



Anekant Education Society's

ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS)

Baramati, District-Pune, State-Maharashtra, India-413 102

RELIGIOUS MINORITY INSTITUTION

AICTE Approved; DTE Code: 6731

NAAC Accredited

Affiliated to Savitribai Phule Pune University, Pune

Website : www.aimsaramati.org

Email ID : director.aimsaramati@gmail.com

Academic Year :

ADD-ON COURSE FILE
**CERTIFICATE COURSE IN ADVANCED
ENGLISH GRAMMAR**

Academic Year 2023-24

Class- MBA-II Sem-IV

Faculty: Dr. Abhishek Y. Dikshit

Course File Index

A.Y. 2023-24

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AIMS – Baramati

Vision:

To develop multidimensional business leaders through the blend of value based, techno-powered and skill intensive management education

Mission:

To inculcate life skills in students through proactive involvement of all stakeholders to lead in the dynamic business environment

Objectives:

- To provide world class technological and academic infrastructure to facilitate intellectual transactions and enhanced technology know how.
- To establish the collaborations with national and international Corporates, NGO's, Academic Institutions and Government establishments for student grooming.
- To develop business research acumen in students to cater real-time solutions.
- To instil contemporary skills in students to lead the businesses with sustainability approach
- To inculcate universal values in students for social wellbeing.



Programme Educational Objectives (PEOs)

1. PEO1: Graduates of the MBA program will successfully integrate core, cross-functional and inter-disciplinary aspects of management theories, models and frameworks with the real world practices and the sector specific nuances to provide solutions to real world business, policy and social issues in a dynamic and complex world.
2. PEO2: Graduates of the MBA program will possess excellent communication skills, excel in cross-functional, multidisciplinary, multi-cultural teams, and have an appreciation for local, domestic and global contexts so as to manage continuity, change, risk, ambiguity and complexity.
3. PEO3: Graduates of the MBA program will be appreciative of the significance of Indian ethos and values in managerial decision making and exhibit value centered leadership.
4. PEO4: Graduates of the MBA program will be ready to engage in successful career pursuits covering a broad spectrum of areas in corporate, non-profit organizations, public policy, entrepreneurial ventures and engage in lifelong learning.
5. PEO5: Graduates of the MBA program will be recognized in their chosen fields for their managerial competence, creativity & innovation, integrity & sensitivity to local and global issues of social relevance and earn the trust & respect of others as inspiring, effective and ethical leaders, managers, entrepreneurs, intrapreneurs and change agents.



Academic Policy 2022-2023

The delivery is the mainstay of the institute's Academic and Administrative processes. The Institute of Management Studies (AIMS) is a teaching institute affiliated to Pimpri Chinchwad Education Trust, Pimpri Chinchwad, Pune and follows its legal framework for legitimizing its academic and administrative processes.

Planning:

1. Institute plans for the academic committee meeting, scheduled before the start of the session. The syllabus review, course allocation, workload allocation, course file content, comprehensive concurrent evaluation plan, academic calendar. The important points related to Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs), comprises the points of discussion of the meeting.
2. The main focus is on the preparation of teaching plans for the allotted courses. The teaching plan contains methodology of teaching, detailing regular sessions and presentations on reading materials, assignments and class tests.
3. Institute plan for an orientation program for newly admitted students at the start of the actual academic session. The program helps students familiarize with institute academic culture, administrative practices, syllabus review, Outcome Based Education (OBE) system, curriculum plan, examination pattern, code of conduct, industry requirement.
4. Planning for industrial Visits (local and out of state), expert talks, events and activities in which experts from industry and academics participate in our curriculum delivery process to bridge the gap between industry and academia.
5. Planning for allotment of mentors to students and development of Mentor-Mentee system for student competency development and Guide allocation for Project internships, issues in academics, as well as administration, is practiced.

Implementation:

University has designed Choice Based Credit System (CBCS) and Grading System Outcome Based Education pattern which Institute follows in its curriculum.

1. Institute follows a cafeteria approach by providing Generic Core/Elective subjects every semester. The students have the flexibility to choose any one specialization from specializations offered in the university syllabus. The students are well explained in the orientation program about the specialization offered.
2. The delivery of course sessions carried out as per time table. Faculty adopts the advanced teaching methodology in delivery of course sessions. Faculty focuses on quality delivery and encourages student's active participation in the entire curriculum, curricular and extra-curricular activities. This is reflected in the course files as evidence of institute teaching pedagogy.



Anekant Ins

Approved

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Education Society's

Management Studies, Baramati

ashtra, AICTE & Affiliated to SPPU

Term-II A.Y.(2023-24)

Activities		Coordinator
1st	Commencement of Semester-II	DPM
20th	Learner Level Assessment	All
22nd	Guest Lecture	SSJ
24th	Local Industrial Visit (SEM II)	SSJ
22-27th	CCE-I	All
27th	Tejaswita Club Activity	SVK
27th	Yoga Club Activity	PVY
31st	Academic Committee Meeting	DPM

3rd	Incubation Centre Activity	AYD
10th	Industrial Visit (SEM-II & IV)	SSJ
17th	National Conference	PVY
12-17th	CCE-II	All
21-23th	Sports and Cultural Days Celebration	SSJ & PDH
24th	Parmita Teacher Meeting	MAV
29th	Academic Committee Meeting	DPM

1-2nd	Intaglio Series-Sanskrit Club	SSK
9th	Alumni Meet	MAV
16th	Extension and Outreach Activity	SVK
11-16th	CCE-II	All
23rd	Guest Lecture	SSJ
30th	Academic Committee Meeting	DPM

6th	Guest Lecture	SSJ
13th	Course Exit Survey-SEM-II	All
13th	Incubation Centre Activity	AYD
15-20th	Internal Examination SEM-I	SSK
27th	Course Exit Survey-SEM-IV	All
30th	Academic Committee Meeting	DPM

29 to 4th	Internal Examination SEM-IV	SSK
6th	Preparatory Leave & University Examinations	

Colour	Activities
	Academic Activities
	Co-Curricular Activities
	Clubs Activities
	Training, Placement & Student Support

Dr. D. P. More
Program
Coordinator



Dr. M. A. Lahori
DIRECTOR

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

Necessity of Starting this course:

There is an urgent need to introduce a Certificate Course in Advanced Grammar to ensure that the learner gets an opportunity to revise items such as vocabulary building, knowledge of collocations, homonyms, homophones, grammar, editing and awareness of collocations in English before he/ she graduates from an institution. There are no compulsory courses training the learners currently in Communication Skills in English (henceforth referred to in this note as CSE) in the last four semesters of graduation thus making the learner a diffident user of English. Introducing a Certificate Course in Advanced Grammar will ensure that the skills relevant to English pronunciation, spelling, vocabulary, grammar, listening, speaking, reading and writing are revised, reinforced and tested by giving the learners enough opportunities to practice these within the language classroom. The success of such a certificate course is automatically assured by the urgency felt by the motivated learners to polish these skills that they are going to require for higher studies and employment. The learner outcomes will definitely be better than they were in school and in junior college because the motivation levels are naturally, and logically high. They will be more attentive and focused in class. The language classroom will become far more dynamic, powered by the determination in the learners, who will make every attempt to succeed by involving themselves in the learning process actively because they are aware that, whatever the professional career they may choose, English will be the medium of communication. The Certificate Course in Advanced Grammar will address the gap caused by the major time lag between the first year of graduation when the learners are taught CSE skills and when they end up actually using them in a productive manner.

Opportunities of employability/employment available after undertaking these courses:

The learners who have successfully completed the Certificate Course in Advanced Grammar will be more confident users of the language having had the opportunity to refine and practice existing skills in the English Language. It will enable them to intern in various organizations and after having a first-hand experience of working as content writers, editors, teachers, technical writers, or working in NGOs or private organizations in HR, PR or Management oriented posts, they can decide on the type of career they want to pursue. This certificate course will boost their confidence and enable them to practice and rehearse language skills closer to the year of their graduation in the absence of any compulsory CSE paper in the final four semesters of their graduation program. It is suggested that the teachers of the certificate course actively encourage the learners to take up internships before they graduate so that they get an opportunity to apply the skill sets learnt during the Certificate course in a real setting.



CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

Preamble:

It has been observed that many of our student-learners lack a good command over the English language which has been, for quite some time, not just an international language of communication, but also the most dominant language of the huge variety of social media platforms. Keeping this in mind, under the guidance of the Board of Studies (English), we have designed this course on Advanced English Grammar for those learners having a fair knowledge of Basic English grammar. It intends to guide them to improve their English grammar levels further using the tools prescribed in the syllabus of the course. We understand that it is not possible to include all that comes under the purview of Advanced Grammar in just 30 hours. We hope that students will dive deeper into the fascinating and vast semantic and syntactic sea of language even after finishing the course.

Objectives:

1. To give guidelines to student-learners on Advanced English Grammar.
2. To help learners improve their vocabulary and express themselves better in the English language.
3. To assess their understanding of the course through a variety of testing methods.
4. To equip the learners to better their prospects in the competitive world of jobs.

Learning Outcomes: After the completion of the course, students will be equipped

1. To improve their linguistic skills in English
2. To be confident in expressing themselves in English
3. To have better job opportunities
4. To be able to increase their vocabulary.
5. To be able to use fairly complex grammatical structures correctly.



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CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

SYLLABUS

Unit I: Vocabulary building: (07 lectures)

1. Transformation Of Nouns To Verbs, Adjectives, Adverbs
2. Synonyms, Antonyms
3. Root Words (Free And Bound Stems)
4. Affixes -Prefixes, Suffixes (Derivational And Inflectional)
5. Homonyms, Homophones

Unit II: Phrases and Clauses: (08 lectures)

1. Modifiers & Heads In Phrases
2. Clauses With Subordination And Co-Ordination, Adverbial Clauses
3. Conditionals

Unit III: Errors in usage & how to avoid them: (06 lectures)

1. Common Grammatical Errors; Collocation Errors
2. Importance Of Punctuation
3. Subject - Verb Concord, Errors In Word Order
4. Redundancy & Other Errors

Unit IV: Writing better: (09 lectures)

Usage of

1. Idioms
2. Phrasal Verbs
3. Sentence Adverbials
4. Markers Of Cohesion And Linkers
5. Logical Tools To Organize Information Such As General Statement, Specific Statement, Listing, Classification, Exemplification, Comparison And Contrast, Cause And Effect, Process, Analysis, Amplification, Case Studies, Statistical Data And Argumentation.
6. Language And Gender-Sensitivity



CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

ASSESSMENT

Marks: A minimum of 16 out of 40 (internal) and 24 out of 60 (course end) marks must be scored by the learner. The learner should score an aggregate 40 marks out of 100 to pass in the course.

Internal Assessment – 40 marks

Sr. No.	Particulars	Marks
1	Two class tests of 10 marks each to be conducted on the curriculum taught. The teacher will have freedom to design the pattern of questions for the test. The maximum duration of the test will be 30 minutes.	20
2	<p>Ten home assignments of 10 marks each based on curriculum to be assessed by the teacher concerned. The learner is expected to spend 10 hours on home assignments. The total marks scored by the learner in ten assignments of 100 marks will be converted to count/consider the score out of 20 marks. For every assignment the teacher will design 20 objective questions of ½ marks each.</p> <p>Following methods of assessment could be used by the teacher: MCQs, do as directed, fill in the blanks, complete the following sentences, encircle the correct option, identify the type of..., word formation exercises, use correct form of..., transformation or conversion of sentences, use punctuation marks etc.</p> <p>Assignment wise curriculum distribution:</p> <p>Assignment 1: Unit 1 Vocabulary building sub topics (a) & (b)</p> <p>Assignment 2: Unit 1 Vocabulary building sub topics (c) & (d)</p> <p>Assignment 3: Unit 1 Vocabulary building sub topics (a) & (b)</p> <p>Assignment 4: Unit 1 Vocabulary building sub topics (c), (d) & (e)</p> <p>Assignment 5: Unit 2 Phrases and Clauses</p> <p>Assignment 6: Unit 2 Phrases and Clauses</p> <p>Assignment 7: Unit 3 Errors in usage A</p> <p>Assignment 8: Unit 3 Errors in usage A & B</p> <p>Assignment 9: Unit 4 Writing better</p> <p>Assignment 10: Unit 4 Writing better</p>	20

Course End Examination Pattern: 60 Marks, Duration 02 Hours

The Course End Examination of 60 marks will have 4 questions of 15 marks each.

Q.1 - Unit 1 -15 marks.

Q.2 - Unit 2 -15 marks.

Q.3 - Unit 3 -15 marks.

Q.4 - Unit 4 -15 marks.

(Following methods of assessment for Course End Examination may be used by the teacher, however she/he can also develop her/his own method of assessment suitable to the topic: MCQs, do as directed, fill in the blanks, complete the following sentences, encircle the correct option, identify the type of..., word formation exercises, use correct form of..., transformation or conversion of sentences, use punctuation marks etc.)



CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

REFERENCES

1. Leech, Geoffrey et al. English Grammar for Today-A New Introduction. Palgrave, 2005.
2. McCarthy, Michael and Felicity O'Dell. English Vocabulary in Use: advanced. Cambridge: CUP, 2002; South Asian Edition, 2008.
3. Mohan Krishna & Banerji, Meera: Developing Communication Skills. New Delhi: Macmillan India, 1990.
4. Murphy, Raymond. Essential Grammar in Use. Cambridge: CUP, 2007 (3rd Edition); South Asian edition, 2012.
5. Pal Rajendra and Suri Prem Lata, English Grammar and Composition , Sultan Chand and Sons, New Delhi.
6. Quirk Randolph and Greenbaum Sidney, A University Grammar of English, Longman.
7. Wren P C and Martin H, High School English Grammar and Composition, Blackie ELT Books, New Delhi.

Web Resource:

<https://www.englishgrammar.org/>



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

A. Y. 2023-24

ADMISSION NOTICE

AES/AIMS/2023-24/145

Date: 01/02/2024

This is to inform all **MBA Second Year** students that, Institute is offering an Add-on Course titled "**Certificate Course in Advanced English Grammar**" in A.Y. 2023-24.

Interested students are requested to meet Dr. A. Y. Dikshit (Course Teacher) and confirm your admission on or before 06/02/2024 (Tuesday), 5.30PM.



Dr. A. Y. Dikshit
Course Teacher



Dr. M. A. Lahori
DIRECTOR

Copy To:

1. AIMS IQAC
2. Program Coordinator Desk



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI
CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

**NOTICE OF ADD-ON COURSE
COMMENCEMENT**

Date: 06/02/2024

AES/AIMS/2023-24/146

This is to inform that, following students of MBA Second Year are admitted for Add-on Course titled "Certificate Course in Advanced English Grammar" in A.Y. 2023-24.

SR. NO.	NAME
1	ADANE POOJA RAHUL
2	DHAPATE ATUL VILAS
3	MALAVE DARSHAN LALASO
4	MASTUD GANESH HANUMANT
5	NEVASE YOGINDRA SUNIL
6	NIMBALKAR RADHIKA SHASHIKANT
7	PATHAN MUBIN HARUN
8	PHALTANKAR SHRADDHA SACHIN
9	RANADIVE SARANG SAVATA
10	RANDHAVE DIKSHA SANJAY
11	SASANE VITTHAL MAHADEV
12	TUPE PRACHI NARESH

This course will commence from 08/02/2024 (Thursday).



Dr. A. Y. Dikshit
Course Teacher



Dr. M. A. Lahori
DIRECTOR

Copy To:

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2. Program Coordinator Desk


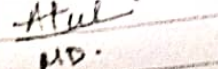
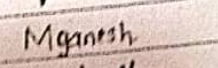
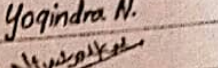
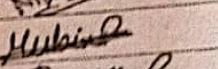
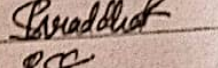
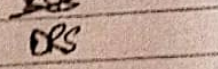
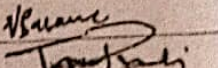
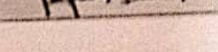

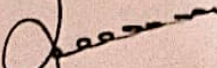



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ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI
CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR
**ENROLLMENT OF STUDENTS FOR
ADD-ON COURSE**

AES/AIMS/2023-24/_____

Date: 06/02/2024

This is to inform that, following students of MBA Second Year are admitted for Add-on Course titled "Certificate Course in Advanced English Grammar" in A.Y. 2023-24.

SR. No.	NAME	SIGNATURE
1	ADANE POOJA RAHUL	
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10	RANDHAVE DIKSHA SANJAY	
11	SASANE VITTHAL MAHADEV	
12	TUPE PRACHI NARESH	

This course will commence from **08/02/2024 (Thursday)**.




Dr. A. Y. Dikshit

Course Teacher

Copy To:

1. AIMS IQAC
2. Program Coordinator Desk



Dr. M. A. Lahori
DIRECTOR



CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

LESSON PLAN

Session No	Unit	Topic	Proposed Date	Teaching Methodology	Course Outcomes	Program Outcomes	References
1	1	Transformation Of Nouns To Verbs, Adjectives, Adverbs	08-02-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Advanced English Grammar By Martin Hewings
2	1	Synonyms, Antonyms	09-02-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Advanced English Grammar By D S Paul
3	1	Root Words (Free And Bound Stems)	09-02-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge	Intermediate English Grammar By Raymond Murphy
4	1	Affixes - Prefixes, Suffixes (Derivational And Inflectional)	15-02-2024	Lecture	UNDERSTANDING	Critical Thinking	Essentials of Advanced English Grammar By Ivy Lal
5	1	Assignment Solving 1	16-02-2024	Practical	APPLYING	Effective Communication	Advanced English Grammar By Bharati Chaudhan
6	1	Assignment Solving 2	16-02-2024	Practical	ANALYSING	Effective Communication	Advanced English Grammar By Martin Hewings
7	1	Assignment Solving 3	22-02-2024	Practical	EVALUATING	Critical Thinking	Advanced English Grammar By D S Paul
8	2	Homonyms, Homophones	23-02-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Intermediate English Grammar By Raymond Murphy
9	2	Modifiers & Heads In Phrases	23-02-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Essentials of Advanced English Grammar By Ivy Lal
10	2	Clauses With Subordination And Co-Ordination	29-02-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge	Advanced English Grammar By Bharati Chaudhan
11	2	Conditionals	04-03-2024	Lecture	UNDERSTANDING	Critical Thinking	Advanced English Grammar By Martin Hewings
12	2	Assignment Solving 4	07-03-2024	Practical	APPLYING	Effective Communication	Advanced English Grammar By D S Paul
13	2	Assignment Solving 5	08-03-2024	Practical	ANALYSING	Effective Communication	Intermediate English Grammar By Raymond Murphy
14	2	Assignment Solving 6	08-03-2024	Practical	EVALUATING	Critical Thinking	Essentials of Advanced English Grammar By Ivy Lal
15	3	Introduction to Clauses	11-03-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Advanced English Grammar By Bharati Chaudhan
16	3	Clauses: Types (Coordination, Subordination and Conditionals)	14-03-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Advanced English Grammar By Martin Hewings
17	3	Sentences A: Types (Declarative, Interrogative, Imperative, Exclamatory)	15-03-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge	Advanced English Grammar By D S Paul
18	3	Sentences B: Types (Direct, Indirect, Active, Passive, Affirmative, Negative)	15-03-2024	Lecture	UNDERSTANDING	Critical Thinking	Intermediate English Grammar By Raymond Murphy
19	3	Assignment Solving 7	18-03-2024	Practical	APPLYING	Effective Communication	Essentials of Advanced English Grammar By Ivy Lal
20	3	Assignment Solving 8	21-03-2024	Practical	ANALYSING	Effective Communication	Advanced English Grammar By Bharati Chaudhan
21	3	Assignment Solving 9	22-03-2024	Practical	EVALUATING	Critical Thinking	Advanced English Grammar By Martin Hewings
22	4	Common Grammatical Errors	22-03-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Advanced English Grammar By D S Paul
23	4	Collocation Errors	25-03-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Intermediate English Grammar By Raymond Murphy
24	4	Importance Of Punctuation	28-03-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge	Essentials of Advanced English Grammar By Ivy Lal
25	4	Subject - Verb Concord	29-03-2024	Lecture	UNDERSTANDING	Critical Thinking	Advanced English Grammar By Bharati Chaudhan
26	4	Assignment Solving 10	29-03-2024	Practical	APPLYING	Effective Communication	Advanced English Grammar By Martin Hewings
27	4	Errors In Word Order	01-04-2024	Practical	ANALYSING	Effective Communication	Advanced English Grammar By D S Paul
28	4	Redundancy & Other Errors	04-04-2024	Practical	EVALUATING	Critical Thinking	Intermediate English Grammar By Raymond Murphy
29	5	Usage of Idioms	05-04-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Essentials of Advanced English Grammar By Ivy Lal
30	5	Usage of Phrasal Verbs	05-04-2024	Lecture	REMEMBERING	Generic and Domain Knowledge	Advanced English Grammar By Bharati Chaudhan
31	5	Usage of Sentence Adverbials	08-04-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge	Advanced English Grammar By Martin Hewings
32	5	Markers Of Cohesion And Linkers	11-04-2024	Lecture	UNDERSTANDING	Critical Thinking	Advanced English Grammar By D S Paul
33	5	Logical tools to organise Information	12-04-2024	Practical	APPLYING	Effective Communication	Intermediate English Grammar By Raymond Murphy
34	5	Language And Gender-Sensitivity	12-04-2024	Tutorial	EVALUATING	Critical Thinking	Essentials of Advanced English Grammar By Ivy Lal
35	5	Class Test	13-04-2024	Tutorial	EVALUATING	Critical Thinking	Advanced English Grammar By Bharati Chaudhan
36	5	Class Test	25-02-2024	Tutorial	EVALUATING	Critical Thinking	Advanced English Grammar By Bharati Chaudhan

COURSE TEACHER



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

ATTENDANCE SHEET

S#	SESSION NO	1	2	3	4	5	6
	NAME	08-02-2024	09-02-2024	09-02-2024	15-02-2024	16-02-2024	16-02-2024
1	ADANE POOJA RAHUL	AB	AB	AB	AB	AB	AB
2	DHAPATE ATUL VILAS	Atul.	Atul.	Atul.	Atul.	Atul.	Atul.
3	MALAVE DARSHAN LALASO	MD.	MD.	AB	MD.	MD.	MD.
4	MASTUD GANESH HANUMANT	Mganesh.	AB	Mganesh.	Mganesh.	Mganesh.	Mganesh.
5	NEVASE YOGINDRA SUNIL	Yogindra N.	Yogindra N.	Yogindra N.	AB	Yogindra N.	Yogindra N.
6	NIMBALKAR RADHIKA SHASHIKANT	Nimbalkar	AB	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar
7	PATHAN MUBIN HARUN	Mubin	Mubin	Mubin	Mubin	Mubin	Mubin
8	PHALTANKAR SHRADDHA SACHIN	Shraddha	Shraddha	Shraddha	Shraddha	Shraddha	Shraddha
9	RANADIVE SARANG SAVATA	RSS.	RSS.	AB	RSS.	RSS.	RSS.
10	RANDHAVE DIKSHA SANJAY	DS	DS	DS	DS	DS	DS
11	SASANE VITTHAL MAHADEV	Vsane	Vsane	Vsane	Vsane	Vsane	Vsane
12	TUPE PRACHI NARESH	AB	AB	AB	AB	AB	AB

COURSE TEACHER



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR
ATTENDANCE SHEET

S#	SESSION NO	7	8	9	10	11	12
	NAME	22-02-2024	23-02-2024	23-02-2024	29-02-2024	04-03-2024	07-03-2024
1	ADANE POOJA RAHUL	AB	AB	AB	AB	AB	AB
2	DHAPATE ATUL VILAS	Atul	Atul	Atul	Atul	AB	Atul
3	MALAVE DARSHAN LALASO	MD.	AB	AB	AB	MD.	MD.
4	MASTUD GANESH HANUMANT	Mganesh.	Mganesh.	Mganesh.	AB	Mganesh.	Mganesh.
5	NEVASE YOGINDRA SUNIL	Yogindra N.	Yogindra N.	AB	Yogindra N.	AB	Yogindra N.
6	NIMBALKAR RADHIKA SHASHIKANT	Nimbalkar	Nimbalkar	Nimbalkar	AB	Nimbalkar	Nimbalkar
7	PATHAN MUBIN HARUN	Mubin	Mubin	Mubin	AB	Mubin	Mubin
8	PHALTANKAR SHRADDHA SACHIN	Shraddha	AB	AB	Shraddha	AB	Shraddha
9	RANADIVE SARANG SAVATA	RSS.	RSS.	RSS.	AB	RSS.	RSS.
10	RANDHAVE DIKSHA SANJAY	DRS	AB	AB	DRS	AB	DRS
11	SASANE VITTHAL MAHADEV	Vsasm	Vsasm	Vsasm	Vsasm	Vsasm	Vsasm
12	TUPE PRACHI NARESH	AB	AB	AB	AB	AB	AB

COURSE TEACHER



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR
ATTENDANCE SHEET

S#	SESSION NO	13	14	15	16	17	18
		08-03-2024	08-03-2024	11-03-2024	14-03-2024	15-03-2024	15-03-2024
	NAME						
1	ADANE POOJA RAHUL	AB	AB	AB	AB	AB	AB
2	DHAPATE ATUL VILAS	Atul	Atul	Atul	Atul	Atul	Atul
3	MALAVE DARSHAN LALASO	MD	MD	AB	AB	AB	MD
4	MASTUD GANESH HANUMANT	Mganesh	Mganesh	Mganesh	Mganesh	Mganesh	Mganesh
5	NEVASE YOGINDRA SUNIL	Yogindra N.	Yogindra N.	Yogindra N.	AB	Yogindra N.	AB
6	NIMBALKAR RADHIKA SHASHIKANT	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar
7	PATHAN MUBIN HARUN	Mubin	Mubin	Mubin	Mubin	Mubin	Mubin
8	PHALTANKAR SHRADDHA SACHIN	Shraddha	Shraddha	Shraddha	AB	Shraddha	Shraddha
9	RANADIVE SARANG SAVATA	RSS	RSS	RSS	RSS	RSS	RSS
10	RANDHAVE DIKSHA SANJAY	DRS	DRS	AB	AB	DRS	DRS
11	SASANE VITTHAL MAHADEV	Vsane	Vsane	Vsane	Vsane	Vsane	Vsane
12	TUPE PRACHI NARESH	AB	AB	AB	AB	AB	AB

COURSE TEACHER



INFORMATION QUESTIONS

INFORMATION QUESTIONS

WH- WORD DO/DOES SUBJECT VERB

WH- --

ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

ATTENDANCE SHEET

S#	SESSION NO	19	20	21	22	23	24
	NAME	18-03-2024	21-03-2024	22-03-2024	22-03-2024	25-03-2024	28-03-2024
1	ADANE POOJA RAHUL	AB	AB	AB	AB	AB	AB
2	DHAPATE ATUL VILAS	Atul	Atul	Atul	AB	AB	AB
3	MALAVE DARSHAN LALASO	ND	ND	ND	AB	AB	AB
4	MASTUD GANESH HANUMANT	Mganesh	Mganesh	Mganesh	AB	AB	AB
5	NEVASE YOGINDRA SUNIL	Yogindra N.	Yogindra N.	Yogindra N.	Yogindra N.	Yogindra N.	Yogindra N.
6	NIMBALKAR RADHIKA SHASHIKANT	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar
7	PATHAN MUBIN HARUN	Mubin	Mubin	Mubin	Mubin	Mubin	Mubin
8	PHALTANKAR SHRADDHA SACHIN	Shraddha P.	Shraddha P.	Shraddha	Shraddha	Shraddha	Shraddha
9	RANADIVE SARANG SAVATA	RSS	RSS	RSS	AB	AB	AB
10	RANDHAVE DIKSHA SANJAY	DRS	DRS	DRS	AB	AB	AB
11	SASANE VITTHAL MAHADEV	Vsasan	Vsasan	Vsasan	AB	AB	AB
12	TUPE PRACHI NARESH	AB	AB	AB	AB	AB	AB

COURSE TEACHER



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15



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ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

ATTENDANCE SHEET

S#	SESSION NO	25	26	27	28	29	30
	NAME	29-03-2024	29-03-2024	01-04-2024	04-04-2024	05-04-2024	05-04-2024
1	ADANE POOJA RAHUL	AB	AB	AB	AB	AB	AB
2	DHAPATE ATUL VILAS	Atul	Atul	Atul	Atul	AB	AB
3	MALAVE DARSHAN LALASO	MD.	MD.	MD.	MD.	MD.	MD.
4	MASTUD GANESH HANUMANT	Mganesh.	Mganesh.	Mganesh.	Mganesh.	Mganesh.	Mganesh.
5	NEVASE YOGINDRA SUNIL	AB	Yogindra N.	Yogindra N.	Yogindra N.	Yogindra N.	Yogindra N.
6	NIMBALKAR RADHIKA SHASHIKANT	AB	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar
7	PATHAN MUBIN HARUN	AB	Mubin	Mubin	Mubin	Mubin	Mubin
8	PHALTANKAR SHRADDHA SACHIN	AB	Shraddha	Shraddha	Shraddha	Shraddha	Shraddha
9	RANADIVE SARANG SAVATA	AB	RCS.	RCS.	RCS.	RCS.	RCS.
10	RANDHAVE DIKSHA SANJAY	AB	DRS	DRS	DRS	DRS	DRS
11	SASANE VITTHAL MAHADEV	AB	Vsane	Vsane	Vsane	AB	AB
12	TUPE PRACHI NARESH	AB	AB	AB	AB	AB	AB

COURSE TEACHER



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ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

ATTENDANCE SHEET

S#	SESSION NO	31	32	33	34	35	36
	NAME	08-04-2024	11-04-2024	12-04-2024	12-04-2024	13-04-2024	14-04-2024
1	ADANE POOJA RAHUL	AB	AB	AB	AB	AB	AB
2	DHAPATE ATUL VILAS	Atul.	Atul.	Atul.	Atul.	Atul.	Atul.
3	MALAVE DARSHAN LALASO	NO.	AB	NO.	AB	NO.	NO
4	MASTUD GANESH HANUMANT	Mganesh.	Mganesh.	Mganesh.	Mganesh.	Mganesh.	Mganesh.
5	NEVASE YOGINDRA SUNIL	Yogindra N.	Yogindra N.	Yogindra N.	Yogindra N.	Yogindra N.	Yogindra N.
6	NIMBALKAR RADHIKA SHASHIKANT	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar	Nimbalkar
7	PATHAN MUBIN HARUN	Mubin	Mubin	Mubin	Mubin	Mubin	Mubin
8	PHALTANKAR SHRADDHA SACHIN	Shraddha	Shraddha	Shraddha	Shraddha	Shraddha	Shraddha
9	RANADIVE SARANG SAVATA	RS.	RS.	RS.	RS.	RS.	RS.
10	RANDHAVE DIKSHA SANJAY	DS	DS	DS	AB	DS	DS
11	SASANE VITTHAL MAHADEV	Vsane	Vsane	Vsane	Vsane	Vsane	Vsane
12	TUPE PRACHI NARESH	AB	AB	AB	AB	AB	AB

COURSE TEACHER



The Simple Present

► The Present Continuous

INFORMATION QUESTIONS

WH-
WORD DO/DOES SUBJECT VERB

INFORMATION QUESTIONS

WH-
WORD RE SUBJECT

ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

EVALUATION SHEET

#	ASSIGNMENT NO	1	2	3	4	5	6
		10 Marks	10 Marks	10 Marks	10 Marks	10 Marks	10 Marks
	NAME DATE	11-01-2024	14-01-2024	15-01-2024	22-01-2024	23-01-2024	25-01-2024
1	ADANE POOJA RAHUL	AB	AB	AB	AB	AB	AB
2	DHAPATE ATUL VILAS	7	8	8	6	6	7
3	MALAVE DARSHAN LALASO	6	6	6	5	5	5
4	MASTUD GANESH HANUMANT	5	5	5	5	8	8
5	NEVASE YOGINDRA SUNIL	8	8	8	8	8	8
6	NIMBALKAR RADHIKA SHASHIKANT	4	4	3	3	3	3
7	PATHAN MUBIN HARUN	7	7	7	7	8	4
8	PHALTANKAR SHRADDHA SACHIN	8	5	5	5	5	4
9	RANADIVE SARANG SAVATA	6	6	4	4	5	5
10	RANDHAVE DIKSHA SANJAY	5	5	6	6	8	4
11	SASANE VITTHAL MAHADEV	3	4	3	4	5	5
12	TUPE PRACHI NARESH	AB	AB	AB	AB	AB	AB

COURSE TEACHER



INFORMATION QUESTIONS			
WH-WORD	DO/DOES	SUBJECT	VERB

WH-WORD	BE	SUBJECT	VERB + ING

ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR
EVALUATION SHEET

S#	ASSIGNMENT NO		7	8	9	10	TOTAL	TOTAL
			10 Marks	10 Marks	10 Marks	10 Marks	MAX 100	MAX 60
			04-02-2024	05-01-2024	06-02-2024	13-02-2024	Marks	Marks
	NAME	DATE	AB	AB	AB	AB	AB	AB
1	ADANE POOJA RAHUL		AB	AB	AB	AB	69	41
2	DHAPATE ATUL VILAS		5	5	8	9	57	34
3	MALAVE DARSHAN LALASO		7	7	5	5	56	33
4	MASTUD GANESH HANUMANT		4	5	5	6	68	40
5	NEVASE YOGINDRA SUNIL		5	5	5	5	46	27
6	NIMBALKAR RADHIKA SHASHIKANT		5	5	8	8	62	37
7	PATHAN MUBIN HARUN		6	6	6	4	48	28
8	PHALTANKAR SHRADDHA SACHIN		4	4	4	4	50	30
9	RANADIVE SARANG SAVATA		6	4	6	4	54	32
10	RANDHAVE DIKSHA SANJAY		6	6	4	4	47	28
11	SASANE VITTHAL MAHADEV		6	5	5	7	AB	AB
12	TUPE PRACHI NARESH		AB	AB	AB	AB	AB	AB

COURSE TEACHER



The Simple Present

INFORMATION QUESTIONS			
WH-WORD	DO/DOES	SUBJECT	VERB

► The Present Continuous

INFORMATION QUESTIONS			
WH-WORD	BE	SUBJECT	VERB + ING

ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

EVALUATION SHEET

S#	CLASS TEST			TOTAL
	22/2/2024	24/02/2024	25/02/2024	
	NAME			MAX 40 Marks
1	ADANE POOJA RAHUL			AB
2	DHAPATE ATUL VILAS			25
3	MALAVE DARSHAN LALASO			24
4	MASTUD GANESH HANUMANT			27
5	NEVASE YOGINDRA SUNIL			26
6	NIMBALKAR RADHIKA SHASHIKANT			31
7	PATHAN MUBIN HARUN			30
8	PHALTANKAR SHRADDHA SACHIN			29
9	RANADIVE SARANG SAVATA			21
10	RANDHAVE DIKSHA SANJAY			34
11	SASANE VITTHAL MAHADEV			20
	TUPE PRACHI NARESH			AB

COURSE TEACHER



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

EVALUATION MAIN SHEET

S#	CONCURRENT EVALUATION	CLASS TEST	ASSIGNMENT	TOTAL	RESULT	STATUS
	NAME	MAX 40	MAX 60	MAX 100		
1	ADANE POOJA RAHUL	AB	AB	AB	FAIL	NOT COMPLETED
2	DHAPATE ATUL VILAS	25	41	66	PASS	COMPLETED
3	MALAVE DARSHAN LALASO	24	34	58	PASS	COMPLETED
4	MASTUD GANESH HANUMANT	27	33	60	PASS	COMPLETED
5	NEVASE YOGINDRA SUNIL	26	40	66	PASS	COMPLETED
6	NIMBALKAR RADHIKA SHASHIKANT	31	27	58	PASS	COMPLETED
7	PATHAN MUBIN HARUN	30	37	67	PASS	COMPLETED
8	PHALTANKAR SHRADDHA SACHIN	29	28	57	PASS	COMPLETED
9	RANADIVE SARANG SAVATA	21	30	51	PASS	COMPLETED
10	RANDHAVE DIKSHA SANJAY	34	32	66	PASS	COMPLETED
11	SASANE VITTHAL MAHADEV	20	28	48	PASS	COMPLETED
12	TUPE PRACHI NARISHI	AB	AB	AB	FAIL	NOT COMPLETED

COURSE TEACHER



CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

COURSE COMPLETION REPORT

Session No.	Unit	Topic	Proposed Date	Actual Date	Teaching Methodology	Class Attendance	Course Outcomes	Program Outcomes
1	1	Transformation Of Nouns To Verbs, Adjectives, Adverbs	08-02-2024	08-02-2024	Lecture	10	REMEMBERING	Generic and Domain Knowledge
2	1	Synonyms, Antonyms	09-02-2024	09-02-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge
3	1	Root Words (Free And Bound Stems)	09-02-2024	09-02-2024	Lecture	8	UNDERSTANDING	Generic and Domain Knowledge
4	1	Affixes -Prefixes, Suffixes (Derivational And Inflectional)	15-02-2024	15-02-2024	Lecture	9	UNDERSTANDING	Critical Thinking
5	1	Assignment Solving 1	16-02-2024	16-02-2024	Practical	10	APPLYING	Effective Communication
6	1	Assignment Solving 2	16-02-2024	16-02-2024	Practical	10	ANALYSING	Effective Communication
7	1	Assignment Solving 3	22-02-2024	22-02-2024	Practical	10	EVALUATING	Critical Thinking
8	2	Homonyms, Homophones	23-02-2024	23-02-2024	Lecture	7	REMEMBERING	Generic and Domain Knowledge
9	2	Modifiers & Heads in Phrases	23-02-2024	23-02-2024	Lecture	6	REMEMBERING	Generic and Domain Knowledge
10	2	Clauses With Subordination And Co-Ordination	29-02-2024	29-02-2024	Lecture	5	UNDERSTANDING	Generic and Domain Knowledge
11	2	Conditionals	04-03-2024	04-03-2024	Lecture	5	UNDERSTANDING	Critical Thinking
12	2	Assignment Solving 4	07-03-2024	07-03-2024	Practical	10	APPLYING	Effective Communication
13	2	Assignment Solving 5	08-03-2024	08-03-2024	Practical	10	ANALYSING	Effective Communication
14	2	Assignment Solving 6	08-03-2024	08-03-2024	Practical	10	EVALUATING	Critical Thinking
15	3	Introduction to Clauses	11-03-2024	11-03-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge
16	3	Clauses: Types (Coordination, Subordination and Conditionals)	14-03-2024	14-03-2024	Lecture	6	REMEMBERING	Generic and Domain Knowledge
17	3	Sentences A: Types (Declarative, Interrogative, Imperative, Exclamatory)	15-03-2024	15-03-2024	Lecture	9	UNDERSTANDING	Generic and Domain Knowledge
18	3	Sentences B: Types (Direct, Indirect, Active, Passive, Affirmative, Negative)	15-03-2024	15-03-2024	Lecture	9	UNDERSTANDING	Critical Thinking
19	3	Assignment Solving 7	18-03-2024	18-03-2024	Practical	10	APPLYING	Effective Communication
20	3	Assignment Solving 8	21-03-2024	21-03-2024	Practical	10	ANALYSING	Effective Communication
21	3	Assignment Solving 9	22-03-2024	22-03-2024	Practical	10	EVALUATING	Critical Thinking
22	4	Common Grammatical Errors	22-03-2024	22-03-2024	Lecture	4	REMEMBERING	Generic and Domain Knowledge
23	4	Collocation Errors	25-03-2024	25-03-2024	Lecture	4	REMEMBERING	Generic and Domain Knowledge
24	4	Importance Of Punctuation	28-03-2024	28-03-2024	Lecture	4	UNDERSTANDING	Generic and Domain Knowledge
25	4	Subject - Verb Concord	28-03-2024	28-03-2024	Lecture	3	UNDERSTANDING	Critical Thinking
26	4	Assignment Solving 10	29-03-2024	29-03-2024	Practical	10	APPLYING	Effective Communication
27	4	Errors in Word Order	01-04-2024	01-04-2024	Practical	10	ANALYSING	Effective Communication
28	4	Redundancy & Other Errors	04-04-2024	04-04-2024	Practical	10	EVALUATING	Critical Thinking
29	5	Usage of Idioms	05-04-2024	05-04-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge
30	5	Usage of Phrasal Verbs	05-04-2024	05-04-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge
31	5	Usage of Sentence Adverbials	08-04-2024	08-04-2024	Lecture	8	UNDERSTANDING	Generic and Domain Knowledge
32	5	Markers Of Cohesion And Linkers	11-04-2024	11-04-2024	Lecture	9	UNDERSTANDING	Critical Thinking
33	5	Logical tools to organise Information	12-04-2024	12-04-2024	Practical	10	APPLYING	Effective Communication
34	5	Language And Gender Sensitivity	12-04-2024	12-04-2024	Tutorial	8	EVALUATING	Critical Thinking
35	5	Class Test	13-04-2024	13-04-2024	Tutorial	10	EVALUATING	Critical Thinking
36	5	Class Test	14-04-2024	14-04-2024	Tutorial	10	EVALUATING	Critical Thinking

COURSE TEACHER



► The Simple Present

► The Present Continuous

INFORMATION QUESTIONS				
WH-WORD	DO/DOES	SUBJECT	VERB	
Who	do			

INFORMATION QUESTIONS				
WH-WORD	BE	SUBJECT	VERB + ING	

ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

FEEDBACK FORM

CRITERIA NUMBER	1	2	3	4	5
RANGE	1(MIN) - 10(MAX)				
FEEDBACK LEVEL	Low: Up to 30		Medium: Above 30 Below 40		High: Above 40
FEEDBACK CRITERIA	ENHANCEMENT			SATISFACTION	
NAME	KNOWLEDGE	SKILL	ABILITY	TEACHER	ADMINISTRATION
FIRST					
LAST					
REMARK:				SIGNATURE	

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CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

FEEDBACK SHEET

#	CRITERIA NUMBER	1	2	3	4	5	SCORE	FEEDBACK LEVEL	
	RANGE	1(MIN) – 10(MAX)						Low: Up to 30	
	FEEDBACK CRITERIA	ENHANCEMENT			SATISFACTION			50	Medium: Above 30 Below 40
	NAME	KNOWLEDGE	SKILL	ABILITY	TEACHER	ADMINISTRATION		High: Above 40	
	ADANE POOJA RAHUL	AB	AB	AB	AB	AB	AB	ABSENT	
	DHAPATE ATUL VILAS	5	5	6	4	8	28	LOW	
	MALAVE DARSHAN LALASO	4	4	4	5	5	22	LOW	
	MASTUD GANESH HANUMANT	6	6	6	4	8	30	LOW	
	NEVASE YOGINDRA SUNIL	7	7	7	7	6	36	MEDIUM	
	NIMBALKAR RADHIKA SHASHIKANT	5	5	8	8	6	22	LOW	
	PATHAN MUBIN HARUN	9	8	8	8	8	41	HIGH	
	PHALTANKAR SHRADDHA SACHIN	9	9	4	4	4	30	LOW	
	RANADIVE SARANG SAVATA	5	5	5	5	5	25	LOW	
	RANDHAVE DIKSHA SANJAY	8	8	8	8	9	41	HIGH	
	SASANE VITTHAL MAHADEV	8	8	8	6	6	36	MEDIUM	
	TUPE PRACHI NARESH	AB	AB	AB	AB	AB	AB	ABSENT	

COURSE TEACHER





ANEKANT EDUCATION SOCIETY'S

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A.E.S. CAMPUS, T.C., COLLEGE ROAD, BARAMATI DIST: PUNE – 413102 MAHARASHTRA

Phone : (02112) 227299 Website: www.aimsbaramati.org Contact us: director.aimsbaramati@gmail.com

Certificate of Completion

This is to certify that

DHAPATE ATUL VILAS

MBA Batch (2022-2024) Roll. Number 673122022

has successfully completed the

ADD-ON CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

From 08/02/2024 To 25/04/2024

with 66% Score in Academic Year (2023-2024) at A.E.S's AIMS, Baramati



FACULTY

ACADEMIC COORDINATOR

DIRECTOR





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ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS)

A.E.S. CAMPUS, T.C., COLLEGE ROAD, BARAMATI DIST: PUNE – 413102 MAHARASHTRA

Phone : (02112) 227299 Website: www.aimsaramati.org Contact us: director.aimsaramati@gmail.com

Certificate of Completion

This is to certify that

MALAVE DARSHAN LALASO

MBA Batch (2022-2024) Roll. Number 673122067

has successfully completed the

ADD-ON CERTIFICATE COURSE IN ADVANCED ENGLISH GRAMMAR

From 08/02/2024 To 25/04/2024

with 58% Score in Academic Year (2023-2024) at A.E.S's AIMS, Baramati



FACULTY

ACADEMIC COORDINATOR

DIRECTOR





ANEKANT EDUCATION SOCIETY'S

ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS)

A.E.S. CAMPUS, T.C., COLLEGE ROAD, BARAMATI DIST: PUNE - 413102 MAHARASHTRA

Phone : (02112) 227299 Website: www.aimsaramati.org Contact us: director.aimsaramati@gmail.com

Certificate of Completion

This is to certify that

MASTUD GANESH HANUMANT

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From 08/02/2024 To 25/04/2024

with 60% Score in Academic Year (2023-2024) at A.E.S's AIMS, Baramati



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DIRECTOR



► The Simple Present

INFORMATION QUESTIONS				
WH-WORD	DO/DOES	SUBJECT	VERB	
Why	do	you	work	late?
Where	does	she	live?	
What	do	they	think?	

WH-WORD			VERB + -S/-ES	
Who			works	late?
What			happens	now?

► The Present Continuous

INFORMATION QUESTIONS				
WH-WORD	BE	SUBJECT	VERB + ING	
Why	are	you	working	late?
Where	is	she	living?	
What	are	they	thinking?	

WH-WORD	IS		VERB + -S/-ES	
Who	is		working	late?
What			happening?	

The Simple Present

- Affirmative statements can use *do* or *does*, but only for emphasis.

You're wrong. I **do** like her.

- See 1.4 and 1.5 for spelling and pronunciation rules for verbs ending in *-s* and *-es*.
- See 1.6 for contractions with *do*.

The Present Continuous

- To combine present continuous sentences with *and*, use the subject and *am/is/are* only once.

You're **sitting** at your desk and **going** through paperwork.

- *Is not /are not* can be used instead of the contracted form for emphasis in negative short answers.

No, he **is not**. No, they **are not**.

- Stative verbs (verbs that do not express actions) are not usually used with the present continuous. The simple present is used instead.

I **own** a house.

x I'm **owning** a house. (INCORRECT)

- See 1.7 for spelling rules for verbs ending in *-ing*.
- See 1.8 for contractions with *be*.



► The Simple Present

INFORMATION QUESTIONS				
WH-WORD	DO/DOES	SUBJECT	VERB	
Why	do	you	work	late?
Where	does	she	live?	
What	do	they	think?	
WH-WORD			VERB + -S/-ES	
Who			works	late?
What			happens	now?

► The Present Continuous

INFORMATION QUESTIONS				
WH-WORD	BE	SUBJECT	VERB + ING	
Why	are	you	working	late?
Where	is	she	living?	
What	are	they	thinking?	
WH-WORD	IS		VERB + -S/-ES	
Who			working	late?
What	is		happening?	

The Simple Present

- Affirmative statements can use *do* or *does*, but only for emphasis.

You're wrong. I **do** like her.

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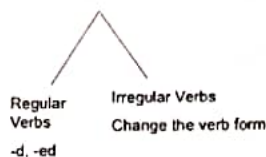
x I'm **owning** a house. (INCORRECT)

- See 1.7 for spelling rules for verbs ending in -ing.
- See 1.8 for contractions with *be*.

Simple Past and Past Continuous

Simple Past

- Form
S+ V (2)+ Comp.



They invited Becki to the party so she would not be angry.
My car cost alot.

Questions

Wh-word)+ did+ S+ V (b.f)+ Comp.?

When did Mr. Thomas die?

Did you have time to write the letter?

Negative

didn't+ V (b.f)+ Comp.

He didn't invite Becki to the party, so she got mad.

Isn't see you at the bus station yesterday?

Past Continuous

- Form
S+ was V(-ing)+ Comp.
were

She was looking when I waved for her.

They were sitting on the grass and reading a novel.

Questions

Wh-word)+ was+ S+ V(-ing)+ Comp.?
were

What were you doing this time yesterday?

Was he studying when you called?

Negatives

was NOT V(-ing)+ Comp.
were

He wasn't looking when I waved for her.

They weren't reading a novel this time yesterday.

Simple past and Past Continuous in Time Clauses

I was working in the garden when I hurt my back.

While the teacher was talking, a student came in.

Water flooded the ship after it struck the iceberg.

Before the noise interrupted them, they were playing cards.



rewriting activity (p.28)

<https://www.youtube.com/watch?v=XlpKGugNo>

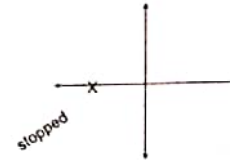
What does the passage talk about?

In a short paragraph use the simple past and the past continuous to summarize the story on p.28?

In your evaluation, would the Titanic have been saved if the ship lookouts had paid attention earlier? Who do you think was responsible for what happened?

- Uses of Simple Past

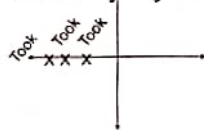
1. Completed past situations that started and finished at a specific time in the past
The police stopped me on my way home last night.



Short/long ... single/repeated...
recent/distant

It was cold, so I shut the window.

He took the train to work everyday.



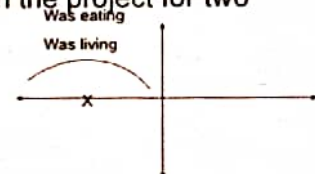
I was very sick last week/last year.

- Uses of past continuous

1. Actions that were in progress at a specific time in the past or over an extended period of time in the past.

I was eating dinner at 10:00 o'clock last night.

Tom was working on the project for two years.



Incomplete actions in the past

I was reading a book on the plane.

I read a book on the plane.

To describe a situation or the background to a story in the past.

I was walking along the road and the sun was shining. Suddenly, I saw Dave and stopped to chat with him.

Note that we use the simple past for the main events.



State Verbs

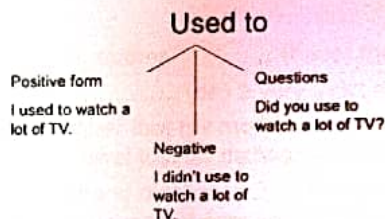
- We were good friends. We (know) each other well.
- We are good friends. We (know) each other well.
- I was enjoying the party, but Chris (want) to go home.
- I am enjoying the party, but Chris (want) to go home.

..... (see) Sue in town
 yesterday, but she
 not/see) me. She (look) the
 her way.

..... (meet) Tom and Ann at the
 report a few weeks ago. They
 o) to Berlin and I (go) to
 Madrid. We (had) a chat
 while we (wait) for our flights.

- I (cycle) home yesterday when
 suddenly a man (step) out into
 the road in front of me. I (go) quite
 fast, but luckily (manage) to
 stop in time and (not/hit) him.

Contrasting Past and Present Used to & Would



- I used to watch a lot of TV.
- I used to go to the gym everyday.

We use (*used to*) to talk about habits, states, and actions that were true in the past, but they are not true now.

We used to go skating a lot.

We didn't use to play cards.

Contrast the past and the present



Would (Affirmative sentences)

We use *would* to combine verbs that express actions.

When I was young, we would go skating a lot.

*****We would live in China.*****

s, both *would* and *used to* are used to talk repeated events and actions in the past, usually things that happened a long time ago and are now finished.

When I was young I *used to play* with my dolls. =
When I was young I *would play* with my dolls.
I no longer play with dolls!

- However, If you want to talk about repeated states or habits in the past, you must use **used to**, you cannot use **would** :

My dog *used to bark* at cats.

I *used to smoke*.

I *used to be* an administrative assistant.

I *used to live* in England.

Used to can refer to past states: being, possession, mind, and major, unbreakable habits (usually bad) etc.

In a description about the past, *used to* can appear once or twice at the beginning of a paragraph, but *would* is used to provide the details in the rest of the story.
See the example on page 39.

- Did your mother..... (have) the same rule?
- She (be) a very strict mother.
- I remember that my mother..... (have) a special towel just for dishes not for hands.
- Her husband dishes (rarely/wash) because it was not considered to be his job.
- A woman (wash) the dishes immediately after everyone finished a meal.
- In the 1950s, women (wash) dishes in the kitchen sink.



The Future Tense



- I'm playing golf with my boss after work next Tuesday.
- I'm going to play golf at least once a week this year - I want to get fit.
- I think I'll play golf after work tomorrow.
- At this time next week I'll be playing golf on the first day of my vacation.
- I have a busy schedule next week: on Tuesday I arrive in New York, on Wednesday I play golf with the Marketing Manager ..

What tenses can be used to express the future?

- Will + verb
- is/are/am+ going to+ verb
- Will be+ verb+ ing
- Simple present
- Present continuous

Future Time Clauses

- After you get home, I am leaving for work.
- I'll probably leave for work when you get home.
- I am going to call you as soon as I arrive home
- Before I leave for work, I'll do the dishes

- Future forms can occur in the main clause with future time clauses.
- Future time clauses begin with a time word such as *when, before, after, as soon as, until, once, next time, etc.*
- In most cases, the main clause uses the simple present. The main clause uses a future form.

Contrasting *will* and the *future continuous*

- Don't worry. I'll pick up the kids after work.
- I'll be picking up the kids after work. Then I'll be going straight home.
- Don't call Bob at six. He'll probably be eating dinner then
- Don't call Bob at six. He'll probably eat dinner then.



Future Continuous

- ◆ The future continuous expresses an activity in progress at a specific time in the future.

At this time tomorrow, I'll **be leaving** for Hawaii.

I'll **be staying** in Hawaii for three weeks.

Promises and Requests vs. Plans and Expectations

- ◆ Future with *Will* (a Promise)
- ◆ Future Continuous (a Plan or Expectation)

I'll **finish** this tomorrow. I'll **be finishing** this tomorrow.

- ◆ Future with *Will* (a Request)

A: Will you **stop** at the post office to send this package tomorrow?

B: Sure.

- ◆ Future Continuous (a Question About a Plan)

A: Will you **be stopping** at the post office tomorrow?

B: Yes, I will.

A: Could you send this package?

Be going to, the *present continuous* as future, and the *simple present* as future

Be going to & the *present continuous* as future

- ◆ Both *be going to* and the *present continuous as future* are used to talk about a planned event or future intention.

I am not going to take **classes** this summer.
I am going to work full-time.

I am not taking classes **this summer**. I am working full-time.

Be going to & the *present continuous* as future

- ◆ With *be going to*, the speaker may not have an exact plan
- ◆ With the *present continuous as future*, the plan is often more definite

I am going to leave my job (someday). I am just so unhappy.

I am leaving my job (next week). I've been unhappy for too long.



Be going to & the present continuous as future

- We use *be going to* to make predictions. We don't use the present continuous or the simple present to predict events.

They are going to win tonight. Everyone thinks so.

They are winning tonight. X

It's going to rain later.

It is raining later. X

The Simple Present as Future

- The simple present as future is used for scheduled events that usually cannot be changed. It is common in more formal contexts.

Printed program: The conference starts on Tuesday evening and ends on Saturday afternoon.

Trip itinerary: The flight leaves Chicago at 10:02 and arrives in Palm Beach at 12:36.

- The *Present continuous as future* and *be going to* can ALSO be used to talk about scheduled events. However, the simple present as future is more likely to imply that the schedule is beyond the control of the speaker.

Student: I am leaving at midnight. That's my plan.

I am going to leave at midnight. That's my plan.

Soldier: I leave at midnight. Those are my orders.



The Present Perfect



The present Perfect

- Form: S+ have V(p.p.) + Comp.
has

I have drunk four cups of coffee today.
She has lost her keys at the park.

- Negation: S+ have NOT V(p.p.)+ Comp.
has

I haven't seen Tom this morning. Have you?
Ron hasn't worked really hard this term.

- Questions
(Wh-word) + have + S+ V(p.p.)+Comp.?
has

Have you driven a car before?
Where has Mary lost her keys?

The present Perfect or the Simple Past?

The action began in the past
and includes the present.

The action is completely in the
past.

- | | |
|--|---|
| <ul style="list-style-type: none"> My father has been in the U.S. since 2002. My father has had his job in the U.S. for many years. I've always wanted to learn more about my family's history. | <ul style="list-style-type: none"> My father came to the U.S. in 2002. My father worked for that company for two year before he came to the U.S. When I was a child, I always wanted to spend time with my grandparents. |
|--|---|

The present Perfect or the Simple Past?

An action that took place
at an indefinite time in
the past

An action that took place
at a definite time in the
past

- | | |
|---|---|
| <ul style="list-style-type: none"> Have you ever made a family tree? I've done my homework already. Have you visited the art museum? | <ul style="list-style-type: none"> Did you make a family tree last month? I did the homework last night. Did you visit the art museum? |
|---|---|



The present Perfect or the Simple Past?

Repetition from past to present

- We have had four tests so far.

- She has used the internet three times today.

Repetition in a past time period

- We had two test last semester.

- She used the internet three times yesterday.

So what's the present perfect?

1. Actions or states that started in the past and continue up to the present.
2. Actions or states that happened as an indefinite time in the past.
3. Repeated actions or states from past to present.

- <http://www.englishgrammarssecrets.com/presentperfectorpastsimple/menu.php>

Use 1: Indefinite Past Time

- Indefinite time in the past
I've read a book. It's interesting.
- The action may occur once or may be repeated several times.
I've had three cups of coffee but I am still sleepy.

Adverbs Used with Indefinite Past Time

already, yet, still, as far, ever, and never

- These adverbs are used to express the connection between the past and the present.

We've already eaten.
They haven't found the answers yet.
They still haven't finished.
So far, I've visited 16 countries.

Ever & Never

- Use ever with questions to ask about an event that took place at any time in the past.
- Use never in statements

A: Have you ever taken a psychology course?

B: I've read a few popular psychology books, but I've never actually taken a course.

Ex.C2, C3, C4



Use 2: Recent Past Actions & Experiences Lately/ Recently/ Just

These could happen in conversations, announcements, news broadcasts, telephone recordings, conclusions.

See examples on page 88

Use 2: Continuing up to now For/Since/ All

- Actions or states that started in the past and continue at the present time.

How long have you lived here?

I've lived here all my life.

I've lived here for 5 years.

I've lived here since 1990.

State verbs: know, have, be, keep, last

- These verbs are usually used to express continuing time up to now.

We've known about it for a long time.

I've kept this secret for three months.

D2; D3; D4

Use 3: Continuing Time up to Now vs. Completed Actions

- Continuing time up to now vs. completed actions.

She's been a plumber all her life.

(She is still alive and still a plumber)

She was a plumber all her life.

(She is no longer alive)

Alexander Graham Bell has invented the telephone. X

Just/ Already/ Yet

- These adverbs can also be used with the simple past with the same meaning.

- You should call Jada.
I've just called her.

- You should call Jada.
I just called her.



The Present Perfect Continuous

■ Form (Affirmative)

S+ **have been** V-ing + Comp.
has

I have been sitting in the sun since this morning.

She has been looking for her keys for three hours.

■ Negation

S+ **have NOT been** V-ing + Comp.
has

They haven't been turning in their homework lately.

He hasn't been feeling well recently.

■ Questions

(Wh-word) + **have + S+ been** V-ing+Comp.?
has

What have you been doing for the last three hours?

How long has she been learning English?

■ Present Perfect/Present Perfect Continuous

When are they similar?

When are they different?

■ Mr. Brown has lived here since 1960.

■ Mr. Brown has been living here since 1960.

■ He's taught English for a long time.

■ He's been teaching English for a long time.

■ He's worn the same jacket for years.

■ He's been wearing the same jacket for years.



, teach, wear, work, study, stay, and feel

We use these verbs with the present perfect or the present perfect continuous with for and since with no difference in meaning. (actions that started in the past and are continuing up to now).

■ I've waited for an 3 hours.

■ I've been waiting for 3 hours. I am very annoyed.

■ I've thought about this for days.

■ I've been thinking about this for days. I can't stop.

The meaning becomes different when we place focus on the ongoing activity; the length of time a situation lasted. (more intense or emotional situations)

repeated action Vs. nonstop action

■ I've read a book about astronomy.

■ I've been reading a book about astronomy.

(I finished it at some indefinite time in the past)

(I am not finished OR I've just finished)

The present perfect can express a completed action that may or may not have been recent. The present perfect continuous suggests that an activity is continuing up to the present time or was very recently completed.

indefinite past time Vs. still happening or just finished

■ How many pages of that book have you read?-

■ How long have you been reading that book?-

■ Mary has written ten letters today.-

■ Mary is still writing letters. She has been writing letters all day.

■ They have played tennis three times this week.

■ They've been playing tennis since 2 o'clock.



State Verbs

the present perfect- number of times/ how many/ how often

the present perfect continuous- how long/ all day

How many Vs. how long

- I have been having this car for three years.
- I've had this car for three years.

We use *present perfect continuous* to talk about an action or event that started in the past and is still happening now.

I've been waiting for over an hour.

(I'm still waiting now)

It's been snowing since 8am.

(It's still snowing now)

You've been playing a lot of tennis recently.

2. We often use *How long* in questions.

- How long have you been learning English?
(You started learning in the past and are still learning now)

We use *present perfect continuous* to talk about an activity or event that has recently finished and has a result or consequence now.

She's tired because she's been working hard.

I have no money left because I've been shopping.

4. We use *present perfect continuous* to focus on the action and not on the completion of the action.

- She's been writing a book.
(Focus on the action)
She's written a book.
(Present perfect simple - focus on the result)
- They've been negotiating the contract.
(Focus on the action, it's not important if it's finished or not)
They've negotiated the contract.
(Focus on the result, the negotiation is finished)



Conclusions and Excuses

I am sorry I haven't called you. I haven't been feeling well lately.

Half of my cake is gone. Some has been eating it.

■ Credit:

<http://www.eslbase.com/grammar/present-perfect-continuous>



The Past Perfect & The Past Perfect Continuous

I. Form (Affirmative)

S+ had +V3 + Comp.

- ☐ Although she **had considered** post-graduate study, at the end of the year she **decided** to look for a job.
- ☐ By the time he **arrived**, the lecture **had already started**.

II. Form (Negation & Question)

S+ had (NOT)+V3+Comp.
He **hadn't hiked** before.

Had+S+V3+Comp.?
Where **had you hiked** before?

I. Form (Affirmative)

S+ had +been V-ing +Comp.

- ☐ You **had been waiting** there for more than two hours when she finally arrived.
- ☐ They **had been talking** for over an hour before Tony arrived.

II. Form (Negation & Question)

S+ had (NOT) been+V-ing+Comp.
You **had not been waiting** there for more than two hours when she finally arrived.

Had+S+ been+ V-ing+ Comp.?

A: How long **had you been studying** Turkish before you moved to Ankara?
B: I **had not been studying** Turkish very long.

Ann had an accident because she had been driving for 12 hours straight.

Driving 12 hours
x x
accident



es

two past events/one action or state occurred before another action or state in the past/The past perfect expresses the first/The simple past often expresses the second

Miguel called me this morning, but I wasn't there. I'd **gone** to a meeting.

Time adverbs and prepositions with the present perfect: *already, yet, still, ever, never, for, once, and just*. These expressions help to clarify the sequence of past events.

At lunchtime, we **had** already **discussed** the new budget and written a report. We **hadn't written** the new vacation policy yet. I **had lived** in Texas for 12 years before I moved to California.

The Past Perfect Continuous

An action occurred before another action or state in the past/emphasizes that the first event was ongoing, and continued up to or just before the second event.

Mike **had been studying** all night. She **was** exhausted at breakfast.

2. sentences containing past time clauses/*Before, by the time, when, until, and after* introduce the time clause.

The thief **had escaped** before I **called** the police.

We **had calmed** down by the time the police came.

After I **had called** the police, we **realized** the thief was gone.

4. *By + a time* can be used with the past perfect to express the later time in the sentence.

☐ We **had finished** by then.

☐ By noon, we **had hiked** two miles.

☐ The past perfect continuous is often used in sentences containing past time clauses.

Marie **had been working** for nine and a half hours by the time she left her office.



Contrasting the Past Perfect and the Past Perfect Continuous

for and *since* show how long a situation lasted before the second past event.

Marie **left** her office at 6:00 p.m.
she'd **been working** since 8:00 a.m.

- | | |
|---|--|
| <input type="checkbox"/> Mr. Ortiz had lived there since 1960.
Mr. Ortiz had been living there since 1960. | <input type="checkbox"/> I'd waited for an hour. I'd been waiting for an hour! I was so angry. |
|---|--|

using the continuous can show a more intense or emotional situation.

A sentence with the past perfect continuous usually does not tell how many times an action is repeated.

- | | |
|--|---|
| <input type="checkbox"/> Hiro had watered the garden before I arrived. (Hiro may have watered it a few minutes or many hours before arrived.) | <input type="checkbox"/> Hiro had been watering the garden before I arrived. (Hiro watered the garden a few minutes before I arrived.) |
|--|---|

- ☐ I'd **read** it three times before.

- ☐ x I'd **been reading** it three times before. (incorrect)



background information about earlier events/ to give reasons with *because* and express contrasts with *although* or *even though*/ used to draw conclusions.

- She looked very tired because she **had been studying** all night/because she **had studied** all night.
- She looked very tired although she **had been sleeping** for 12 hours/even though she **had slept** for 12 hours.

Indefinite and Definite Articles

Articles

- The + definite article
- a/an + indefinite article
- "Let's read this book." I mean a specific book.
- "Let's read a book." I mean any book other than a specific book.

Indefinite Articles: a and an

- "a" and "an" refer to one person, animal, or thing, usually in a general sense.
- "a" is used before words starting with a consonant sound.
- "an" is used before words starting with a vowel sound.
- The words "a" and "an" are used before any singular countable noun.
- "The" is used before a specific noun, usually with a demonstrative or a possessive pronoun.
- "The" is used before a singular noun that is unique or specific.

Definite Article: the

- The definite article "the" is used before singular and plural nouns when the noun is specific or unique.
- "The" is used before a singular noun that is unique or specific.
- "The" is used before a plural noun that is specific or unique.
- "The" is used before a noun that is preceded by a possessive pronoun or a demonstrative.
- "The" is used before a noun that is preceded by a superlative.
- "The" is used before a noun that is preceded by a word indicating a specific time or place.
- "The" is used before a noun that is preceded by a word indicating a specific person or thing.

Count and Noncount Nouns

- "I went to the lake over the water." (count noun)
- "I went to the lake over the water." (noncount noun)
- "The student has not done the book." (count noun)
- "The student has not done the book." (noncount noun)

Count and Noncount Nouns

- "A cup" can be used only with count nouns.
- "I need a glass of water."
- "I need a new glass of milk."
- "A lot of the time you can't say 'The water is water.' Unless you're saying say a bottle of water."

Geographical use of the

- Do not use the before
- names of most geographical features: city, lake, river, mountain, island, etc.
- names of countries: the United States, the United Kingdom, etc.
- names of seas, rivers, or oceans: the Atlantic Ocean, the Pacific Ocean, etc.
- names of lakes: Lake Michigan, Lake Erie, etc.
- names of islands: the Hawaiian Islands, the Canary Islands, etc.
- names of groups of islands: the British Isles, the West Indies, etc.
- names of groups of countries: the Americas, the Middle East, etc.

Names of mountains, Mount Everest, Mount Fuji, etc.

- names of mountains: Mount Everest, Mount Fuji, etc.
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- names of groups of islands: the British Isles, the West Indies, etc.
- names of groups of countries: the Americas, the Middle East, etc.

Omission of Articles

- names of most geographical features: city, lake, river, mountain, island, etc.
- names of countries: the United States, the United Kingdom, etc.
- names of seas, rivers, or oceans: the Atlantic Ocean, the Pacific Ocean, etc.
- names of lakes: Lake Michigan, Lake Erie, etc.
- names of islands: the Hawaiian Islands, the Canary Islands, etc.
- names of groups of islands: the British Isles, the West Indies, etc.
- names of groups of countries: the Americas, the Middle East, etc.

Mining the text

- Homework pp 263-265
- Chapter 1 and 2 pp 265-268
- Chapter 3 and 4 pp 268-272

