भाववाचक संज्ञा – जिस संज्ञा शब्द से गुण, दशा या भावना का बोध हो।
    उदाहरण – मित्रता, पहाड़, बचपन, सच्चाई, ईमानदारी, प्रेम, शीतलता, इत्यादि।
  ४) द्रव्यवाचक संज्ञा – जिस संज्ञा से किसी रूप, पदार्थ या राशि का बोध हो।
    उदाहरण – सोना, रूपया, अनाज, हवा, दूध इत्यादि।
  ५) समूहवाचक संज्ञा – जिस संज्ञा से प्राणियों, वस्तुओं या पदार्थों के समूह का बोध हो।
    उदाहरण – भीड़, सेना, परिवार इत्यादि।
स्वाध्याय :-
निम्नलिखित शब्दों में से वस्तु, व्यक्ति एवं स्थान का बोध कराने वाले संज्ञा शब्दों को छाँट कर लिखिए।

संज्ञा शब्द – दिल्ली, लॅपटॉप, पेन्सिल, जवाहरलाल नेहरु, जापान, लंदन, मदर टेरेसा, खुशी, गर्मी, आजादी, मेज, गाय, मुंबई, स्पेश, काशी, पुस्तक, रोटी, बाघ, शिमला, पंखा, दर्द, थकावट

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सर्वनाम (Pronoun) Daimeishi

- सर्वनाम – संज्ञा के स्थान पर जिन शब्द का प्रयोग होता है। उसे सर्वनाम कहते हैं।

उदाहरण – मैं, तुम, आप, हम, यह, वह, यहाँ, वहाँ, कौन, क्या, कैसे।

मैं सिपाही बनूँगा।
वह बहुत सुन्दर है।
यह मेरा दोस्त है।
तुम अच्छे हो।
हम साथ हैं।
आप कैसे हैं?
यहाँ कक्षा चल रही है।
वहाँ मेला लगा है।
कौन बोल रहा है?
क्या हुआ?
तुम कैसे हो?
हम कहाँ हैं?
वहाँ कौन है?
मैं रमेश हूँ।
तुम कौन हो?

- सर्वनाम के भेद :-

1) पुरुषवाचक सर्वनाम – मैं, तुम, आप, हम, मेरा, तुम्हारा, हमारा

2) निष्क्रियवाचक / (संकेतवाचक) सर्वनाम – यह, ये, वे, वह, वो

3) अनिश्चितवाचक सर्वनाम – कुछ, कोई, कुछ भी, सब कुछ, सब लोग

4) संबंधवाचक सर्वनाम – जो, जैसा, जिसकी
प्रश्नवाचक सर्वनाम – कौन, क्या, कैसे, किसे

निजवाचक सर्वनाम – खुद, अपने आप, स्वयं

स्वाध्याय:-

निम्नलिखित वाक्यों से सर्वनाम शब्द को छाँट कर लिखिए।

वाक्य		सर्वनाम शब्द

- मैं हूँ न।
- आप चलेंगे।
- हम पढ़ेंगे।
- क्या खबर है?
- कौन खेलेगा?
- कुछ खिलाओगे।
- वे खुद चले गए।
- यह क्या है?
- हम भारत जा रहे हैं।
- तुम मेरे साथ आओगे।
- आज उसकी परीक्षा है।
- वो बाजार गये हैं।
- वो उसका घर है।
- यह पुस्तक मेरी नहीं है।
- वे कल जाएंगे।
• ये लोग वहाँ रहते हैं। ------------------

• कुछ भी चलेगा। ------------------

• कोई जा रहा है। ------------------

• कुछ करना होगा। ------------------

• सब लोग आयेंगे। ------------------

• उसके जैसा कोई नहीं। -------------

• जो कल आयेगा उसको देना। ------------------

• क्या बात है  ? ------------------

• कौन आ रहा है  ? ------------------

• किसका नाम है  ? ------------------

Link –

http://www.youtube.com/watch?V= aSx5D6Ao9A
http://www.youtube.com/watch?V= C4ApEenqFqO
http://www.youtube.com/watch?V= Tir5h9QCiUU
http://www.youtube.com/watch?V= tCqYFmaRE1U
दिन: क्षत्रिय
दिनांक: 11 सितंबर, 2017 सोमवार
समय: 10:00 से 12:00

विषय: लिंग भेद (Sei)

लिंग भेद विद्या की प्रत्येक भाषा में एक ही समान है परंतु भेद के आधार पर शब्दों का परिवर्तन हिंदी भाषा की अपनी विशेषता है। हिंदी में भी लिंग भेद को संज्ञा सर्वनामों से आसानी से पहचाना जा सकता है परंतु संज्ञा सर्वनामों के अनुपुर्ण क्रिया में होने वाले परिवर्तन को भी समझ लेना आवश्यक है।
उदा. लड़का खेलता है।
इस उदाहरण में लड़का और लड़की शब्द से उनके लिंग का पता तो चलता है परंतु क्रिया में लड़के के लिए खेलता और लड़की के लिए खेलती शब्द के आधार पर क्रिया में होनेवाले परिवर्तन का बोध होता है।

लिंग (Gender)

लिंग का अर्थ है- चिन्हा लिंग से खी-पुरुष के भेद को जाना जाता है।
लिंग के दो भेद है –

१. पुलिंग – आदमी, लड़का, चाचा, पिता, दादा, नाना, शिक्षक, शेर, नाग, मोर, पंडित, सोनार, बछड़ा, चूहा, कुत्ता इत्यादि।

२. खीलिंग – औलत, लड़की, चाची, नागिन, मोरनी, पंडिताईन, सोनारी, शिक्षिका, दादी, माता, शेरनी, कुतिया चुहिया, इत्यादि।
क्रिया (Verb) Doushi

“क्रिया अर्थात जिससे किसी कार्य के होने का बोध हो।“
उदा. - हँसना, रोना, खेलना, पढना, लिखना, आना, जाना, सोना, खाना, पीना, बोलना इत्यादि।
लिंग और क्रिया के प्रयोग से बनने वाले छोटे-छोटे वाक्य।

- लड़का खेलेगा।
- लड़की खेलेगी।
- आदमी जाता है।
- औरत जाती है।
- रमेश आता है।
- रानी आती है।
- शेर सोयेगा।
- शेरनी सोयेगी।
- दादाजी चाय पियेगे।
- दादीजी चाय पियेगी।
- राम लिखेगा।
- कमला लिखेगी।
- जॉन पढेगा।
- जया पढेगी।
- पिताजी हँसेंगे।
- माँ हँसेंगी।
- बैल चारा खायेगा।
- गाय चारा खायेगी।

* उचित शब्द चुन कर रिक्त स्थानों की पूर्ति कीजिए।
  1. लडका ------------------------------- | (खेलेगा / खेलेगी)
  2. सीमा केला ------------------------------- | (खायेगा / खायेगी)
  3. माँ --------------------------------------- | (हँसेंगे / हँसेंगी)
  4. दादाजी चाय ------------------------------- | (पियेंगे / पियेंगी)
  5. जोन --------------------------------------- | (पढ़ेगा / पढ़ेगी)
  6. राजू --------------------------------------- | (लिखेगा / लिखेगी)
  7. शेरनी --------------------------------------- | (सोयेगा / सोयेगी)
  8. रमेश --------------------------------------- | (आयेगा / आयेगी)
  9. औरत --------------------------------------- | (जाता है / जाती है)
10. बच्चा --------------------------------------- | (रोता है / रोती है)

* निम्नलिखित वाक्यों में से क्रियाएँ चुन कर लिखिए।
  1. मुझे लिखना है | -------------------------------
  2. मैं आम खाऊँगा | -------------------------------
  3. तुम क्या खाओगे? | -------------------------------
  4. हम खेलेंगे। | -------------------------------
  5. रामू बोलेगा। | -------------------------------
  6. वह दौड़ेगा। | -------------------------------
Link –

http://www.youtube.com/watch?v=zOwKM3caxwA
http://www.youtube.com/watch?v=5_alozhs12U
http://www.youtube.com/watch?v=QhkY40_03wk
http://www.youtube.com/watch?v=CX1QZxio7XO
विषय :- सहायक क्रिया

जो क्रिया मुख्य क्रिया का पूरा आशय स्पष्ट करने में सहायता प्रदान करती है, उसे सहायक क्रिया कहते हैं।

जैसे - बच्चा रोने लगा।

सोनू थक गया है।

रानी लिख रही है।

हम पढ़ रहे हैं।

उपर्युक्त वाक्य में ‘रोना’, ‘थकना’, ‘लिखना’, ‘पढना’ मुख्य क्रियाएं हैं तथा ‘लगा’, ‘गया है’, ‘रही है’ और ‘रहे हैं’ सहायक क्रियाएं हैं जो कि वाक्य को पूरा करने में सहायता प्रदान कर रही हैं। वाक्य में कभी एक क्रिया और कभी एक से अधिक क्रियाएं सहायक क्रियाओं का काम करती हैं। वाक्य में लिंग और वचन के आधार पर सहायक क्रियाओं में परिवर्तन देखा जाता है।

लिंग के आधार पर परिवर्तन के उदाहरण -

<table>
<thead>
<tr>
<th>पुलिंग</th>
<th>स्त्रीलिंग</th>
</tr>
</thead>
<tbody>
<tr>
<td>लड़का खेल रहा है।</td>
<td>लड़की खेल रही है।</td>
</tr>
<tr>
<td>रामू सो रहा है।</td>
<td>रानी सो रही है।</td>
</tr>
<tr>
<td>बच्चा रोने लगा है।</td>
<td>बच्ची रोने लगी है।</td>
</tr>
<tr>
<td>सोनू खा चुका है।</td>
<td>मोनी खा चुकी है।</td>
</tr>
<tr>
<td>मोहन लिख चुका है।</td>
<td>कमला लिख चुकी है।</td>
</tr>
</tbody>
</table>

वचन के आधार पर परिवर्तन के उदाहरण -

<table>
<thead>
<tr>
<th>एक वचन</th>
<th>बहु वचन</th>
</tr>
</thead>
<tbody>
<tr>
<td>मैं पढ़ रहा हूँ।</td>
<td>हम पढ़ रहे हैं।</td>
</tr>
<tr>
<td>मैं लिख रहा हूँ।</td>
<td>हम लिख रहे हैं।</td>
</tr>
</tbody>
</table>
लड़का खेल रहा है। | लड़के खेल रहे हैं।
बच्चा खा चुका है। | बच्चे खा चुके हैं।
राम गा चुका है। | सभी गा चुके हैं।

स्वाध्याय —

निम्नलिखित वाक्यों में से सहायक क्रिया चुन कर लिखिए:-

1. मैं पढ़ रहा हूँ। -----------------------------
2. माँ खाना पका रही है। -----------------------------
3. रमा सितार बजा रही है।-----------------------------
4. मुना रो रहा है। -----------------------------
5. बच्चा सो रहा है। -----------------------------
दिन : सातवाँ
दिनांक : 12 सितंबर, 2017 मंगलवार
समय : 10:00 से 12:00

विषय : अभिवादन व संभाषण (Kaiwa)

किसी भी भाषा में बात करने से पहले उस भाषा के जिन प्रारंभिक शब्दों से हम बातचीत की शुरुवात करते हैं, उसे अभिवादन कहा जा सकता है।

उदा.:- नमस्ते, सुप्रभात, शुभरात्री, फिर मिलेंगे, धन्यवाद, आप का स्वागत है इत्यादि।

इन अभिवादनों के साथ हम किसी के भी साथ हिंदी में बातचीत की शुरुवात कर सकते हैं।

अभिवादन के साथ हम अपना परिचय दे कर लोगों को अपने आप से परिचित करवा सकते हैं। इसी प्रकार उनसे उनका परिचय ले कर जान-पहचान बना सकते हैं और छोटे - छोटे संवादों से बातचीत की शुरुवात कर सकते हैं।

जब दो या दो से अधिक व्यक्ति आपस में सार्थक शब्दों में बातचीत करते हैं तो उसे संभाषण कहते हैं। संभाषण के लिए उपयोगी प्रारंभिक संवाद :-

नमस्ते!
सुप्रभात!
शुभसंध्या!
शुभरात्री!
अलविदा!
फिर मिलेंगे!
धन्यवाद!
बहुत धन्यवाद!
आपका स्वागत है!

संभाषण Kaiwa

माफ किजिए।
कोई बात नहीं।
आप का स्वागत है।
अपना खयाल रखिए।
आप कैसे हैं?
मैं ठीक हूँ।
आप का शुभ नाम क्या है?
मेरा नाम युकी है।
आप कहाँ रहते हैं?
मैं हीरानंदानी इंस्टीट्यूट में रहता हूँ।
आप कहाँ जा रहे हैं?
मैं कॉलेज जा रहा हूँ।
आप क्या करते हैं?
मैं विद्यार्थी हूँ।
दिन : आठवाँ (Hindi Lesson 8)
दिनांक : 13 सितंबर, 2017 बुधवार
समय : 10:00 से 12:00

विषय : आत्मपरिचय (Jiko Shoukai)
मेरा परिवार (Watashi no Kazoku)

प्रारंभिक परिचय :-

नमस्ते!
मेरा नाम प्रेरणा है।
आप से मिल कर खुशी हुई।

आत्मपरिचय :- Jiko Shoukai

नमस्ते!
मेरा नाम रिया है।
मैं जापान से भारत आयी हूं।
मैं हिंदी सीख रही हूं।
मुझे यहाँ रहना अच्छा लग रहा हैं।
धन्यवाद!

स्वाध्याय :-
अपने बारे में लिखिए:-

----------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------
मेरा परिवार Watashi no Kazoku

मेरा नाम रिया है।

मेरा परिवार जापान के कोट्यो शहर में रहता है।

मेरे परिवार में मेरे माता पिता, दादा – दादी और एक छोटी बहन है।

हमने एक प्यारी सी बिल्ली भी पाली है।

मेरे पापा व्यापारी हैं।

मेरे दादा – दादी मुझे बहुत प्यार करते हैं।

स्वाध्याय :-

अपने परिवार के बारे लिखिए -
English Conversational Skills

会話英語

Duration: 16 hours

期間-16 時間

Faculty: Prof. Prashant Purushottam Dharmadhikari
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>08.30-09.30</th>
<th>09.30-10.00</th>
<th>10.00-12.00</th>
<th>12.00-13.00</th>
<th>13.00-15.00</th>
<th>15.00-17.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Yoga and Pranayam 1</td>
<td>Breakfast</td>
<td>Hindi Lesson 1</td>
<td>Lunch</td>
<td>English Lesson 1</td>
<td>Interaction at Management Institute</td>
</tr>
<tr>
<td>04/09/2017</td>
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<tr>
<td>Tuesday</td>
<td>Yoga and Pranayam 2</td>
<td>Breakfast</td>
<td>Hindi Lesson 2</td>
<td>Lunch</td>
<td>English Lesson 2</td>
<td>Interaction at VPM’s Polytechnic, Thane</td>
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<td>05/09/2017</td>
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<td>Wednesday</td>
<td>Yoga and Pranayam 3</td>
<td>Breakfast</td>
<td>Hindi Lesson 3</td>
<td>Lunch</td>
<td>English Lesson 3</td>
<td>Interaction at Law College, Thane</td>
</tr>
<tr>
<td>06/09/2017</td>
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<tr>
<td>Thursday</td>
<td>Yoga and Pranayam 4</td>
<td>Breakfast</td>
<td>Hindi Lesson 4</td>
<td>Lunch</td>
<td>English Lesson 4</td>
<td>Interaction at Science College, Thane</td>
</tr>
<tr>
<td>07/09/2017</td>
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<tr>
<td>Friday</td>
<td>Yoga and Pranayam 5</td>
<td>Breakfast</td>
<td>Hindi Lesson 5</td>
<td>Lunch</td>
<td>English Lesson 5</td>
<td>Interaction at Arts/Commerce College, Thane</td>
</tr>
<tr>
<td>08/09/2017</td>
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<tr>
<td>Saturday</td>
<td>Breakfast, departure</td>
<td>Journey: Thane to Nashik</td>
<td>Visit to Buddha Vihar and Pandav Leni</td>
<td>Lunch</td>
<td>Visit to temples in Panchavati</td>
<td>Return journey: Nashik to Thane</td>
</tr>
<tr>
<td>09/09/2017</td>
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<tr>
<td>Sunday</td>
<td>Breakfast, departure to Mumbai</td>
<td>Visit to Gateway of India</td>
<td>Visit to Mani Bhavan</td>
<td>Lunch</td>
<td>Visit to Discovery of India Exhibition</td>
<td>Return journey: Mumbai to Thane</td>
</tr>
<tr>
<td>10/09/2017</td>
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<tr>
<td>Monday</td>
<td>Yoga and Pranayam 6</td>
<td>Breakfast</td>
<td>Hindi Lesson 6</td>
<td>Lunch</td>
<td>English Lesson 6</td>
<td>Home Visits</td>
</tr>
<tr>
<td>11/09/2017</td>
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<tr>
<td>Tuesday</td>
<td>Yoga and Pranayam 7</td>
<td>Breakfast</td>
<td>Hindi Lesson 7</td>
<td>Lunch</td>
<td>English Lesson 7</td>
<td>Sports Event at Thane College</td>
</tr>
<tr>
<td>12/09/2017</td>
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<tr>
<td>Wednesday</td>
<td>Yoga and Pranayam 8</td>
<td>Breakfast</td>
<td>Hindi Lesson 8</td>
<td>Lunch</td>
<td>English Lesson 8</td>
<td>Sports Event at Thane College</td>
</tr>
<tr>
<td>13/09/2017</td>
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<td></td>
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</tr>
<tr>
<td>Thursday</td>
<td>Yoga and Pranayam 9</td>
<td>Breakfast</td>
<td>Enrichment Lecture 1</td>
<td>Lunch</td>
<td>Watching Hindi Movie</td>
<td>Cultural Programme</td>
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<tr>
<td>14/09/2017</td>
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<tr>
<td>Friday</td>
<td>Yoga and Pranayam 10</td>
<td>Breakfast</td>
<td>Enrichment Lecture 2</td>
<td>Lunch</td>
<td>Valedictory and Disbursal of Certificates</td>
<td>Preparation for departure to airport</td>
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<td>15/09/2017</td>
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</tbody>
</table>
English Lesson 1

PART: 1

Basic English Usage (Grammar): 英語文法

Date: 4th September, Monday

Time: 13.00-15.00

- Ice breaking Session
- Self-Introduction, Greeting People, Leave Taking and
- Introducing Yourself and Others
- Language Game – A Vocabulary Game named ‘Spell Chain’
- Pre-Training Evaluation- One Minute Talk
- Parts of Speech

Ice breaking session

The teacher-facilitator will conduct ice-breaking session for the students. This would help them to know each other and thereby forming a cohesive learning group which would be quite helpful for further English conversation activities.

References:

http://www.eslgold.com/speaking/phrases.html

http://www.teachingenglish.org.uk/article/speaking-activities

- Pre-Training Evaluation:
  The students will be asked to speak upon a particular topic for 1 or 2 minutes in English. This game would give an idea to the teacher to evaluate the understanding, thought process and fluency of every student.

Diagnostic Test: A diagnostic test is taken from the students to evaluate the level of the student.
Language Game – A Vocabulary Game named ‘Spell Chain’

The teacher will give a word and ask a student to spell it, and then a second student should say a word beginning with the last letter of the word given. The game continues until someone makes a mistake, that is, to pronounce the word incorrectly, misspell it or come up with a word that has been said already, then he/she is out. The last one remaining in the game is the winner. This game can be made difficult by limiting the words to a certain category, e.g., food, tools, or nouns, verbs, etc.

Parts of Speech

In the English language, words can be considered as the smallest elements that have distinctive meanings. Based on their use and functions, words are categorized into several types or parts of speech. This article will offer definitions and examples for the 8 major parts of speech in English grammar: noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection.
1. **Noun**

This part of a speech refers to words that are used to name persons, things, animals, places, ideas, or events. Nouns are the simplest among the 8 parts of speech, which is why they are the first ones taught to students in primary school.

Examples:

- *Tom Hanks* is very versatile.
- The italicized noun refers to a name of a person.
- *Dogs* can be extremely cute.
- In this example, the italicized word is considered a noun because it names an animal.
- It is my *birthday*.
- The word “birthday” is a noun which refers to an event.

There are different types of nouns namely:

- **Proper**— proper nouns always start with a capital letter and refers to specific names of persons, places, or things.
  - Examples: Volkswagen Beetle, Shakey’s Pizza, Game of Thrones
- **Common**— common nouns are the opposite of proper nouns. These are just generic names of persons, things, or places.
  - Examples: car, pizza parlor, TV series
- **Concrete**— this kind refers to nouns which you can perceive through your five senses.
  - Examples: folder, sand, board
- **Abstract**— unlike concrete nouns, abstract nouns are those which you can’t perceive through your five senses.
  - Examples: happiness, grudge, bravery
- **Count**— it refers to anything that is countable, and has a singular and plural form.
  - Examples: kitten, video, ball
- **Mass**— this is the opposite of count nouns. Mass nouns are also called non-countable nouns, and they need to have “counters” to quantify them.
  - Examples of Counters: kilo, cup, meter
  - Examples of Mass Nouns: rice, flour, garter
- **Collective**— refers to a group of persons, animals, or things.
  - Example: faculty (group of teachers), class (group of students), pride (group of lions)

This great list of nouns can help you explore more nouns.

2. **Pronoun**

A pronoun is a part of a speech which functions as a replacement for a noun. Some examples of pronouns are: *I, it, he, she, mine, his, hers, we, they, theirs, and ours.*

Sample Sentences:
Janice is a very stubborn child. She just stared at me and when I told her to stop.

The largest slice is mine.

We are number one.

The italicized words in the sentences above are the pronouns in the sentence.

3. Adjective

This part of a speech is used to describe a noun or a pronoun. Adjectives can specify the quality, the size, and the number of nouns or pronouns.

Use this link to get a list of adjectives.

Sample Sentences:

- The carvings are intricate.
- The italicized word describes the appearance of the noun “carvings.”
- I have two hamsters.
- The italicized word “two,” is an adjective which describes the number of the noun “hamsters.”
- Wow! That doughnut is huge!
- The italicized word is an adjective which describes the size of the noun “doughnut.”

4. Verb

This is the most important part of a speech, for without a verb, a sentence would not exist. Simply put, this is a word that shows an action (physical or mental) or state of being of the subject in a sentence.

Examples of “State of Being Verbs” : am, is, was, are, and were

Sample Sentences:

- As usual, the Stormtroopers missed their shot.
- The italicized word expresses the action of the subject “Stormtroopers.”
- They are always prepared in emergencies.
- The verb “are” refers to the state of being of the pronoun “they,” which is the subject in the sentence.

5. Adverb

Just like adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb.

The different types of adverbs are:

- Adverb of Manner – this refers to how something happens or how an action is done.
- Example: Annie danced gracefully.
The word “gracefully” tells how Annie danced.

**Adverb of Time** - this states “when” something happens or “when” it is done.

Example: She came yesterday.

The italicized word tells when she “came.”

**Adverb of Place** - this tells something about “where” something happens or “where” something is done.

Example: Of course, I looked everywhere!

The adverb “everywhere” tells where I “looked.”

**Adverb of Degree** - this states the intensity or the degree to which a specific thing happens or is done.

Example: The child is very talented.

The italicized adverb answers the question, “To what degree is the child talented?”

6. **Preposition**

This part of a speech basically refers to words that specify location or a location in time.

Examples of Prepositions: above, below, throughout, outside, before, near, and since

Sample Sentences:

- Micah is hiding under the bed.
  - The italicized preposition introduces the prepositional phrase “under the bed,” and tells where Micah is hiding.
- During the game, the audience never stopped cheering for their team.
  - The italicized preposition introduces the prepositional phrase “during the game,” and tells when the audience cheered.

7. **Conjunction**

The conjunction is a part of a speech which joins words, phrases, or clauses together.

Examples of Conjunctions: and, yet, but, for, nor, or, and so

Sample Sentences:

- This cup of tea is delicious and very soothing.
- Kiyoko has to start all over again because she didn’t follow the professor’s instructions.
- Homer always wanted to join the play, but he didn’t have the guts to audition.

The italicized words in the sentences above are some examples of conjunctions.

8. **Interjection**

This part of a speech refers to words which express emotions. Since interjections are commonly used to convey strong emotions, they are usually followed by an exclamation point.
Examples of Interjections:

Sample Sentences:

- **Ouch**! That must have hurt.
- **Hurray**, we won!
- **Hey**! I said enough!

The bold words attached to the main sentences above are some examples of interjections.

**Final Thoughts**

You must familiarize yourself with the different parts of speech discussed in this article because they are among the most fundamental concepts that you will encounter throughout your study of grammar. An in-depth knowledge of this topic will not only make you a better writer, but an effective communicator as well.
English Lesson 2

Date: 5th September 2017, Tuesday

Basic English Usage (ベーシック英語使用法)

Time: - 13.00– 15.00

- Articles, Prepositions, Conjunctions and Verbs
- Revision and Practice Exercises
- Verb Tenses

Articles

The English Language has two types of articles: definite (the) and indefinite (a, an.) The use of these articles depends mainly on whether you are referring to any member of a group, or to a specific member of a group:

<table>
<thead>
<tr>
<th>SIngular</th>
<th>A/An</th>
<th>The</th>
</tr>
</thead>
<tbody>
<tr>
<td>a dog</td>
<td>a dog (any dog)</td>
<td>the dog (that specific dog)</td>
</tr>
<tr>
<td>an apple</td>
<td>an apple (any apple)</td>
<td>the apple (that specific apple)</td>
</tr>
<tr>
<td>Plural</td>
<td>some dogs (any dogs)</td>
<td>the dogs (those specific dogs)</td>
</tr>
<tr>
<td></td>
<td>some apples (any apples)</td>
<td>the apples (those specific apples)</td>
</tr>
</tbody>
</table>

INDEFINITE ARTICLES

A / AN

Use 'a' with nouns starting with a consonant (letters that are not vowels),

'an' with nouns starting with a vowel (a,e,i,o,u)

Examples

- A boy
- An apple
A car
An orange
A house
An opera

NOTE:

An before an h mute - an hour, an honour.
A before u and eu when they sound like 'you': a european, a university, a unit

The indefinite article is used:
to refer to something for the first time:
e.g. An elephant and a mouse fell in love.
Would you like a drink?
I've finally got a good job.

to refer to a particular member of a group or class

with names of jobs:
e.g. John is a doctor.
Mary is training to be an engineer.
He wants to be a dancer.

with nationalities and religions:
e.g. John is an Englishman.
Kate is a Catholic.

with musical instruments:
e.g. Sherlock Holmes was playing a violin when the visitor arrived.
(BUT to describe the activity we say "He plays the violin.")

with names of days:
e.g. I was born on a Thursday

 USAGE: to refer to a kind of, or example of something:

e.g. The mouse had a tiny nose

     The elephant had a long trunk

     It was a very strange car

 USAGE: with singular nouns, after the words ‘what’ and ‘such’:

e.g. What a shame!

     She's such a beautiful girl.

 USAGE: meaning 'one', referring to a single object or person:

e.g. I'd like an orange and two lemons please.

     The burglar took a diamond necklace and a valuable painting.

Notice also that we usually say a hundred, a thousand, a million.

 NOTE: that we use 'one' to add emphasis or to contrast with other numbers:

I don't know one person who likes eating elephant meat.

We've got six computers but only one printer.

DEFINITE ARTICLE

THE

Articles in English are invariable. That is, they do not change according to the gender or number of the noun they refer to, e.g. the boy, the woman, the children

'The' is used:

1. to refer to something which has already been mentioned.

   e.g. An elephant and a mouse fell in love.

   The mouse loved the elephant's long trunk, and the elephant loved the mouse's tiny nose.

2. when both the speaker and listener know what is being talked about, even if it has not been
mentioned before.

e.g. 'Where's the bathroom?'

'It's on the first floor.'

3. in sentences or clauses where we define or identify a particular person or object:

e.g. The man who wrote this book is famous.

'Which car did you scratch?' 'The red one'.

My house is the one with a blue door.'

4. to refer to objects we regard as unique:

e.g. the sun, the moon, the world

5. before superlatives and ordinal numbers: (see Adjectives)

e.g. the highest building, the first page, the last chapter.

6. with adjectives, to refer to a whole group of people:

e.g. the Japanese (List of nationalities in English), the old

7. with names of geographical areas and oceans:

e.g. the Caribbean, the Sahara, the Atlantic

8. with decades, or groups of years:

e.g. She grew up in the seventies

Practice session:

Insert 'a', 'an' or the' wherever necessary:

1. I want _____ apple from the basket.
2. ______ church on the corner is progressive.
3. Miss Lin speaks_____ Chinese.
4. I borrowed_____ pencil from your pile of pencils and pens.
5. One of the students said, —______ professor is late today.
6. I bought ____umbrella to go out in the rain.
7. Please give me ______ cake that is on the counter.
8. I lived on______ Main Street when I first came to town.
9. ______ man is known by the company he keeps.
10. ______ Lord Ganesha is ______ Indian God.

**Preposition:**

A Preposition is a word normally placed before nouns or a pronoun.

---

**Prepositions**

- beside
- behind
- in
- on
- under
- in front of
- out of
- over

Prepositions - About, above, across, among, around, at, before, behind, below, beneath, beside, between, by, during, for, from, into, of, off, on, over.

- Tell me *about* your family.
- It was written *by* Shakespeare.
- We went *by* train.
- I was *at* home.
- She came *on* Monday.
- She lives *in* England.
- Come *with* us.
- Where are you *from*?
- I have not seen her *since* two O’clock.
• I have not seen her for two Hours.

Practice Session

Fill in the blanks with appropriate prepositions.

• I’m tired ___ waiting for you.
• The police car chased the robbers ______ the streets.
• You can look the word _____ in the dictionary.
• She had problems _____ reading the instructions.
• The song was written ________ Madonna.

In each of the questions below, three of the words given are common prepositions. One is not a preposition. Your job is to kick out the word

1. over on race through
2. fuzzy between up beside
3. during after outside school
4. across amazingly above about
5. near of screamed without

Prepositions are short words that usually stand in front of nouns

Even advanced learners of English find prepositions difficult, as a 1:1 translation is usually not possible. One preposition in your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart (study tips).

The following table contains rules for some of the most frequently used prepositions in English:
**Prepositions – Time**

<table>
<thead>
<tr>
<th>English</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>• on</td>
<td>• days of the week</td>
<td>• on Monday</td>
</tr>
<tr>
<td>• in</td>
<td>• months / seasons, time of day, year, after a certain period of time (when?)</td>
<td>• in August / in winter, in the morning, in 2006, in an hour</td>
</tr>
<tr>
<td>• at</td>
<td>• for night, for weekend, a certain point of time (when?)</td>
<td>• at night, at the weekend, at half past nine</td>
</tr>
<tr>
<td>• since</td>
<td>• from a certain point of time (past till now)</td>
<td>• since 1980</td>
</tr>
<tr>
<td>• for</td>
<td>• over a certain period of time (past till now)</td>
<td>• for 2 years</td>
</tr>
<tr>
<td>• ago</td>
<td>• a certain time in the past</td>
<td>• 2 years ago</td>
</tr>
<tr>
<td>• before</td>
<td>• earlier than a certain point of time</td>
<td>• before 2004</td>
</tr>
<tr>
<td>• to</td>
<td>• telling the time</td>
<td>• ten to six (5:50)</td>
</tr>
<tr>
<td>• past</td>
<td>• telling the time</td>
<td>• ten past six (6:10)</td>
</tr>
<tr>
<td>• to / till / until</td>
<td>• marking the beginning and end of a period of time</td>
<td>• from Monday to/till Friday</td>
</tr>
<tr>
<td>• till / until</td>
<td>• in the sense of <strong>how long something is going to last</strong></td>
<td>• He is on holiday until Friday.</td>
</tr>
</tbody>
</table>
| • by    | • in the sense of **at the latest** **up to a certain time** | • I will be back by 6 o’clock.  
By 11 o’clock, I had read five pages. |
### Prepositions – Place (Position and Direction)

<table>
<thead>
<tr>
<th>English</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>in</strong></td>
<td>• room, building, street, town, country</td>
<td>• in the kitchen, in London</td>
</tr>
<tr>
<td></td>
<td>• book, paper etc.</td>
<td>• in the book</td>
</tr>
<tr>
<td></td>
<td>• car, taxi</td>
<td>• in the car, in a taxi</td>
</tr>
<tr>
<td></td>
<td>• picture, world</td>
<td>• in the picture, in the world</td>
</tr>
<tr>
<td><strong>at</strong></td>
<td>• meaning <em>next to, by an object</em></td>
<td>• at the door, at the station</td>
</tr>
<tr>
<td></td>
<td>• for <em>table</em></td>
<td>• at the table</td>
</tr>
<tr>
<td></td>
<td>• for events</td>
<td>• at a concert, at the party</td>
</tr>
<tr>
<td></td>
<td>• place where you are to do something typical (watch a film, study, work)</td>
<td>• at the cinema, at school, at school, at work</td>
</tr>
<tr>
<td><strong>on</strong></td>
<td>• attached</td>
<td>• the picture on the wall</td>
</tr>
<tr>
<td></td>
<td>• for a place with a river</td>
<td>• London lies on the Thames.</td>
</tr>
<tr>
<td></td>
<td>• being on a surface</td>
<td>• on the table</td>
</tr>
<tr>
<td></td>
<td>• for a certain side (left, right)</td>
<td>• on the left</td>
</tr>
<tr>
<td></td>
<td>• for a floor in a house</td>
<td>• on the first floor</td>
</tr>
<tr>
<td></td>
<td>• for public transport</td>
<td>• on the bus, on a plane</td>
</tr>
<tr>
<td></td>
<td>• for <em>television, radio</em></td>
<td>• on TV, on the radio</td>
</tr>
<tr>
<td><strong>by, next</strong></td>
<td>• left or right of somebody or something</td>
<td>• Jane is standing by / next to / beside the car.</td>
</tr>
<tr>
<td><strong>to, beside</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>under</strong></td>
<td>• on the ground, lower than something else (or covered by)</td>
<td>• the bag is under the table</td>
</tr>
<tr>
<td><strong>below</strong></td>
<td>• lower than something else but above ground</td>
<td>• the fish are below the surface</td>
</tr>
<tr>
<td><strong>over</strong></td>
<td>• covered by something else</td>
<td>• put a jacket over your shirt</td>
</tr>
<tr>
<td></td>
<td>• meaning <em>more than</em></td>
<td>• over 16 years of age</td>
</tr>
<tr>
<td></td>
<td>• getting to the other side (also <em>across</em>)</td>
<td>• walk over the bridge</td>
</tr>
<tr>
<td></td>
<td>• overcoming an obstacle</td>
<td>• climb over the wall</td>
</tr>
<tr>
<td><strong>above</strong></td>
<td>• higher than something else, but not directly over</td>
<td>• a path above the lake</td>
</tr>
<tr>
<td>English</td>
<td>Usage</td>
<td>Example</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| • across | • getting to the other side (also over)  
• getting to the other side | • walk across the bridge  
• swim across the lake |
| • through | • something with limits on top, bottom and the sides | • drive through the tunnel |
| • to | • movement to person or building  
• movement to a place or country  
• for bed | • go to the cinema  
• go to London / Ireland  
• go to bed |
| • into | • enter a room / a building | • go into the kitchen / the house |
| • towards | • movement in the direction of something (but not directly to it) | • go 5 steps towards the house |
| • onto | • movement to the top of something | • jump onto the table |
| • from | • in the sense of where from | • a flower from the garden |

**Other important Prepositions**

<table>
<thead>
<tr>
<th>English</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>• from</td>
<td>• who gave it</td>
<td>• a present from Jane</td>
</tr>
</tbody>
</table>
| • of | • who/what does it belong to  
• what does it show | • a page of the book  
• the picture of a palace |
| • by | • who made it | • a book by Mark Twain |
| • on | • walking or riding on horseback  
• entering a public transport vehicle | • on foot, on horseback  
• get on the bus |
<p>| • in | • entering a car / Taxi | • get in the car |</p>
<table>
<thead>
<tr>
<th>English</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>• off</td>
<td>• leaving a public transport vehicle</td>
<td>• get off the train</td>
</tr>
<tr>
<td>• out of</td>
<td>• leaving a car / Taxi</td>
<td>• get out of the taxi</td>
</tr>
<tr>
<td>• by</td>
<td>• rise or fall of something</td>
<td>• prices have risen by 10 percent</td>
</tr>
<tr>
<td></td>
<td>• travelling (other than walking or horseriding)</td>
<td>• by car, by bus</td>
</tr>
<tr>
<td>• at</td>
<td>• for age</td>
<td>• she learned Russian at 45</td>
</tr>
<tr>
<td>• about</td>
<td>• for topics, meaning what about</td>
<td>• we were talking about you</td>
</tr>
</tbody>
</table>

- **Conjunctions and Verbs**
- **Revision and Practice Exercises**

Conjunctions are words which join two words or sentences.

The most common conjunctions are ' and', but, for, or, nor, also, either... or,

Neither... nor, after, because, if, that, though, although, till, before, unless, as, not only....but also

- I like football, **but** I don't like handball.
- I was tired, **so** I went to bed.
- We will go either to Singapore **or** to Malaysia this summer.
- **If** you do not listen to me, you must face the consequences.
- **Since** I need you, I like you.
Practice session:

Fill in the blanks in the sentences below using one of the three common conjunctions: and, but, or

1. The school marching band practiced hard______they still did not sound very good.
2. The two brothers went camping_______swimming every summer.
3. Would you like to play cards_______read a book?
4. The race car rounded the track for the last lap________ran out of gas Before it made it to the finish line.
5. Our mother said we could have either pancakes________waffles for breakfast on Saturday morning.
6. The book was over 300 pages long_______I read the whole thing.
7. Maria is not allowed to watch television________play outside until her homework is done.
8. Sarah wants to learn how to knit________she doesn't have any yarn.
9. The policeman catches criminals________keeps everyone safe.
10. Would you rather have a banana________an orange in your lunch today?

References:

http://www.funenglishgames.com/grammargames/conjunction.html
In English, there are three basic tenses: present, past, and future. Each has a perfect form, indicating completed action; each has a progressive form, indicating ongoing action; and each has a perfect progressive form, indicating ongoing action that will be completed at some definite time. Here is a list of examples of these tenses and their definitions:

<table>
<thead>
<tr>
<th></th>
<th><strong>Simple Forms</strong></th>
<th><strong>Progressive Forms</strong></th>
<th><strong>Perfect Forms</strong></th>
<th><strong>Perfect Progressive Forms</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present</strong></td>
<td>take/s</td>
<td>am/is/are taking</td>
<td>have/has taken</td>
<td>have/has been taking</td>
</tr>
<tr>
<td><strong>Past</strong></td>
<td>took</td>
<td>was/were taking</td>
<td>had taken</td>
<td>had been taking</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td>will/shall take</td>
<td>will be taking</td>
<td>will have taken</td>
<td>will have been taking</td>
</tr>
</tbody>
</table>

**Simple Present Tense**

Present tense expresses an unchanging, repeated or recurring action or situation that exists only now. It can also represent a widespread truth.

The mountains are tall and white.

Every year, the school council elects new members.

**Simple Past Tense**

Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in -ed. The irregular verbs have special past tense forms that must be memorized. e.g.

- World War II ended in 1945. (Regular -ed past)
- Ernest Hemmingway wrote “The Old Man and the Sea.” (Irregular form)
Simple Future Tense

Future tense expresses an action or situation that will occur in the future. This tense is formed by using will/shall with the simple form of the verb.

e.g. The minister will finish her term in May of 1998.

The future tense can also be expressed by using am, is, or are with going to.

e.g. The surgeon is going to perform the first bypass in Minnesota.

Progressive Forms

Present Progressive Tense

Present progressive tense describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using am/is/are with the verb form ending in -ing.

e.g.

- The boys are playing hockey
- I am going to the theater tonight
- My uncle is arriving tomorrow

Past Progressive Tense

Past progressive tense describes a past action, which was happening when another action occurred. This tense is formed by using was/were with the verb form ending in -ing.

e.g.

- He was playing chess when I saw him.
- It was raining heavily when I left home this morning.
Future Progressive Tense

Future progressive tense describes an ongoing or continuous action that will take place in the future. This tense is formed by using will be or shall be with the verb form ending in -ing.

e.g.

- The selection committee will be meeting every Wednesday morning.
- Ian will be working on the computer system for the next two weeks.
- We will be writing an exam every afternoon next week.

Perfect Forms

Present Perfect Tense

Present perfect tense describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using has/have with the past participle of the verb.

e.g.

- Gopi has eaten all the biscuits.
- I have finished my work.
- Have you read “The Monk who sold his Ferrari”?
- He has just gone out.

Past Perfect Tense

Past perfect tense describes an action that took place in the past before another past action. This tense is formed by using had with the past participle of the verb.

e.g.

- By the time the troops arrived, the war had ended.
- When I reached the station the train had started.
- I had written the letter before he arrived.
- He told me that he had finished the work.
Future Perfect Tense

Future perfect tense is used to indicate the completion of an action by a certain future time. This tense is formed by using *will have* with the *past participle* of the verb.

e.g.

- By 2008, I *will have completed* my M.B.A.
- Before you go to see him, he *will have left* the place.

Perfect Progressive Forms

Present Perfect Progressive

Present perfect progressive tense describes an action that began in the past, continues in the present, and may continue into the future. This tense is formed by using *has/have been* and the *present participle* of the verb (the verb form ending in -ing).

e.g.

- He *has been sleeping* for five hours.
- They *have been playing* since four o’clock.
- I *have been studying* for two hours.
- We *have been walking* for the past five hours and now we are tired.

Past Perfect Progressive

Past perfect progressive tense is used for an action that began before a certain point in the past and continued up to that time. This tense is formed by using *had been* and the verb (the verb form ending in -ing).

e.g.

- When Ms. Thomas came to St. Mary’s Convent in 1965, Ms. Jolie *had already been* teaching there for five years.
- At that time he *had been writing* a novel for two months.
Future Perfect Progressive

The future perfect progressive tense is used to indicate a continuing action that will be completed at some specified time in the future. This tense is rarely used.

e.g.

1. I will have been studying Greek for three years by the end of this term.
2. By the time the meeting is over, the committee will have been arguing about which candidate to interview for three hours.

Complete the following sentences using the appropriate tense.

EXAMPLE
A) I cannot sleep because the baby (cry) is crying.
B) Tomorrow morning at 8:00 o’clock, I (get) will be getting ready for work.
C) Sandra (travel) has traveled abroad several times.

1. When Carol (call) last night, I (watch) my favorite show on television.
2. I (work) for that company for more than thirty years.
3. Sharon (love) to travel. She (go) abroad almost every summer.
4. Thomas is an author. He (write) mystery novels and travel memoirs. He (write) since he was twenty-eight. Altogether, he (write) seven novels, three collections of short stories and a book of poetry.
5. We were late because we (have) car problems.
6. Sam (try) to change a light bulb when he (slip) and (fell).
7. Every day I (wake) up at 6 o’clock, (eat) breakfast at 7 o’clock and (leave) for work at 8 o’clock. However, this morning I (get) up at 6:30, (skip) breakfast and (leave) for work late because I (forget) to set my alarm.
8. Right now, Jim (read) the newspaper and Kathy (make) .Last night at this time, they (do) the same thing. She (cook) and he (read) the newspaper. Tomorrow at this time, they (do, also) the same thing. She (prepare) dinner and he (read) . They are very predictable people!
9. By this time next summer, you (complete) your studies and (find) a job. I, on the other hand, (accomplish, not) anything. I (study, still) and you (work) in some new high paying job.
10. The students (teach, usually) are by Mr. Smith. However, this week they (teach) by Mr Lobo.

Practice Session 1.

1) The house is dirty. I (clean) ___________ it on Monday.
2) (cook) _______ you _________ on Tuesday, please?
3) It looks like the washer is broken. I (ask) _______ _______ a repair man to come Wednesday.
4) Okay then, our group (meet) _________ _______ on Thursday.
5) Helga (hike) ________ you _______ with us on Friday?
6) If necessary, we (carry) ____________ the supplies in our car Saturday.
7) John and Wes, (read) ______ you ______ to the children on Sunday?

Practice Session 2.

1) I guess I (ride) ________ _______ the bus to save gas.
2) The cookies are all gone. (buy) ________ you ________ some please?
3) Listen, team: we (win) _______ _______ the trophy this year!
4) Everyone is hungry. I (get) ________ _______ some doughnuts for breakfast.
English Lesson 3

創作意欲-韻文-短編小説

Creative Writing: Poetry, short story, haiku

Punctuation, Prefix and Suffix

Date: 6th September 2017, Wednesday

Time: 13.00-15.00

Creative Writing Activities to Explore

1. **Free Writing**—5 minutes to write on a “spark word” determined by the teacher. Then pair and share.

2. **Flying Balls**—Bouncy Castle balls with an opening sentence written on each. Toss a random one to a student who continues the “ball rolling” with a further thought or another sentence on the first. The ball is then tossed to another student who does the same.

3. **Modelling**—Show them examples of good, interesting writing. Key in on students’ interests.

4. **Character**—Show random pictures of people from the Internet. Develop a character from the image using prompt questions provided by the teacher.

5. **Skills Lessons**—Teach writer’s craft elements in chunks and focus on specific ones at a time. Examples are dialogue, developing setting, conflict, narrative point of view, etc.
6. **Music**—Play low-volume atmospheric instrumental background music while students are working.

7. **Learning Outcome and Success Criteria**—Helping them know and understand the goal or outcome they are striving for and where they are going allows them to stay focused.

**Other Engaging Approaches**

Here are some select writing activities from Caroline Swicegood:

1. **Life is Not Like a Box of Chocolates**: Use the prompt: “Life is like a box of...” You fill in the blank and go from there.

2. **No-Send Letters**: If you know you’ll never send a letter to someone of your choice, what would you write on it?

3. **Raising Voices**: Teacher creates character names, ages, and occupations, and assigns one character to each student. They create a monologue for that character.

4. **Mixing Up Metaphors**: Brainstorm overused metaphor phrases. Replace the last word of each metaphor with something creative and unexpected.

5. **Found Poetry**: Camera scavenger hunt around the campus—locate signs, labels, notes, words and snap pictures. Compile pictures in class and compose poetry (or create a collage) using only those words.

**Creative Writing Prompts**

1. “You’ve just reached your one millionth hit on your YouTube video. What is the video about?”

2. “If you were to write the story of your life until now, what would you title it and why?”

3. “What’s a question that has changed how you understand the world? What changed?”
4. “Design your own three-and-a-half week course and describe what you would do.”

5. “A good story starts with a good beginning. Get us hooked in the first 150 words.”

6. “What one invention would you uninvent if you could, and why?”

Teachers who display an infectious passion for great creative writing can inspire us to great heights. They will know how to tap into students’ genius. It might take a simple interesting prompt that spurs their imagination.

Analysis of a poem:
Felling of the Banyan Tree

By Dilip Chitre

My father told the tenants to leave
Who lived on the houses surrounding our house on the hill
One by one the structures were demolished
Only our own house remained and the trees
Trees are sacred my grandmother used to say
Felling them is a crime but he massacred them all

The sheoga, the oudumber, the neem were all cut down
But the huge banyan tree stood like a problem
Whose roots lay deeper than all our lives
My father ordered it to be removed
The banyan tree was three times as tall as our house
Its trunk had a circumference of fifty feet
Its scraggy aerial roots fell to the ground
From thirty feet or more so first they cut the branches
Sawing them off for seven days and the heap was huge
Insects and birds began to leave the tree
And then they came to its massive trunk
Fifty men with axes chopped and chopped
The great tree revealed its rings of two hundred years
We watched in terror and fascination this slaughter
As a raw mythology revealed to us its age
Soon afterwards we left Baroda for Bombay
Where there are no trees except the one
Which grows and seethes in one’s dreams, its aerial roots
Looking for the ground to strike.

---***---

Reading Comprehension:

1. Which are the various trees mentioned in the poem?

---
2. How is the Banyan tree described in the poem (Don't Quote lines from the poem. Answer in your own language)

3. What does the banyan tree symbolize?

4. What is the impact of cutting down the tree on the poet?

5. Poet uses two words meaning 'murder' to refer to cutting down the trees. Which are those? Do you find the use of such violent words appropriate?

Dilip Chitre (1938) was born in Baroda. He writes poetry both in Marathi and English. *Travelling in a Cage*, from which the poem selected here has been taken, was published in 1980. Apart from poetry, Chitre has also written short stories and critical essays. *An Anthology of Marathi Poetry 1945–1965* is one of his most important works of translation. He sees poetry as an expression of the spirit.
Japanese Haiku:

Activity:

Students will be encouraged to compose a haiku in English in their own words regarding their experience in India.
PUNCTUATION MARKS

Punctuation marks are an important part of English grammar and writing.

What are punctuation marks?

A punctuation mark is a mark (sign) used in writing to divide texts into phrases and sentences.

Some common punctuation marks are:

Period (full stop) ( . )
Comma ( , )
Question mark ( ? )
Exclamation mark ( ! )
Colon ( : )
Semicolon ( ; )
Single quotation marks ( ' ' )
Double quotation marks ( " " )
Parentheses ( )
Brackets [ ] and
Braces { }
Hyphen ( - )
En dash ( — )
Em dash ( —— )
Ellipsis ( . . . )
Apostrophe ( ' )
Slash ( / )

Some additional punctuation marks are:
Ampersand ( & )
Asterisk ( * )
At sign ( @ )
Bullet ( • )
Degree symbol ( ° )
Number sign ( # )
Percent sign ( % )
Underscore symbol ( _ )
Copyright symbol ( © )
Registered trademark symbol ( ® )
Trademark symbol ( ™ )
Dollar sign ( $ )

Why is punctuation important?

When we speak, we can pause or emphasize certain words and phrases to help people understand what we are saying. In our writing, we use punctuation to show pauses and emphasis. Punctuation marks help the reader understand what we mean.

A punctuation mark is a mark, or sign, used in writing to divide texts into phrases and sentences and make the meaning clear.

In this lesson, we will look at some common Punctuation marks and mistakes. You will see examples of what happens if you omit or misuse some common punctuation marks.

**Punctuation Exercise**

Use appropriate punctuation marks in the following sentences.

1. We had a great time in France the kids really enjoyed it
2. Some people work best in the mornings others do better in the evenings
3. What are you doing next weekend
4. Mother had to go into hospital she had heart problems
5. Did you understand why I was upset
6. It is a fine idea let us hope that it is going to work
7. We will be arriving on Monday morning at least I think so
8. A textbook can be a wall between teacher and class
9. The girls father sat in a corner
10. In the words of Murphys Law Anything that can go wrong will go wrong
11. A grandparents job is easier than a parents
12. It looks as if the sun goes around the earth but of course the earth really goes round the sun
13. He neither smiled spoke nor looked at me
14. Long ago in a distant country there lived a beautiful princess
15. It was my aunt who took Peter to London yesterday not my father.
16. Ruth was invited to the party but she was ill so Jane went instead of her
17. Sorry to disturb you could I speak to you for a moment
18. Is it any use expecting them to be on time
19. Johns going to sleep during the wedding was rather embarrassing
20. Having lost all my money I went home

References:

www.englishpractice.com/punctuation/punctuation-exercise-2/
www.englishgrammar.org/punctuation-exercise/
www.edufind.com
PREFIXES AND SUFFIXES

Prefixes and suffixes are sets of letters that are added to the beginning or end of another word. They are not words in their own right and cannot stand on their own in a sentence: if they are printed on their own they have a hyphen before or after them.

Prefixes

Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. For example:

<table>
<thead>
<tr>
<th>word</th>
<th>prefix</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>un-</td>
<td>unhappy</td>
</tr>
<tr>
<td>cultural</td>
<td>multi-</td>
<td>multicultural</td>
</tr>
<tr>
<td>work</td>
<td>over-</td>
<td>overwork</td>
</tr>
<tr>
<td>space</td>
<td>cyber-</td>
<td>cyberspace</td>
</tr>
<tr>
<td>market</td>
<td>super-</td>
<td>supermarket</td>
</tr>
</tbody>
</table>

*E.g. prefix + verb → verb*

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>again or back</td>
<td>restructure, revisit, reappear, rebuild, refinance</td>
</tr>
<tr>
<td>dis-</td>
<td>reverses the meaning of the verb</td>
<td>disappear, disallow, disarm, disconnect, discontinue</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overbook, oversleep, overwork</td>
</tr>
<tr>
<td>un-</td>
<td>reverses the meaning of the verb</td>
<td>unbend, uncouple, unfasten</td>
</tr>
<tr>
<td>Prefix</td>
<td>Meaning</td>
<td>Examples</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>mis-</td>
<td>badly or wrongly</td>
<td>mislead, misinform, misidentify</td>
</tr>
<tr>
<td>out-</td>
<td>more or better than others</td>
<td>outperform, outbid</td>
</tr>
<tr>
<td>be-</td>
<td>make or cause</td>
<td>befriend, belittle</td>
</tr>
<tr>
<td>co-</td>
<td>together</td>
<td>co-exist, co-operate, co-own</td>
</tr>
<tr>
<td>de-</td>
<td>do the opposite of</td>
<td>devalue, deselect</td>
</tr>
<tr>
<td>fore-</td>
<td>earlier, before</td>
<td>foreclose, foresee</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>interact, intermix, interface</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>pre-expose, prejudge, pretest</td>
</tr>
<tr>
<td>sub-</td>
<td>under/below</td>
<td>subcontract, subdivide</td>
</tr>
<tr>
<td>trans-</td>
<td>across, over</td>
<td>transform, transcribe, transplant</td>
</tr>
<tr>
<td>under-</td>
<td>not enough</td>
<td>underfund, undersell, undervalue, underdevelop</td>
</tr>
</tbody>
</table>
Nouns

The most common prefixes used to form new nouns in academic English are: **co-** and **sub-**. The most common suffixes are: **-tion, -ity, -er, -ness, -ism, -ment, -ant, -ship, -age, -ery**. By far the most common noun affix in academic English is **-tion**.

e.g. prefix + noun → noun

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>anticlimax, antidote, antithesis</td>
</tr>
<tr>
<td>auto-</td>
<td>self</td>
<td>autobiography, automobile</td>
</tr>
<tr>
<td>bi-</td>
<td>two</td>
<td>bilingualism, biculturalism, bi-metalism</td>
</tr>
<tr>
<td>co-</td>
<td>joint</td>
<td>co-founder, co-owner, co-descendant</td>
</tr>
<tr>
<td>counter-</td>
<td>against</td>
<td>counter-argument, counter-example, counter-proposal</td>
</tr>
<tr>
<td>dis-</td>
<td>the converse of</td>
<td>discomfort, dislike</td>
</tr>
<tr>
<td>ex-</td>
<td>former</td>
<td>ex-chairman, ex-hunter</td>
</tr>
<tr>
<td>hyper-</td>
<td>extreme</td>
<td>hyperinflation, hypersurface</td>
</tr>
<tr>
<td>in-</td>
<td>the converse of</td>
<td>inattention, incoherence, incompatibility</td>
</tr>
<tr>
<td>in-</td>
<td>inside</td>
<td>inpatient,</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>interaction, inter-change, interference</td>
</tr>
<tr>
<td>kilo-</td>
<td>thousand</td>
<td>Kilobyte</td>
</tr>
<tr>
<td>prefix</td>
<td>root</td>
<td>example</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>mal-</td>
<td>bad</td>
<td>malfunction, maltreatment, malnutrition</td>
</tr>
<tr>
<td>mega-</td>
<td>million</td>
<td>Megabyte</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
<td>misconduct, misdeed, mismanagement</td>
</tr>
<tr>
<td>mini-</td>
<td>small</td>
<td>mini-publication, mini-theory</td>
</tr>
<tr>
<td>mono-</td>
<td>one</td>
<td>monosyllable, monograph, monogamy</td>
</tr>
<tr>
<td>neo-</td>
<td>new</td>
<td>neo-colonialism, neo-impressionism</td>
</tr>
<tr>
<td>out-</td>
<td>separate</td>
<td>outbuilding,</td>
</tr>
<tr>
<td>poly-</td>
<td>many</td>
<td>Polysyllable</td>
</tr>
<tr>
<td>pseudo-</td>
<td>false</td>
<td>pseudo-expert</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>re-organisation, re-assessment, re-examination</td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td>semicircle, semi-darkness</td>
</tr>
<tr>
<td>sub-</td>
<td>below</td>
<td>subset, subdivision</td>
</tr>
<tr>
<td>super-</td>
<td>more than, above</td>
<td>superset, superimposition, superpowers</td>
</tr>
<tr>
<td>sur-</td>
<td>over and above</td>
<td>Surtax</td>
</tr>
<tr>
<td>tele-</td>
<td>distant</td>
<td>telecommunications,</td>
</tr>
<tr>
<td>tri-</td>
<td>three</td>
<td>Tripartism</td>
</tr>
<tr>
<td>ultra-</td>
<td>beyond</td>
<td>Ultrasound</td>
</tr>
</tbody>
</table>
Suffixes

Suffixes are added to the end of an existing word. For example:

<table>
<thead>
<tr>
<th>word</th>
<th>suffix</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>-ish</td>
<td>childish</td>
</tr>
<tr>
<td>work</td>
<td>-er</td>
<td>worker</td>
</tr>
<tr>
<td>taste</td>
<td>-less</td>
<td>tasteless</td>
</tr>
<tr>
<td>idol</td>
<td>-ize/-ise</td>
<td>idolize/idolise</td>
</tr>
<tr>
<td>like</td>
<td>-able</td>
<td>likeable</td>
</tr>
</tbody>
</table>

*The addition of a suffix often changes a word from one word class to another. In the table above, the verb like becomes the adjective likeable, the noun idol becomes the verb idolize, and the noun child becomes the adjective childish.*

e.g. Suffix added to a verb (V), noun (N) or adjective (A) → noun

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tion</td>
<td>action/instance of V-ing</td>
<td>alteration, demonstration</td>
</tr>
<tr>
<td>-sion</td>
<td></td>
<td>expansion, inclusion, admission</td>
</tr>
<tr>
<td>-er</td>
<td>person who V-s something used for V-ing</td>
<td>advertiser, driver</td>
</tr>
<tr>
<td>-ment</td>
<td>action/instance of V-ing</td>
<td>development, punishment, unemployment</td>
</tr>
<tr>
<td>Suffix</td>
<td>Meaning</td>
<td>Examples</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>-ant</td>
<td>person who V-s</td>
<td>assistant, consultant student</td>
</tr>
<tr>
<td>-ent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-age</td>
<td>action/result of V</td>
<td>breakage, wastage, package</td>
</tr>
<tr>
<td>-al</td>
<td>action/result of V</td>
<td>denial, proposal, refusal, dismissal</td>
</tr>
<tr>
<td>-ence</td>
<td>action/result of V</td>
<td>preference, dependence, interference attendance, acceptance, endurance</td>
</tr>
<tr>
<td>-ance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ery/-ry</td>
<td>action/instance of V-ing</td>
<td>bribery, robbery, misery refinery, bakery</td>
</tr>
<tr>
<td></td>
<td>place of V-ing</td>
<td></td>
</tr>
</tbody>
</table>

**Suffix**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>person concerned with N</td>
<td>astronomer, geographer</td>
</tr>
<tr>
<td>-ism</td>
<td>doctrine of N</td>
<td>Marxism, Maoism, Thatcherism</td>
</tr>
<tr>
<td>-ship</td>
<td>state of being N</td>
<td>friendship, citizenship, leadership</td>
</tr>
<tr>
<td>-age</td>
<td>collection of N</td>
<td>baggage, plumage</td>
</tr>
</tbody>
</table>

**Suffix**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ity</td>
<td>state or quality of being A</td>
<td>ability, similarity, responsibility, curiosity</td>
</tr>
<tr>
<td>-ness</td>
<td>state or quality of being A</td>
<td>darkness, preparedness, consciousness</td>
</tr>
<tr>
<td>-cy</td>
<td>state or quality of being A</td>
<td>urgency, efficiency, frequency</td>
</tr>
</tbody>
</table>

Some prefixes and suffixes are part of our living language, in that people regularly use them to create new words for modern products, concepts, or situations.

For example:
<table>
<thead>
<tr>
<th>word</th>
<th>prefix or suffix</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>security</td>
<td>bio-</td>
<td>biosecurity</td>
</tr>
<tr>
<td>clutter</td>
<td>de-</td>
<td>declutter</td>
</tr>
<tr>
<td>media</td>
<td>multi-</td>
<td>multimedia</td>
</tr>
<tr>
<td>email</td>
<td>-er</td>
<td>emailer</td>
</tr>
</tbody>
</table>

Email is an example of a word that was itself formed from a new prefix, e-, which stands for electronic. This modern prefix has formed an ever-growing number of other Internet-related words, including e-book, e-cash, e-commerce, and e-tailer.
English Lesson 4

Basic English Usage (Grammar):

Date: 7th September 2017, Thursday

Time: 13.00-15.00

Topic: Reading Murakami, Pronunciation and conversational skills

Reading a Short Story of Haruki Murakami

Students will be encouraged to read short stories written by famous short story writers like, O. Henry, Katharine Mansfield, Leo Tolstoy, R.K. Narayan, Saki, Haruki Murakami.

Activity: Reading a short story of Haruki Murakami from the following link.

Haruki Murakami was born in 1949 in Japan. He started his writing career when he was 29 years old. Since then, Murakami continues to write and publish excellent contemporary novels.

Murakami was considered to be a strong candidate for the Nobel Literature Prize in 2016. Though, he couldn't win the prize this year, he still continues to be a favorite author of many people.

These quotes will introduce you to Murakami's sincere and colorful world if you haven't read his books yet. For those who already read Murakami, you can enjoy his magical words once more

1. "The human heart is like a night bird. Silently waiting for something, and when the time comes, it flies straight toward it."
2. "If you can love someone with your whole heart, even one person, then there's salvation in life. Even if you can't get together with that person."
3. "Spend your money on the things money can buy. Spend your time on the things money can't buy."
4. "Life is not like water. Things in life don't necessarily flow over the shortest possible route."
5. "But who can say what's best? That's why you need to grab whatever chance you have of happiness where you find it, and not worry about other people too much. My experience tells me that we get no more than two or three such chances in a life time, and if we let them go, we regret it for the rest of our lives."

6. “The truth sometimes reminds me of a city buried in sand. As time passes, the sand piles up even thicker, and occasionally it's blown away and what's below is revealed.”

7. "Anyone who falls in love is searching for the missing pieces of themselves. So anyone who's in love gets sad when they think of their lover. It's like stepping back inside a room you have fond memories of, one you haven't seen in a long time."

8. “I was always hungry for love. Just once, I wanted to know what it was like to get my fill of it -- to be fed so much love I couldn't take any more. Just once.”

9. "Every one of us is losing something precious to us. Lost opportunities, lost possibilities, feelings we can never get back again. That's part of what it means to be alive."


11. “As we go through life we gradually discover who we are, but the more we discover, the more we lose ourselves.”
Murakami finds readers across this broad spectrum for many reasons; his prose is accessible even when his narratives are baffling. (Gioia notes that “when the Japanese publisher of Kafka on the Shore set up a website allowing readers to ask questions of the author, some 8,000 were submitted.”) His perennial preoccupation with, and immersion in, the worlds of jazz, rock, and classical music, baseball, and running, draw in those who might normally avoid the Kafka-esque. But when we come to Murakami, Kafka-esque is very often what we find, as well as Salinger-esque, Vonnegut-esque, Pynchon-esque, even Philip K. Dick-esque, as well as the –esque of realist masters like Raymond Carver. Whether you’re new to Murakami or a longtime fan of his work, you’ll find all of these tendencies, and much more to love, in the four short stories we present below, all free to read at The New Yorker for a limited time (the magazine will go behind a paywall in the fall).

Take advantage of this brief reprieve and enjoy the many riches of Haruki Murakami’s fictive worlds, which so deceptively impersonate the one most of us live in that we feel right at home in his work until it jolts us out of the familiar and into a “weird tale.” Whether you believe them or not, they’re sure to stay with you awhile.

"Kino" (February 23, 2015)

“Scheherazade” (October 13, 2014)

“Samsa in Love” (October 28, 2013)

“Yesterday” (June 9, 2014)
“Town of Cats,” translated from the Japanese by Jay Rubin (September 5, 2011)

“U.F.O. in Kushiro” (March 28, 2011; originally published March 19, 2001)

Reference:

https://onedio.co/content/16-soul-wrenching-quotes-from-haruki-murakami-the-literature-genius-12320
http://www.newyorker.com/contributors/haruki-murakami
Pronunciation

Simply put, pronunciation is the manner in which one says a word. It is determined by ‘syllable stress’. Syllable stress refers to emphasis on a syllable while saying a word. Now how do we determine what a syllable is?

A syllable is a combination of vowel and consonant sounds. Any combination of vowels and consonants that has one prominent vowel sound is a syllable. For example, in the word ‘ecstatic’, there are three syllables. The first one is ‘ec’ that has the vowel sound ‘eh’. The second is ‘sta’ that has the ‘ae’ sound. The last one is ‘tic’ that has the ‘ih’ sound.

Note, that if a regular verb ends in t or d, when ‘ed’ is added to form the past tense, the ‘ed’ is pronounced as a separate syllable.

Want wanted (pronounced as two syllables want ed)

Need needed (pronounced as two syllables need ed)

If however, the regular verbs do not end in t or d but in some other letter, then, when we add ‘ed’ to form the past tense, the ‘ed’ is not pronounced as a separate syllable.

Burn burned (pronounced as one syllable-burned)

Work worked (pronounced as one syllable-worked)

V, W sounds

1. Wendell Viccario wasted vine after vine.

2. Woolen vests for wailing wolves are worn in the vast woodlands.

3. Varied berries are wetted while Val and Walt whisper in vain.

4. Woodson’s waistcoat is weirdly vented.
5. Wise women don't walk in the woods while wolves wander.


7. Marvin never drivels when vexing wooing vendors.

8. Walt's villa is verging on the weird and vile.

9. Groves of vines veered west along the villain's veranda.

10. For once, weary Wanda's woolgathering lost its vim and vigor.

**Tips on Pronunciation**

When **r** is preceded by a vowel, **r** is silent

Example: properly, perfect, car, far

When **r** is followed by a vowel, it is pronounced

Example: around

Even though a letter is written twice in a word, it is pronounced only once

Example: summer, letter

C followed by i, e, y gives the s sound

Example: magnificent, center, cylinder

G followed by i, e, y gives the j sound, there are exceptions though.

Example: ginger, George, gyrate,

H followed by G is silent

Example: ghost, aghast
B followed by M is half silent
Example: gambling, bombing, climbing

W at the end of a word is not pronounced
Example: flow, window

Activities:

Introducing and Greeting People

Greeting People

☐ Hello. / Hi.
☐ Good morning. (before 12 o’clock)
☐ Good afternoon. (after 12 o’clock)
☐ Good evening.

Introducing People

☐ What’s your name?
☐ Who are you?
☐ My name is ...
☐ I am ...
☐ My friends call me ...
☐ You can call me ...
☐ Haven’t we met (before)?
☐ Yes, I think we have.
☐ No, I don’t think we have.
☐ I think we’ve already met.
☐ I don’t think we’ve met (before).
☐ This is ...
☐ Meet ...
☐ Have you met ...?
Yes, I have.
No, I haven’t.
Yes, I think I have.
No, I don’t think I have.
Hello, ... (name)
Nice to meet you. (informal)
Pleased to meet you.
How do you do? (formal)
Nice to see you.
Nice to see you again.

Say Goodbye
- Good bye.
- Bye. / See you.
- See you later.
- See you soon.
- See you tomorrow.
- See you next week.
- Good night.

Health
- How are you?
- How are you today?
- Fine, thank you/thanks.
- Not too bad.
- Very well.
- I’m okay / all right.
- Not too well, actually.
- What’s wrong with you?
- What’s the matter with you?
- Are you all right?
- I’m tired.
- I’m exhausted.
- I’ve got a cold.

b. Impromptu Speech
Assignment 4

Prepare a speech (any one)

- Festivals you celebrate
- Your favorite season
- Japanese cuisine
English lesson 5

Date: 8th September 2017, Friday

Modal Auxiliaries, Vocabulary Building, Oral Communication

Time: 13.00-15.00

- Modal auxiliaries
- Vocabulary Building- Homophones and Homonyms
- Vocabulary Building- Synonyms and Antonyms
- Revision and Practice Exercises

A verb that combines with another verb to indicate mood or tense. A modal (also known as a modal auxiliary) expresses necessity, uncertainty, ability, or permission. All the auxiliary verbs except be, do and have are called modals. Unlike other auxiliary verbs modals only exist in their helping form; they cannot act alone as the main verb in a sentence. There are 10 core or central modals in English: can, could, may, might, must, ought, shall, should, will, and would. Other modal auxiliaries are need

Use of modal verbs:

Modal verbs are used to express functions such as:

1. Permission
2. Ability
3. Obligation
4. Prohibition
5. Lack of necessity
6. Advice
7. Possibility
8. Probability
The modal verbs are:

- **CAN** / **COULD** / **MAY** / **MIGHT** / **MUST** / **SHALL** / **SHOULD** / **ought to** / **WILL** / **WOULD**

<table>
<thead>
<tr>
<th>Modal</th>
<th>Example</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>They can control their own budgets.</td>
<td>Ability / Possibility</td>
</tr>
<tr>
<td></td>
<td>We can’t fix it.</td>
<td>Inability / Impossibility</td>
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<tr>
<td></td>
<td>Can I smoke here?</td>
<td>Asking for permission</td>
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<td></td>
<td>Can you help me?</td>
<td>Request</td>
</tr>
<tr>
<td>Could</td>
<td>Could I borrow your dictionary?</td>
<td>Asking for permission.</td>
</tr>
<tr>
<td></td>
<td>Could you say it again more slowly?</td>
<td>Request</td>
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<tr>
<td></td>
<td>We could try to fix it ourselves.</td>
<td>Suggestion</td>
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<td></td>
<td>I think we could have another Gulf War.</td>
<td>Future possibility</td>
</tr>
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<td></td>
<td>He gave up his old job so he could work for us.</td>
<td>Ability in the past</td>
</tr>
<tr>
<td>May</td>
<td>May I have another cup of coffee?</td>
<td>Asking for permission</td>
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<td></td>
<td>China may become a major economic power.</td>
<td>Future possibility</td>
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<tr>
<td>Might</td>
<td>We’d better phone tomorrow, they might be eating their dinner now.</td>
<td>Present possibility</td>
</tr>
<tr>
<td></td>
<td>They might give us a 10% discount.</td>
<td>Future possibility</td>
</tr>
<tr>
<td>Must</td>
<td>We must say good-bye now.</td>
<td>Necessity / Obligation</td>
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<td></td>
<td>They mustn’t disrupt the work more than necessary.</td>
<td>Prohibition</td>
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<tr>
<td>Ought to</td>
<td>We ought to employ a professional writer.</td>
<td>Saying what’s right or correct</td>
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<td>---------</td>
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<tr>
<td>Shall</td>
<td>Shall I help you with your luggage?</td>
<td>Offer</td>
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<td></td>
<td>Shall we say 2.30 then?</td>
<td>Suggestion</td>
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<tr>
<td></td>
<td>Shall I do that or will you?</td>
<td>Asking what to do</td>
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<tr>
<td>Should</td>
<td>We should sort out this problem at once.</td>
<td>Saying what’s right or correct</td>
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<td></td>
<td>I think we should check everything again.</td>
<td>Recommending action</td>
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<td></td>
<td>Profits should increase next year.</td>
<td>Uncertain prediction</td>
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<td>Will</td>
<td>I can’t see any taxis so I’ll walk.</td>
<td>Instant decisions</td>
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<td></td>
<td>I'll do that for you if you like.</td>
<td>Offer</td>
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<td></td>
<td>I’ll get back to you first thing on Monday.</td>
<td>Promise</td>
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<td></td>
<td>Profits will increase next year.</td>
<td>Certain prediction</td>
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<tr>
<td>Would</td>
<td>Would you mind if I brought a colleague with me?</td>
<td>Asking for permission</td>
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<td></td>
<td>Would you pass the salt please?</td>
<td>Request</td>
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<td></td>
<td>Would you mind waiting a moment?</td>
<td>Request</td>
</tr>
<tr>
<td></td>
<td>&quot;Would three o’clock suit you?&quot; - &quot;That’d be fine.&quot;</td>
<td>Making arrangements</td>
</tr>
<tr>
<td></td>
<td>Would you like to play golf this Friday?</td>
<td>Invitation</td>
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<tr>
<td></td>
<td>&quot;Would you prefer tea or coffee?&quot; - &quot;I’d like tea please.&quot;</td>
<td>Preferences</td>
</tr>
</tbody>
</table>
Choose the right modal verb

1. There are plenty of tomatoes in the fridge. You__________ buy any.
2. It's a hospital. You_______ smoke.
3. He had been working for more than 11 hours. He________ be tired after such hard work. He________ prefer to get some rest.
4. I ______ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I________ just say a few things in the language.
5. The teacher said we_______ read this book for our own pleasure as it is optional. But we_______ read it if we don't want to.
6. ______ you stand on your head for more than a minute? No, I ________
7. If you want to learn to speak English fluently, you________ to work hard.
8. Take an umbrella. It_______ rain later.
9. You________ leave small objects lying around. Such objects________ be swallowed by children.
10. People________ walk on grass.
11. Drivers________ stop when the traffic lights are red.
12. ________ I ask a question? Yes, of course.
13. You_______ take your umbrella. It is not raining.

Homophones

Homophones-Homophones are similar sounding words having a different meaning.

Homophones are two words that are spelled differently but have the same sound.

One example -of this is the words hare and hair. If you hear them out loud without seeing them written down, you don't know if you are talking about a hare (rabbit), or a hair (growing on your head).
Complete each sentence by choosing the correct homophones and writing it in the blank.

1. After he was sick for several days, his face was ________________ (pail/pale).
2. She purchased a beautiful new gown ________________ (for/four) the dance.
3. Walking down the __________ (I'll/aisle/isle) to get married can be scary.
4. Glass containers have been ________________ (band/banned) on the beach.
5. The baker systematically kneaded the __________ (doe/dough) for the bread.
6. I'd rather receive my ________________ (male/mail) electronically than on paper.
7. He was considered ________________ (bald/bawled) because he had no hair.
8. We searched everywhere trying to ________________ (fined/find) our lost dog.
9. My favorite stringed instrument is the _______ (base/bass) because it is so big.
10. The fight ________________ (scene/seen) in the movie was extremely exciting!

• Vocabulary Building- Synonyms and Antonyms

• Revision and Practice Exercises

Synonyms

Synonyms are two words that mean the same or nearly the same as each other.

Synonyms for Smart

smart

alert analytic

astute

brainy

bright brilliant canny cerebral clear-eyed

clear-sighted
Practice Session:

Find **Synonym** for each underlined word below by circling your choice.

1. The girls were surprised when they saw the beautiful flowers the delivery boy brought.
   A) frustrating B) pretty C) fast D) orange

2. Watching the movie with all of my friends from school was fun, but it was too long.
   A) sticky B) lengthy C) silly D) short

3. Jennifer's roasted hot dog was ruined when it fell into the fire.
   A) flames B) water C) ground D) refrigerator

4. The librarian asked the children to be silent because everyone was trying to study.
   A) noisy B) boring C) quiet D) early

5. My grandpa made the new doll house, complete with miniature furniture for every room.
   A) pretty B) tiny C) fresh D) tall

**Antonyms**

**Antonyms** are words which are meaning wise opposite to each other. Following are commonly used antonyms.

**Complementary antonyms** have a relationship where there is no middle ground. There are only two possibilities, either one or the other.

**Adding a Prefix**

Sometimes, an antonym can be easily made by adding a prefix.

Examples of antonyms that were made by adding the prefix —un— are:

- Likely and unlikely
- Able and unable
- Fortunate and unfortunate
Forgiving and unforgiving

By adding the prefix —non— you can make these pairs:

- Entity and nonentity
- Conformist and nonconformist
- Payment and nonpayment
- Combatant and noncombatant

Lastly, adding the prefix —in— can make the following pairs:

- Tolerant and intolerant
- Decent and indecent
- Discreet and indiscreet
- Excusable and inexcusable

**Antonyms list**

- Big x little;
- Day x night;
- Fake x real;
- Up x down;
- Near x far;
- Loud x quiet;
- Best x worst;
- Give x take;
- In x out;
- Stop x go;
- Fast x slow;
- Wet x dry;
- Up x down;
- Good x bad;
- Hot x cold;
- Give x take;
- Pull x push;
- Young x old
- Add x subtract;
- Answer x question;
- Create x destroy;
- More x less;
- First x last;
<table>
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<th>real x make-believe;</th>
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<td>left x right;</td>
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<td>easy x difficult;</td>
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<td>remember x forget;</td>
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<td>question x answer;</td>
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<td>hello x goodbye;</td>
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<td>even x odd;</td>
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<td>forward x backward;</td>
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<td>most x least;</td>
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<td>straight x bent;</td>
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<td>loose x tight;</td>
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<td>part x whole;</td>
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<td>north x south;</td>
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<td>tomorrow x yesterday;</td>
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<td>increase x decrease;</td>
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<td>cause x effect;</td>
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<td>fact x fiction;</td>
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<td>similar x different;</td>
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<td>future x past;</td>
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<td>simple x complex;</td>
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<td>certain x doubtful;</td>
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<td>problem x solution;</td>
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<td>multiply x divide;</td>
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<td>common x rare;</td>
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<td>fire x hire;</td>
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<td>lead x follow;</td>
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<td></td>
<td>rise x fall;</td>
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<td>positive x negative;</td>
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</table>

**Choose the correct antonym from the word bank to complete each sentence below.**

**WORD BANK:** stop, young, cold, difficult, bright, dry, sour, slow, lazy, short, quiet, open, rough, new

1. The fire is hot, but the ice is.....

2. The race car is fast, but the old truck is.....

3. The green light means go, but the red light means.....

4. The grandfather is old, but the grandchild is...

5. The giraffe's neck is long, but the dog's neck is.....

6. Addition is easy, but division is...

7. The candy is sweet, but the lemon is...
8. His sneakers are old, but his socks are ...

9. The glass is smooth, but the sandpaper is.....

10. The window is closed, but the door is ...

11. The children are noisy, but the adults are.....

12. The puppies are energetic, but the dogs are...

13. The moon is dim, but the sun is...

14. The rainforest is humid, but the desert is...

**Read each word pair. Write an S next to word pairs that are synonyms.**

**Write an A next to word pairs that are antonyms.**

- sit/stand
- watch/view
- work/play
- pal/friend
- car/automobile
- wild/tame
- dull/boring
- protect/defend
- buy/sell
- jump/leap
- book/tome
- inside/within
- near/distant
- miniature/small
- angry/irate
- musical/melodious
- hungry/full
- lead/follow
- teach/instruct
- hot/chilled
- smelly/aromatic
- noisy/quiet
- rapid/fast
- rare/uncommon
References

http://www.synonym.com/

http://www.smart-words.org/list-of-synonyms/

http://www.michigan-proficiency-exams.com/antonym-list.html

http://examples.yourdictionary.com/examples-of-antonyms.html

http://www.agendaweb.org/grammar/opposites-antonyms-exercises.html
English Lesson 6

Date: 11th September 2017, Monday

Appreciating English Movie: Finding Nemo

Time: 13.00-15.00

Screening of the Movie: Finding Nemo

Finding Nemo is an animated film about a clownfish called Marlin who loses his son Nemo. On the way, he meets another fish called Dory. Together, they set out on an amazing adventure to find Nemo across the huge ocean! I don’t want to reveal any spoilers, but it’s a great film to watch for all audiences – one of the best animated films of all time!
Activities:

Learn English through Movies

What’s the most fun way to learn English?

If you’re tired of going to class or reading a book, there’s nothing better than learning English through movies and film.

1. Is Learning English Through Movies and Film Right For Me?

Learning a foreign language is already hard. And the culture is different from your own. So sometimes, you might have trouble understanding what actors are saying, or what they’re doing on the screen.

So today, I want to share a few tips with you on learning English with movies. They’ll help you learn helpful new words and phrases, but also enjoy watching movies at the same time.

Okay, let’s start!

2. 3 Reasons Why Learning English With Movies and Film Works

Perhaps you’re still wondering if you can still really learn any English by watching movies.

After all, watching movies is supposed to be fun, right? So, how can you learn while having so much fun with the film? And more importantly, why should you learn English with movies instead of with textbooks?

Here are three reasons I believe it works, and why I recommend learning the language this way.

1. You’ll get to learn real English…not textbook English.

The English you learn through textbooks or in ESL class is not what you’ll hear people say. For example, in beginner English classes, you might have learnt how to say “it’s a quarter to seven” or “it’s raining cats and dogs”. While these are correct, we almost never say these in real life.
In contrast, the English spoken in movies is very natural. It’s also very close to what you’ll hear if you speak with native English speakers too. This will help improve your spoken English.

2. You learn English words in context.

This is one of my favourite aspects of watching movies. Let’s say that you like watching crime films (these are great!). After watching ten or twenty movies, you’ll start to learn vocabulary related to the context, or subject, of crime.

Usually, when we learn words traditionally (e.g. in school), we study things like vocabulary lists. The problem with learning new words with vocabulary lists is that you can learn what words mean, but not where and how they are used.

For example, let’s say you learn the new word “detective”. From the dictionary, you’ll know what that it means “a person who investigates crimes”. But unless you use it, it can be easy to forget. It also doesn’t give you an idea where the word is used most frequently, and how it is used.

On the other hand, if you learn the word “detective” through watching crime films, you’ll know “detective” can mean many things. For example, it can be a title in front of a person (e.g. “Detective Beckett”). Or maybe it’s the noun referring to the job (e.g. he’s a detective). And maybe you’ll even hear things that will let you form opinions about the word (e.g. “you lousy detectives”).

This way, you won’t only learn what each word means, you will also know how it’s used.

Killing two birds with one stone.

You will never be able to do that through textbooks.

3. You hear how things are said.

In English, people often say that 30% of what we say is expressed through our words.

So what about the other 70%?

Well, the other 70% is all about how you say it. You know, things like your expressions (like a smile, a frown) and your tone of voice (like when you sound angry, or when you sound sad).

As you can guess, the how is usually more important than the what to English people.

Let me give you an example.
I’m sure that one of the first phrases you wanted to learn in English was “I love you”. But did you imagine that depending how you say it out loud, it can be very different?

“I love you” – you might hear this after two people (especially lovers) fight! One person may be trying to say to the other person “I really love you…why don’t you believe me?!”

“I love you” – a person might really want to say “I love you (and not anyone else…don’t worry!)

“I…LOVE…YOU” – this might be a person saying “I love you” in a very loud voice…while trying to really confess their love!

“I LOVE YOU!!” – the person might be saying “I love you”…while they’re really angry!

As you can see – if you try to learn this by reading – you might have been confused. Even though the four phrases are written differently, they use the exact same words.

But if you hear these phrases out loud, they will make perfect sense to you!

Knowing what someone is saying is important. But knowing how they are saying it is even more important. We call understanding the “how” the nuances of the English language.

Through observing actors in films, not only will you be able to learn new words, you will be able to understand how they are said. The characters might be sad, happy, surprised, angry. And you’ll understand this immediately.

3. 7 Tips for Learning English through Film and Movies

1. Choose an interesting movie. This probably sounds obvious, but if you choose a boring movie, you’ll be bored. And if you’re bored, it will be difficult to pay attention…for more than one and a half hours!

I remember when I was a child, I had to watch hours and hours of really old movies like “Singing in the Rain”, “Mary Poppins” to learn English. If you don’t know these films – you’re welcome to check them up – they’re really old! I didn’t exactly hate them, but I didn’t feel excited at all when watching these films.

And because of that, I highly recommend you choose movies you like. To do this, you can go to a website called Rotten Tomatoes, which is a website with many great critics and reviews on many tens of thousands of movies.
2. **Select a movie that matches your current English level.** For example, for beginners in English, I usually recommend you learn English through animations. The main reason is because the English is usually very friendly, nice and easy to understand.

On the other hand, if you try to watch something like “Romeo and Juliet”, you will be very confused. Shakespearian English (which is English used many centuries ago) is very difficult to understand on screen, even for advanced English learners.

3. **Bring your dictionary.** Maybe I’ll add point 3.5 too – choose a film with subtitles! So when you hear a word you’re interested in, check it up! Because you went through the trouble to understand it...you’ll be able to remember that word for a long time too!

4. **Repeat short phrases!** Some times, you might hear something cool in the movie. For example, some short phrases, or slang like, “hell yeah!”, or “sure thing”, or “you betcha!” that are commonly used in English. If you like how it sounds, it really helps to repeat it! After saying it out loud a while, you will be able to remember it for a longer time! It’s a great and enjoyable exercise – one of my personal favourites.

5. **Without subtitles.** I know it can be really challenging to watch a film in a foreign language without subtitles. So here’s my recommendation. When you watch a film the first time, just turn on subtitles. But if you get the chance to watch it a second time, try turning off subtitles.

This way, you already know the story from the first time you watched it. And this time, you can try listening to some individual words that you might have checked up last time. Or you might try to see how much you can understand the film without subtitles.

6. **VLC player.** This is actually a video player I recommend for watching films on your computer. This is one of my *favourite* tools. Most people use it just to watch movies, but I use it a little differently. (And if you don’t have it, you can download VLC player, it’s free.)

Here’s what I do – if you download a movie online, and you play it, you know how you don’t understand English sometimes? VLC Player allows you to play back movies at half speed or quarter speed. So if there are parts you don’t understand, you can play these back at a slower speed and try again! It’s very helpful to practice your listening.

7. **It’s okay to miss words...just let it go.** Last of all, remember what we said in the start? Watching movies should be fun...so if you miss a word, a phrase, or even many sentences, that’s okay! Just follow along the subtitles and learn that way. Don’t make yourself feel bad...watching films is supposed to be fun!
4. A Better Way to Learn English with Film and Movies

I’ll admit – while learning English can be fun, there are a few disadvantages too. Here’s a few problems you may run into:

1. **There are no subtitles.** This is pretty rare nowadays. But if you watch a film without subtitles, it can be difficult to understand what’s going on.

2. **You have to keep on pausing and playing to understand.** It can take you many times to understand something said on screen, because sometimes, the film might be easy. But at other times, it might be hard to understand. (As an example, characters who play “professors” in films can be difficult to understand. They use some difficult words, which you may have never heard of before.)

3. **You have to keep on checking up words.** For every word you don’t know, you might want to look it up in the dictionary. While it’s a lot faster to check up words nowadays on our phones, it can be annoying to keep pausing and checking up words.

4. **You can’t remember these words afterwards.** It can be difficult to keep track of what you’ve learnt, because it takes time and effort to take notes, and we want to have an enjoyable experience in watching the movie, without having to be interrupted every minute to write down a word!

5. **You don’t know if you remember these words after.** After a week, or a month, or even three months, you might forget what you’ve learnt! And because you didn’t jot down notes, you can’t really test yourself either.

Resource:

[https://www.fluentU.com](https://www.fluentU.com)

COMMON ERRORS IN ENGLISH

USE OF ADVERBS

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>He does not know to swim.</td>
<td>He does not know how to swim.</td>
</tr>
<tr>
<td>Don't go in the sun.</td>
<td>Don't go out in the sun.</td>
</tr>
<tr>
<td>I know him too well.</td>
<td>I know him very well.</td>
</tr>
<tr>
<td>I shall of course do it.</td>
<td>I shall certainly do it.</td>
</tr>
</tbody>
</table>

USE OF CONJUNCTIONS

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now yo`u are tired, you may rest awhile.</td>
<td>Now that you are tired, you may rest awhile.</td>
</tr>
<tr>
<td>No sooner had he died, when his sons began to quarrel.</td>
<td>No sooner had he died than his sons began to quarrel.</td>
</tr>
<tr>
<td>He asked me that why I had not gone there.</td>
<td>He asked me why I had not gone there.</td>
</tr>
<tr>
<td>Until you remain idle, you cannot succeed.</td>
<td>As long as you remain idle, you cannot succeed.</td>
</tr>
</tbody>
</table>

USE OF NOUNS

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clock has struck five hours.</td>
<td>The clock has struck five.</td>
</tr>
<tr>
<td>There is no place in the hall.</td>
<td>There is no room in the hall.</td>
</tr>
<tr>
<td>Little thing has been done.</td>
<td>Little has been done.</td>
</tr>
<tr>
<td>We have an urgent business.</td>
<td>We have an urgent piece of business.</td>
</tr>
<tr>
<td>He came by the 4:30 o'clock train.</td>
<td>He came by the 4:30 train.</td>
</tr>
<tr>
<td>He left the place with his belonging goods.</td>
<td>He left the place with his goods.</td>
</tr>
</tbody>
</table>
### USE OF PRONOUNS

| Incorrect | He absented from the school yesterday. |
| Correct   | He absented himself from the school yesterday. |
| Incorrect | He availed of the opportunity. |
| Correct   | He availed himself of the opportunity. |
| Incorrect | Don't pride on your victory. |
| Correct   | Don't pride yourself on your victory. |
| Incorrect | The girl wants to get herself married. |
| Correct   | The girl wants to get married. |
| Incorrect | The climate of India is hotter than England. |
| Correct   | The climate of India is hotter than that of England. |
| Incorrect | Everybody will get their share. |
| Correct   | Everybody will get his share. |

### USE OF ADJECTIVES

| Incorrect | He is sick. |
| Correct   | He is ill. |
| Incorrect | I have strong headache. |
| Correct   | I have a severe headache. |
| Incorrect | This is more preferable than that. |
| Correct   | This is preferable to that. |
| Incorrect | No less than fifty students were present. |
| Correct   | No fewer than fifty students were present. |
| Incorrect | I want a little quantity of milk. |
| Correct   | I want a small quantity of milk. |
| Incorrect | Ram only is guilty. |
| Correct   | Ram alone is guilty. |

### ERRORS IN THE CONSTRUCTION OF SENTENCES

| Incorrect | One of his family members is dead. |
| Correct   | A member of his family is dead. |
| Correct   | One of the members of his family is dead. |
| Incorrect | My brother's all the books have been stolen. |
| Correct   | All my brother's books have been stolen. |
| Correct   | All the books of my brother have been stolen. |
| Incorrect | For what you are here ? |
| Correct   | What are you here for ? |
| Incorrect | Tell me why did you go there? |
| Correct   | Tell me why you went there? |
| Incorrect | I, you and he will go together. |
Correct  | You, he and I will go together.
Incorrect | Exercise is good both for work as well as health.
Correct  | Exercise is good for work as well as health.
Incorrect | He did not abstain to smoke but persisted to purchase valuable cigars.
Correct  | He did not abstain from smoking but persisted in purchasing valuable cigars.

Correct the mistakes in the following sentences. The correct answers and explanations are below.

1) Do you like it? No, I don´t like.
2) On Sunday, I always go to the church.
3) On Saturdays, I always go to movies.
4) I love listening music.
5) I born in 1962.
6) I could to go to the store tomorrow.
7) The last year I didn´t know much English.
8) Are you agree with me?
9) I´m afraid to the dark.
10) Always, I study before I go to bed.
11) I can´t eating when it´s late at night because I get sick.
12) I´m not very good for cooking.
13) After class, I always go to home.
14) My uncle John is funner than my uncle Mike.
15) These pants are more cheaper than the other ones.
16) Probably he likes soccer.
17) I love that movie because is funny.

18) I'm thinking of to go home because I'm tired.

19) I'm a doctor. So do I.

20) I go every day to school.

21) Do you have a dog? Yes, I have.

22) Do you like to go to the movies tomorrow night?

23) What are you doing? Right now I cook dinner.

24) I don't dance good.

25) Where did you went yesterday?

26) When did you born?

27) What did you do yesterday? I did go to the mall.

28) There is much noise here.

29) How much restaurants are in your neighborhood?

30) Is very windy today.

31) I love Brazil because it's too beautiful.

32) What you can do in New York City?

33) I have a daughter. I am too.

34) I'm glad we're practicing grammar because I do a lot of mistakes.

35) Before make a presentation, you should practice a lot.

36) Things went really good today at work.
37) My mother always told me a bedtime history when I was a kid.
38) There isn’t a lot of cars on the road today.
39) Class today was really bored.
40) I don’t have no money.

References:

http://www.englishdaily626.com/error_identification.php
English Lesson 7

Date: 12th September 2017, Tuesday

Time: 13.00-15.00

Topic: Learning English through Games

❖ Language Game: *Role Play*
❖ Finish the story
❖ Letter Writing
❖ Express Yourself

Role Play: Making an appointment

Case:

Today **Nancy** calls at a business office to see the manager, Mr. Hobart. But she hasn’t got an appointment and his *secretary* explains that he is too busy to see her without one.

<table>
<thead>
<tr>
<th>Secretary</th>
<th>Good morning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy</td>
<td>Good morning. Is this Mr. Hobart’s office?</td>
</tr>
<tr>
<td>Secretary</td>
<td>Yes, that’s right.</td>
</tr>
<tr>
<td>Nancy</td>
<td>I wonder whether Mr. Hobart could see me? My name is Nancy Martin.</td>
</tr>
<tr>
<td>Secretary</td>
<td>Oh, yes, Miss Martin. Mr. Hobart had a letter from Mr. Watson. He said you would be writing to make an appointment.</td>
</tr>
<tr>
<td>Nancy</td>
<td>I decided to come instead. I was rather hoping that perhaps Mr. Hobart would be able to see me this morning.</td>
</tr>
<tr>
<td>Secretary</td>
<td>Oh, I am very sorry, but I am afraid he has got several engagements today. He’s in a meeting since morning and he has several other appointments this afternoon.</td>
</tr>
<tr>
<td>Nancy</td>
<td>Then I ask you to please make an appointment for me.</td>
</tr>
<tr>
<td>Secretary</td>
<td>Yes, certainly. Would Friday at 3:15 suit you?</td>
</tr>
<tr>
<td>Nancy</td>
<td>No, I am afraid I won’t be in London on Friday.</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Secretary</td>
<td>Oh, I see, could you manage Monday, at 11:00?</td>
</tr>
<tr>
<td>Nancy</td>
<td>Yes, that will be quite all right.</td>
</tr>
<tr>
<td>Secretary</td>
<td>Good. I’m scheduling it for 11 on Monday, then.</td>
</tr>
<tr>
<td>Nancy</td>
<td>Thank you very much.</td>
</tr>
<tr>
<td>Secretary</td>
<td>You’re welcome, Miss Martin.</td>
</tr>
</tbody>
</table>

### Role Play

#### 1) At a Pizza Restaurant

Waiter: Hi! How are you?

Suki: I am Fine, thank you.

Welcome to Pizza Centre. My name is Kawasaki.

Waiter: How can I help you?

Suki: I would like an Extra Large Special Pizza, please.

Waiter: Ok, that would be an Extra Large Special Pizza. Is it to eat here or to go?

Suki: Togo, please.

Waiter: Would you like extra ingredients for only 50 rupees more?

Suki: Oh, that would be great.

Waiter: Very well, so it’s an Extra Large Special Pizza with extra Cheese and two extra ingredients. Your total is Rs. 350 only, please.

Suki: Oh, and I forgot, please also give me Cheese Bread with Chilli Sauce.

Waiter: Ok...your total would be Rs. 400 only.

Suki: Do you take credit cards?

Waiter: Of course.

Suki: Here it is.

Waiter: Wait a minute please.... Can you please sign here.
Suki: Ok.

Waiter: Thank you. Here's your order, it's an Extra Large Special Pizza and Cheese Bread with Chilli Sauce.

Suki: Thank you. It smells great.

Waiter: Thank you and come again

II) Shopping for Clothes - Role Play

Clerk: Good Morning. Can I help you?

Yui: Yes, please. I'm looking for a dress.

Clerk: Certainly. Which Colour?

Yui: Mmmmm..... I would like a pink one.

Clerk: And what size?

Yui: Small, please.

Clerk: We have these beautiful dresses on sale.

Yui: How much are they?

Clerk: 10 Yen each.

Yui: May I try this one?

Clerk: Sure. The dressing room is right there.

Yui: Thanks. I'll be right back.
III) At the Cinema - Role Play

Clerk: Hello.

You: Hi. Two tickets for the film "Titanic" at 4 o'clock, please.

Clerk: I'm sorry. There are no tickets left for 4 o'clock.

You: Oh, can I have tickets for the 8 o'clock performance then?

Clerk: Yes. What seat do you prefer? In the middle or at the back?

You: In the middle, please.

Clerk: OK. Row 10, seats 5 and 6.

You: Perfect. How much is it?

Clerk: That's $ 9.00 dlls. please.

You: Here's $ 10.00 dlls. Keep the change.

Clerk: Thank you. Enjoy the film.

IV) Today Nancy calls at a business office to see the Manager, Mr. Hobart. But she hasn't got an appointment and his Secretary explains that he is too busy to see her without one.

Secretary: Good morning.

Nancy: Good morning. Is this Mr. Hobart's office?

Secretary: Yes, that's right.

Nancy: I wonder whether Mr. Hobart could see me? My name is Nancy Martin.

Secretary: Oh, yes, Miss Nancy. Mr. Hobart had a letter from Mr. Watson. He said you would be writing to make an appointment.

Nancy: I decided to come instead. I was rather hoping that perhaps Mr. Hobart would be able to see me this morning.

Secretary: Oh, I am very sorry, but I am afraid he has got several engagements today. He's in a meeting since morning and he has several other appointments this afternoon.
Nancy: Then I ask you to please make an appointment for me.

Secretary: Yes, certainly. Would Friday at 3:15 suit you?

Nancy: No, I am afraid I won't be in London on Friday.

Secretary: Oh, I see, could you manage Monday, at 11:00?

Nancy: Yes, that will be quite all right.

Secretary: Good. I'm scheduling it for 11 on Monday, then.

Nancy: Thank you very much.

Secretary: You're welcome, Miss Nancy.

After reading the above examples, the teacher will give them some exercises that will cover the understanding of the Role Play part.
Activity 2: Writing Practice – Finish the Story

Directions: Read the story below. Then finish it with your own writing.

Today I am going on a class field trip to the zoo. I have never been to the zoo before and I am excited to see all of the animals. My teacher says that it is going to be a busy day. We have been learning about animals in class. My favorite animal is the elephant. I hope that I get to see one. We are boarding the bus. I sit in the back of the bus with my friends. The ride is about thirty minutes long. We are walking through the gate. I am in a group with five of my classmates and my teacher. The zoo is very crowded with lots of students from other schools. I hope that I will not get lost from my group.

First, we visit the monkeys. They come to the edge of their cages and look at us. The monkeys have a lot of trees to climb on in their cages. One monkey is eating a banana. They look like they are having a lot of fun. I wonder what it would be like to play with them.

Next, we visit the polar bears. They live in an area that has a lot of big rocks and a pond. Most of them are sleeping right now. The polar bears are a lot bigger than I imagined them being! My teacher says that we are going to see the elephants now. We walk for a long time until we finally get to a big field. I can see the elephants in the distance! There are two big elephants and one baby.

They are starting to walk in our direction. Maybe I will get a closer look at them.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Activity 3. Letter Writing

Based on the experience of Exchange Programme students will be encouraged to write an informal letter to their friends or parents.

Activity 4: Express Yourself

Students will be encouraged to express their ideas and views or some special aspect of Japanese culture, literature. For Example:

Japanese Haiku

Haiku is a short Japanese form of poetry. It became popular in the United States after World War II. Americans living in Japan during the occupation became interested in Japanese art and culture. The word "haiku" means "game-verse." Haiku, having so much in common with other forms of Japanese art, is a good introduction to the country's culture. Because nature plays a large role in Japanese society, it is usually the main subject of a haiku. Even families living in largely populated cities care for and take joy in their gardens that may only be two or three square feet.
English Lesson 8

Date: 13th September 2017, Wednesday

Time: 13.00-15.00

Topic: Valedictory Session & Language activities (Revision)

Collage Activity

For this language activity, the teacher's task as a Language Facilitator is to find an English Magazine or a Newspaper and cut out about 40 words ensuring she has a balance of the parts of speech and stick them onto a sheet of paper in no particular order, for instance:

Sugar       TRAVELLING       car       however
The         affectionate     Akio       were

Russian

Tomoko       IS       garden
Kaiya
Rohan

care       pain       water

Differen

t

soul       A
**Thought**

**Collage activity**-The teacher has to distribute copies of the sheets to students in groups of four to five. She should print these set of words on sheet. The students have to be given five minutes to frame creative sentences (depending on their level and complexity of task): one sentence with three words, one sentence with four words etc. As per the requirement of the class, this activity can help the teacher to teach grammar topics conceptually, pronunciation, writing skills etc. This Language Activity-cum-Game will, thus encourage creative use of language.

**One word story**

This activity is extremely simple. Each student adds a word to create a group story. Despite the simplicity it can be really challenging and I would only use it with higher levels.

**Preparation**

Students should be in a circle (if this isn’t possible make it clear they know who they are going to follow on from).

**Procedure**

- The teacher can begin by saying the first word and each student adds the next word, without repeating what has come beforehand.
- The stories can develop in any number of ways. Some groups may need the teacher to provide punctuation and decide that the sentence should end and a new one should begin. The great thing about this activity is that all students have to concentrate and listen carefully to their colleagues to be able to continue the story coherently.

**Picture Activity**

Simple classroom activity to help with vocabulary.

- Divide the class into pairs
- Give one learner a simple picture
- Ask his or her partner to try and find out with questions what's on their picture
Guess what’s in?

Secretly put an object in a paper bag (or hide it behind me, or write the word, or draw a picture). Then get the students to guess what’s in the bag, by asking an appropriate question. The student who guesses correctly takes over from. Do this a couple of times, and then let the students take over. Group vs group, or in pairs.

Superlative Activity

This activity practises the superlatives in questions, and generates a great deal of student speaking. It is a highly personalised activity, asking the students to talk about their own experiences and opinions. Along with, grammar revision it also helps to bring in conversation in the class.

Mini Talks

The students are given topics familiar to their culture and are encouraged to speak on them. There are range of topics included such as

- Food culture of Japan,
- Japanese tea ceremony,
- Temples in Japan,
- Dressing culture of Japan,
- Japanese family life,
- Shopping culture at Japan,
- Japanese Youth and Technology,
- University life,
- Fashion
- Career Goals

Jigsaw Stories

In this activity named Jigsaw Stories, the teacher has to write a story in two to four sections or paragraphs, numbering the sections. She can rewrite a story from history or retell a news item. She has to cut the story into number of sections she has chosen. She has to put the students in groups with one student for each segment. The students are instructed to read their portions silently until they know the material well enough to retell it in their own words. The teacher-facilitator can connect this activity to revise varied grammar topics learnt at school-level and to add advanced version of the grammar topic.

Grammathon

The Teacher-facilitator can bring in both learning and fun with the help of a Game Board. The colourful blocks of the Game Board have nothing written on the squares other than a few
simple game-play instructions not related to language; however, the squares are all painted with six colours. Each colour represents a type of task, and I create a stack of cards with the tasks written on them. For example, yellow might indicate "Spell this Word". Blue squares might ask a student to put a sentence in the present tense into the past, Green Colour may refer to identifying Parts of Speech etc.

The teacher could assign students in groups to come up with a series of tasks or exercises as homework and then have each colour represent a different group's cards. This activity involves students in grammar learning and also brings in healthy competitive classroom environment.

An English Haiku:

```
WINTER BY THE POND
ICE WINGS FROM A CRAZY TREE
WHERE DID THE FROGS GO?
-Dean
```

Activity: Students will be encouraged to present one haiku in Japanese and translate it to English.
Index

English Schedule

Topic: Writing Skills

- Letter Writing
- Express Yourself

Activity 3. Letter Writing

Based on the experience of Exchange Programme students will be encouraged to write an informal letter to their friends or parents.

Activity 4: Express Yourself

Students will be encouraged to express their ideas and views or some special aspect of Japanese culture, literature.

Reference:

http://www.kidsinco.com/role-plays/

http://www.wikipedia.com
Cultural Programmes

1. Interaction with V.P.M.’s Colleges

2. Visits to Places

3. Sports Events

4. Performing Arts by Joshi-Bedekar College

5. Hindi Movie – Chitralekha
Interaction with V.P.M.’s Colleges

- Interaction at Dr V N Bedekar Institute of Management Studies, Thane.
- Interaction at V.P.M.'s Polytechnic College, Thane
- Interaction at Law College, Thane
- Interaction at Science College, Thane
- Interaction at Arts & Commerce College, Thane

Visits to Places

- Visit to Pandav Leni and Buddha Vihar
- Visit to Gateway of India
- Visit to Mani Bhavan
- Visit to Discovery of India Exhibition
Sports Events

- Sports Events at Thane College: Indoor Games
- Sports Events at Thane College: Outdoor Games
Kathak (Song on praise of deity)

Kathak is one of the eight major forms of Indian classical dance. The origin of Kathak is traditionally attributed to the travelling groups of ancient Northern India known as Kathakars or storytellers. The term Kathak is derived from the Vedic Sanskrit word Katha which means “Story”, and Kathakar which means “one who tells a story”. Wandering Kathakars communicated stories from the great epics and ancient mythology through dance, songs and music in a manner similar to early Greek Theatre. Simply speaking, the Kathak dance form emphasizes rhythmic foot movements, adorned with small bells (Ghungroo), and the movement harmonized to the music from North India.
Jugalbandi

A “Jugalbandi” is a performance in Indian Classical Music, especially the Hindustani Classical Music which features a duet of two solo musicians. The word “Jugalbandi” means, literally, “entwined twins”. The duet can either be vocal or instrumental. Often, the musicians will play different instruments. What defines jugalbandi is that two solo performers be on an equal footing. In jugalbandi both musicians act as lead players, and a playful competition exists between the two performers.

Patriotic Song:

A patriotic song is a song with strong patriotic content. It usually expresses the history, culture, traditions and struggles of the people of a particular nation. The patriotic or DeshBhakti songs played during Republic Day and Independence Day functions at schools, colleges and government institutions is an important part of the joyous national occasion.
Koli Dance

Koli dance is a popular dance form of the Fishermen Community of Kolis residing in the coastal areas of Maharashtra. Koli community is known for its distinct identity which also reflects in their dance. The dance weaves in aspects related to their lifestyle and occupation which is fishing. This lively dance helps the people of this community unwind after a hard-day’s work and forget the many hardships that their occupation presents to them on a daily basis.
Visit to Buddha Vihar and Pandav Leni
Date: 9th September, 2017
Day: Sunday
Time: 09.30 am to 10.00 am

Trirashmi Leni (also known as Pandu Caves and other variations) (Leni is a Marathi word for caves), are a group of 24 caves carved between the 2nd century BCE and the 2nd century CE, representing the Hinayana Buddhist caves and has nothing to do with the characters of Mahabharata (the Pandavas). Most of the caves are Viharas except for the 18th cave which is a Chaitya. The location of the caves is a holy Buddhist site and is located about 8 km south of Nashik, Maharashtra, India.

Visit to The Gateway of India
Date: 10th September, 2017
Day: Sunday
Time: 09.30 am to 10.00 am

The Gateway of India is a monument built in South Mumbai overlooking Arabian Sea. It was constructed to commemorate the landing of King George V and Queen Mary at Apollo Bunder, when they visited India in 1911. Designed by the architect George Wittet the monument is built using yellow basalt and concrete. It served as the ceremonial entrance to India for Viceroy's and Governors of Bombay. The last British troops to leave India following the country's independence passed through the gateway on their way out in a ceremony on 28 February 1948, signaling the end of British Rule in India.
Visit to Mani Bhavan
Date: 10th September, 2017
Day: Sunday
Time: 10.00 am to 12.00 pm

Mani Bhavan, located in the heart of the city of Mumbai, is a memorial of Mahatma Gandhi, the father of nation. It was from here that Gandhi initiated a variety of movements between 1917 to 1934. In 1955, the building was taken over by the Gandhi Smarak Nidhi to maintain it as a memorial to Gandhi. The two-storeyed structure standing on the Laburnum Road has a library and a picture gallery. A variety of things like a Spinning Wheel used by him are also preserved. In his November 2010 visit, Barack Obama, the President of USA visited this memorial.

Visit to Nehru Centre, Mumbai
Date: 10th September, 2017
Day: Sunday
Time: 13.00 pm to 15.00 pm

Nehru Centre, a beautiful building standing in Worli area of Mumbai close to seashore is an eye-catching structure. Named after Jawaharlal Nehru, the first Prime Minister of independent India, the centre houses a permanent exhibition entitled Discover of India. Spread in 14 galleries it depicts artistic, intellectual and philosophical attainment of India through ages. The centre has a dedicated art gallery to encourage the painters to exhibit their works. Regular cultural programmes are arranged to provide opportunities to artists to display their talent in performing arts.
Date: Tuesday, 12th September 2017
Time: 15.00-17.00
Sports events at Joshi - Bedekar College

Indoor Games

**Carrom** (also known as Karrom) is a "strike and pocket" table game of Eastern origin similar to billiards and table shuffleboard. It is found throughout the East under different names though most non-eastern people know it by the East Asian name of Carroms (or Karrom). It is very popular in Nepal, India, Pakistan, Bangladesh, Sri Lanka and surrounding areas and in the Middle East as well. In South Asia, many clubs and cafés hold regular tournaments. Carrom is very commonly played by families, including the children, and at social functions. Different standards and rules exist in different areas.

**References:**

https://en.wikipedia.org/wiki/Carrom

http://www.indiancarrom.com/laws-of-carrom.htm

**Chess** is a two-player strategy board game played on a chessboard, a checkered gameboard with 64 squares arranged in an eight-by-eight grid. Chess is played by millions of people worldwide in homes, urban parks, clubs, online, correspondence, and in tournaments. In recent years, chess has become part of some school curricula.

Each player begins the game with 16 pieces: one king, one queen, two rooks, two knights, two bishops, and eight pawns. Each of the six piece types moves differently. The most powerful piece is the queen and the least powerful piece is the pawn. The objective is to 'checkmate' the opponent's king by placing it under an inescapable threat of capture. To this end, a player's pieces are used to attack and capture the opponent's pieces, while supporting their own. In addition to checkmate, the game can be won by voluntary resignation by the opponent, which typically occurs when too much material is lost, or if checkmate appears unavoidable. A game may also result in a draw in several ways, where neither player wins. The course of the game is divided into three phases: opening, middlegame, and endgame.

**References:**

https://en.wikipedia.org/wiki/Chess

http://www.gamesforthebrain.com/game/chess/
Date: Wednesday, 13th September 2017

Time: 15.00-17.00

Sports events at Joshi - Bedekar College

Outdoor Games

Langdi is a traditional Indian field sport, similar to hopscotch. It is described as a sport with a Marathi ethos.

Langdi is a team sport between two sides, played 12 players a side, and an additional three extra players. A match lasts 36 minutes. It is played in four innings of nine minutes each. The team that wins the toss defends. The chasing team sends chasers who hop on one foot and try to tag the defenders. The chasers can step out of the ground as long as they keep on one foot. The defenders are declared out if they step out of the ground or commit a line fault. The team that tags most defenders is declared the winner.

References:

https://en.wikipedia.org/wiki/Langdi_(sport)
http://akhilkadway.wixsite.com/desisportsday/langdi

Lagori, dikori or lagoori, also known as Lingocha, a game in India involving a ball and a pile of flat stones, generally played between two teams in a large outdoor area. A member of one team (the seekers) throws a tennis ball at a pile of stones to knock them over. The seekers then try to restore the pile of stones while the opposing team (the hitters) throws the ball at them. If the ball touches a seeker, he is out and his team continues without him. A seeker can always safeguard himself by touching an opposite team member before the ball hits him.

Rules:

- Clearly mark the boundary. If any of the seekers crosses it then he is out.
- If the person trying to knock down the pile cannot do it in three tries then he is out.
- In any of the three tries, if the thrower's ball does not knock down the pile and is caught by an opponent after the first bounce then the thrower is out
- Each team contains equal number of players.
- Piles of flat stones contain 7 stones.
- Tamadu is known to be the main player

Reference:

https://en.wikipedia.org/wiki/Lagori
http://www.topendsports.com/sport/more/lagori.htm
Movie: Chitralekha

Release date: 1964 (India)

Director: Kidar Sharma

Music director: Roshan

Synopsis: Chitralekha is a 1964 historical-philosophical Hindi film, directed by Kidar Sharma, starring Ashok Kumar, Meena Kumari and Pradeep Kumar. It was based on 1934 Hindi novel by the same name by Bhagwati Charan Verma about Bijgupta serving under the Maurya Empire and the king Chandragupta Maurya (340 BCE – 298 BCE) and his love for courtesan Chitralekha. Films music and lyrics were by Roshan and Sahir Ludhianvi and noted for his songs like, "Sansaar Se Bhaage Phirte Ho" and "Man Re Tu Kaahe".

It was a remake of Chitralekha (1941), also directed by Kidar Sharma, which was the second highest grossing Indian film of 1941. Unlike its previous version, this one didn't do well at the box office; critics have suggested poor screenwriting and incorrect casting as reasons.
Other Activities

✓ Inaugural Function (Sunday 3rd September 6:00 p.m.)

✓ Special Lectures
  ▪ Enrichment Lecture 1
  ▪ Enrichment Lecture 2

✓ Valedictory Function
  ▪ Distribution of certificates
Course Facilitators

1. Prof. Mrs. Vijaya Khare

2. Prof. Mr. Dr. Anil Dhawale

3. Prof. Ms. Dr. Jayshree Singh

4. Prof. Mr. Prashant Purushottam Dharmadhikari
CURRICULUM VITAE

Name : Vijaya Oniel Khare
DOB : December 12, 1966
Marital Status : Married
Address : B-7, Samruddhi CHS, Sane Guruji Nagar,
90 Feet Road, Mulund (East), Mumbai – 400 081
Cell : 93200 22005
Email : vijayaioniel@gmail.com

Qualification :

  Masters in Philosophy (*Specialisation in Yoga*) from Mumbai University
  in the year 2012

  *Bachelor of Commerce* from Poddar College of Commerce, Mumbai
  University in the year 1987.

  Diploma in Computer programming from Datapro in the year 1989

YOGA Qualifications :

  *Basic Certificate course* in Yoga from Ambika Yog Kutir in 1988

     *Training Undergone:*

     Basics of Pranayam
     Asanas
     Breathing exercises
     Kriyas

  2 years *Teachers Training Course* from Ambika Yog Kutir in 1996

     *Training Undergone:*

     Pranayam and Mudras
     Advanced Asanas
     Consulting yoga therapy for various diseases.
     Stress management
     Meditation

  *Swara yoga*

  *Yoga therapy Certificate course* from VYASA Institute , *Bangalore*. 2009

  *Diploma in Naturopathy* from Nature cure institute Nashik, in 2010.

  *MA (Philosophy in Yoga)* 63.5% from Mumbai University in 2012

  *Attended Meditation course by Yogi Amarnath.*

  *Attended a retreat by Dr. Shrikrishna Tengshe.*

  *Conducting workshops* in public sector.

  Running an own yoga institute, registered trust.
Index

Name: Dr. Anil Dhawale
Assistant Professor & HOD
Department of Hindi
VPM's K. G. Joshi College of Arts & N. G. Bedekar College of Commerce
Thane, Maharashtra, India.

Cell Number: 09969616155
E-Mail ID: anild883@gmail.com
Qualification: M.A., B.Ed, NET, SET, Ph.D
DOB: 05th June, 1972
Nationality: Indian
Languages known: Marathi, Hindi, English
Hobbies: Reading, writing, watching movies
Member of Board of Studies, University of Mumbai
Dr. Jayshree Singh (M.A., D.Ed. NET, Ph. D.)

Assistant Professor, Department of Hindi,
VPM's K.G. Joshi College of Arts
& N.G. Bedekar College of Commerce,
Chendani Bunder Road, Thane – 400 601.
Maharashtra, India

Mobile : 09757277735
E-Mail ID : jayshreesingh13@gmail.com

Nationality : Indian

Language known: English, Hindi, Marathi.

Hobbies: Reading, Writing, Singing, Dancing.

Educational Qualification & Achievements

✓ Awarded the Ph.D. degree for the thesis entitled “Surendra Verma ke Natkon Ka Anusheelan” from University of Mumbai in Jan 2012.
• Received “The Shyam Sunder Gupta Gold Medal” for scoring highest marks in M. A. in the year 2004 from University of Mumbai.
• Received “The Pandit Narendra Sharma Hindi Academy Prize” for scoring highest marks in M. A. in the year 2004 from University of Mumbai.
• Received “Saraswati Sut Samman” in D. Ed in the year 1999 from Association of Junior College of Educational Brihan Mumbai.
• Awarded “Rashtra Bhasha Gaurav Manad Upadhi” by Akhil Bharateey Hindi Sevi Sansthan, Allahabad on 7th October 2012.

Academic and Professional Growth

✓ Recognized as a teacher of the University Of Mumbai for M.A. Degree (by papers) in Hindi from October 2012.
• Recognized as a teacher of the University of Mumbai for the Ph. D. degree in Hindi with effect from December 2016.
• Completed one Orientation & two Refresher courses with ‘A’ Grade and One Short Term Course.
• Published 1 authored book, Edited 2 Conference Proceedings and 18 Research Papers on various topics in different National Journals (with ISSN & ISBN).
• Presented 5 research papers in International and 17 research papers in National Conference.
• Invited as a guest speaker at All India Radio to talk on 4 different topics. (Dated on – 29/08/2012, 03/12/2012, 12/04/2013 & 26/02/2015.

Teaching Experience

• 10 years teaching experience in UG.
• 5 years teaching experience in PG.
Asst. Prof. Prashant Purushottam Dharmadhikari

Email Id: dharmadhikari.prashant@gmail.com

Designation: Assistant Professor in English

Area of Interest: Indian English Literature, British and Sanskrit Poetry,
                 Literary Criticism and Theory, Mythological Fiction,
                 Comparative theology.

Languages Known: English, Marathi, Sanskrit, Hindi, and French

ACADEMIC QUALIFICATIONS

- Pursuing Ph.D. on Indian Mythological English Fiction from University of Pune.
- Masters in English Literature from University of Pune in 2009
- Qualified UGC-NET & SET(English) Eligibility Examination for Lectureship
- M.A. (Sanskrit) from Tilak Maharashtra University Pune in 2010
- Post Graduate Diploma in Comparative Mythology from University of Mumbai in 2016
Index

Volunteers

1. Shraddha Shashikant Pingle
2. Srushti Pandhari Bhoir
3. Surabhi Ravi Dubey
4. Mrunal Pradip Dalvi
5. Mayuri Bhanudas Udmale
6. Nikita Sopan Sulke
7. Ashishkumar Mohan Shirkar
8. Sneha Laxman Suryarao
9. Nidhi Yogesh Thakkar
10. Dattaram Kishor Bhalekar
11. Kunal Rahul Bansode
12. Dakshata Manhohar Bandarkar
13. Yogini Shivdas Kesarkar
14. Sonali Shrirang Pawar
15. Deepak Muktaram More
16. Aishwarya Prakash Raul
17. Manali Prakash Yeole
Name: Shraddha Shashikant Pingle
Date of Birth: 05/05/1999
Age: 18
Address: 104, Tulip Apartment, Behind sai vihar, Near Vittal Mandir, Kharerao Kalwa, Thane-400 605
Contact: 7208655957 / 9594948773
Email address: twinkalchopra2005@gmail.com
Educational qualification: FYBA
Co-Curricular activities: MS-CIT
Extra curricular activities: NSS, BHARATNATAYM DANCE , SINGING.
Hobbies / Interest: WRITING, TRAVELING, MUSIC
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Srushti Pandhari Bhoir</td>
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<td><strong>Date of Birth:</strong></td>
<td>21/10/1998</td>
</tr>
<tr>
<td><strong>Age:</strong></td>
<td>19 years</td>
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<tr>
<td><strong>Address:</strong></td>
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<td><strong>Contact:</strong></td>
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<td><strong>Email address:</strong></td>
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<td><strong>Contact</strong> : 7039636705</td>
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<tr>
<td><strong>E-mail Id</strong> : <a href="mailto:surabhirdubey2016@gmail.com">surabhirdubey2016@gmail.com</a></td>
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<td><strong>Educational Qualification</strong> : SYBAF (Second Year Bachelor of Accounting and Finance.)</td>
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<td><strong>Hobbies</strong> : Reading, Playing Chess.</td>
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<td>Mrunal Pradip Dalvi</td>
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<td>Address</td>
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<td><strong>Date of Birth</strong> :</td>
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<tr>
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<td><strong>Email</strong> :</td>
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<td><strong>Name:</strong> Nikita Sopan Sulke</td>
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<td><strong>Contact:</strong> 9004379663/ 9594607319</td>
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<td><strong>Email address:</strong> <a href="mailto:nikitasulke10@Gmail.com">nikitasulke10@Gmail.com</a></td>
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<td>Ashishkumar Mohan Shirkar</td>
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<td>Address:-</td>
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<td>* Street Play</td>
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<td><strong>Name:</strong></td>
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<td><strong>Address:</strong></td>
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<td>9969942359 / 9969468978</td>
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<td><strong>Email address:</strong></td>
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<td><strong>Co-curricular activities:</strong></td>
<td>French (BRIMS), Trinity Exams, Astronomy Basic Course, Elementary Exam, MS-CIT, Creative Writing.</td>
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<td><strong>Name:</strong></td>
<td>Dattaram Kishor Bhalekar</td>
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<td><strong>Age:</strong></td>
<td>21</td>
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<tr>
<td><strong>Address:</strong></td>
<td>2/1, Radhakrishna Society, Khindipada, Mulund(W.), Mumbai 400080</td>
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<td><strong>Contact:</strong></td>
<td>9594070966/ 8369044651</td>
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<tr>
<td><strong>Email address:</strong></td>
<td><a href="mailto:vishalbhalekar1997@gmail.com">vishalbhalekar1997@gmail.com</a></td>
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<td><strong>Educational qualification:</strong></td>
<td>Studying in T.Y.B.Com. Last year</td>
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<tr>
<td><strong>Co-Curricular activities:</strong></td>
<td>I Have done various computer courses.</td>
</tr>
<tr>
<td><strong>Extra curricular activities:</strong></td>
<td>Completed National Service Scheme course. Leadership Training programs (state level Camp 2015-16) Uttkarsh Camp (State level camp 2015-16) Attended Indian Drama's workshop Elementary-Intermediate Drawing Grade Examination Worked in Various Dramas in Indian Theatre (Reth, किमयागार, भांड्याऱा -भांड, अर्थ, स्वपनपखं )</td>
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<td><strong>Hobbies/Interest:</strong></td>
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<tr>
<td><strong>Name:</strong> Kunal Rahul Bansode</td>
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<td><strong>Age:</strong> 20</td>
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<tr>
<td><strong>Address:</strong> 1, S.B surve chawl, gavdevi road, tembipada, bhandup (w), mumbai-400078</td>
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<td><strong>Contact:</strong> 9004568703</td>
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<td><strong>Email address:</strong> <a href="mailto:kunalbansode1297@gmail.com">kunalbansode1297@gmail.com</a></td>
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<td><strong>Co-Curricular activities:</strong> Completed various computer courses</td>
<td></td>
</tr>
<tr>
<td><strong>Extra curricular activities:</strong> Social service.</td>
<td></td>
</tr>
<tr>
<td><strong>Hobbies/Interest:</strong> Dancing, Singing, Cooking, Reading, Playing etc</td>
<td></td>
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<td>Index</td>
<td>Volunteers</td>
</tr>
<tr>
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</tr>
<tr>
<td>Name:-</td>
<td>Dakshata Manhohar Bandarkar</td>
</tr>
<tr>
<td>Date of Birth:-</td>
<td>11/05/1999</td>
</tr>
<tr>
<td>Age:-</td>
<td>18</td>
</tr>
<tr>
<td>Address:-</td>
<td>40, Dhalwalkar chawl,</td>
</tr>
<tr>
<td></td>
<td>Khinidpada Darga Road,</td>
</tr>
<tr>
<td></td>
<td>Mulund[W] MUMBAI -400082</td>
</tr>
<tr>
<td>Contact:-</td>
<td>8879739703/ 7021645659</td>
</tr>
<tr>
<td>Email address:-</td>
<td><a href="mailto:dakshatamb.b99@gmail.com">dakshatamb.b99@gmail.com</a></td>
</tr>
<tr>
<td>Educational qualification:-</td>
<td>SYBCOM</td>
</tr>
<tr>
<td>Co-Curricular activities:-</td>
<td>MSCIT</td>
</tr>
<tr>
<td>Extra curricular activities:</td>
<td>Kho-Kho</td>
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<td>Social Work</td>
</tr>
<tr>
<td>Hobbies/Interest:-</td>
<td>Drawing, Travelling.</td>
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<td><strong>Volunteers</strong></td>
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<tr>
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</tr>
<tr>
<td><strong>Name:-</strong></td>
<td>Yogini Shivdas Kesarkar</td>
</tr>
<tr>
<td><strong>Date of Birth</strong></td>
<td>14/08/1997</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td>3/301, Shahanawaz Apt., Thakurpada, Mumbra.</td>
</tr>
<tr>
<td><strong>Contact</strong></td>
<td>8286926336</td>
</tr>
<tr>
<td><strong>Email Address</strong></td>
<td><a href="mailto:yoginikeskar1997@gmail.com">yoginikeskar1997@gmail.com</a></td>
</tr>
<tr>
<td><strong>Educational Qualification</strong></td>
<td>TY (Accounting and Finance)</td>
</tr>
<tr>
<td><strong>Co-Curricular Activities</strong></td>
<td>MS-CIT, English Typing, Stenography.</td>
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<tr>
<td><strong>Extra Curricular Activities</strong></td>
<td>N.S.S.</td>
</tr>
<tr>
<td><strong>Hobbies/ Interest</strong></td>
<td>Reading, Collection of various things, Social Service.</td>
</tr>
<tr>
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<td><strong>Volunteers</strong></td>
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</tr>
<tr>
<td><strong>Name:</strong></td>
<td>Sonali Shrirang Pawar</td>
</tr>
<tr>
<td><strong>Date of Birth:</strong></td>
<td>19/10/1997</td>
</tr>
<tr>
<td><strong>Age:</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Address:</strong></td>
<td>Room no. 6, Ganesh Chawl, Near Kartik Willa bdg, Devkinandan, Kharegaon, Kalwa, Thane.</td>
</tr>
<tr>
<td><strong>Contact:</strong></td>
<td>9892944171</td>
</tr>
<tr>
<td><strong>Email address:</strong></td>
<td><a href="mailto:sonalipawar191097@gmail.com">sonalipawar191097@gmail.com</a></td>
</tr>
<tr>
<td><strong>Educational qualification:</strong></td>
<td>TYBAF - (Accounting &amp; finance)</td>
</tr>
<tr>
<td><strong>Co-Curricular activities:</strong></td>
<td>MSCIT, Tally.</td>
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<td>N.S.S</td>
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<tr>
<td><strong>Hobbies/Interest:</strong></td>
<td>Dancing, Reading.</td>
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<tr>
<td><strong>Name:</strong></td>
<td>Deepak Muktaram More</td>
</tr>
<tr>
<td><strong>Date of birth:</strong></td>
<td>18/10/1998</td>
</tr>
<tr>
<td><strong>Age:</strong></td>
<td>19</td>
</tr>
<tr>
<td><strong>Address:</strong></td>
<td>R. No 501, 5th floor, Mumbradevi apt -2, Thakurpada, Mumbra, Thane 400612</td>
</tr>
<tr>
<td><strong>Contact:</strong></td>
<td>9004293769</td>
</tr>
<tr>
<td><strong>Email Id.</strong></td>
<td><a href="mailto:moredeepak738@gmail.com">moredeepak738@gmail.com</a></td>
</tr>
<tr>
<td><strong>Educational qualification:</strong></td>
<td>SYBBI SECOND YEAR BANKING AND ISURANCE</td>
</tr>
<tr>
<td><strong>Co-curricular activity:</strong></td>
<td>MS-OFFICE, TALLY, TYPING</td>
</tr>
<tr>
<td><strong>Extra curricular activity:</strong></td>
<td>N.S.S. (NATIONAL SERVICE SCHEME)</td>
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<tr>
<td><strong>Hobbies/interest:</strong></td>
<td>Reading, Writing blog</td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td>Aishwarya Prakash Raul</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Date of Birth</strong></td>
<td>04/01/1999</td>
</tr>
<tr>
<td><strong>Age</strong></td>
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<tr>
<td><strong>Address</strong></td>
<td>3/13 vinayak bhavan near pratap cinema kolbad road, Thane west.</td>
</tr>
<tr>
<td><strong>Contact</strong></td>
<td>8692886604/ 9769339281</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:aishuraul@gmail.com">aishuraul@gmail.com</a></td>
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<tr>
<td><strong>Education Qualification</strong></td>
<td>SYBA</td>
</tr>
<tr>
<td><strong>Co-curricular Activities</strong></td>
<td>Social work</td>
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<td><strong>Extra curricular Activities</strong></td>
<td>Tabla, Kathak.</td>
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<tr>
<td><strong>Hobbies</strong></td>
<td>Playing Khokho, Dancing</td>
</tr>
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<td><strong>Volunteers</strong></td>
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</tr>
<tr>
<td>Name:-</td>
<td>Manali Prakash Yeole</td>
</tr>
<tr>
<td>Date of Birth:-</td>
<td>14/07/1997</td>
</tr>
<tr>
<td>Age:-</td>
<td>20</td>
</tr>
<tr>
<td>Address:-</td>
<td>Saraswati krupa, devi chowk, shastrinagar, dombivali (west).</td>
</tr>
<tr>
<td>Contact:-</td>
<td>7588721738/ 7506750438</td>
</tr>
<tr>
<td>Email address:-</td>
<td><a href="mailto:yeole.manali1@gmail.com">yeole.manali1@gmail.com</a></td>
</tr>
<tr>
<td>Educational qualification:-</td>
<td>Ty-baf(Accounting &amp; Finance)</td>
</tr>
<tr>
<td>Co-Curricular activities:-</td>
<td>Various computer courses.</td>
</tr>
<tr>
<td>Extra curricular activities:-</td>
<td>N.S.S., Also a participated in many singing competitions.</td>
</tr>
<tr>
<td>Hobbies/Interest:-</td>
<td>Singing, Social work</td>
</tr>
</tbody>
</table>