



A.S.D. Government Degree College for Women **An Autonomous Institution**

Jagannaickpur, Kakinada, Andhra Pradesh-533002
Affiliated to Adikavi Nannaya University, Rajamahendravaram



INTERNAL QUALITY ASSURANCE CELL

2.2.1 The Institution assesses the learning levels of the students and organizes special Programmes to cater to differential learning needs of the student

శ్రీ విద్యా ప్రవర్ణాం

2020 – 2021

Bridge Course

A.S.D GOVERNMENT DEGREE COLLEGE FOR WOMEN (A)
KAKINADA



**Bridge Courses for the Academic Year
2020 - 21**

**A.S.D. GOVT. DEGREE COLLEGE FOR WOMEN (A)
KAKINADA EAST GODAVARI, A.P.**



DEPARTMENT OF ENGLISH

**BRIDGE COURSE
28-01-2021 to 08-02-2021**

For all UG 1st Years

Academic Year - 2020-21

Bridge Courses

A Bridge Course in English for newly admitted students is conducted every year before the commencement of the first semester classes by the Department of English. The main objective of the course is to bridge the gap between subjects studied at Higher Secondary level and subjects they would be studying in Graduation. The syllabus for the course is framed in such a way that they get basic knowledge on the subjects that they would be learning through graduation. This two-week student enhancement and development programme is devised for overall grooming and enhancement of the students' fraternity with a special punctuation for students from rural and semirural community.

Objectives

- To bridge the gap between school and collegiate education to meet the students communicative requirements
- To prepare the students for a classroom atmosphere in which English is the medium of instruction.
- To help the students acquire the basic LSRW skills.

Methodology

A Curriculum is framed separately in each of the subjects, for Bridge Course in English. During the first week after the commencement of the classes, the bridge course curriculum is delivered to the students in various disciplines. A post bridge course test is conducted after the completion of bridge course syllabus to assess the ability of student's suggestions is given to students for improvisation.

Syllabus for Bridge Course

- Basic English Grammar
- Word building and their usage
- Idioms and phrases
- Sentence formation and transformation
- Listening and speaking skills mainly concentrating on conversation
- Interview skills
- Developing listening, reading, writing and speaking skills
- Comprehension
- Precise writing, paragraph and report writing
- Public speaking, group discussion, debate, declamation contest and extempore speech
- Profile writing
- Resume preparation

- How to use the dictionary?
- How to read the news paper?

Outcome

After the completion of the Bridge Course in English, there was a significant progress in the Listening, Speaking, Reading and Writing skills of the students. Students who had tremendous stage fear were able to overcome it and speak fluently in English. They could easily take part in Group Discussions and exhibit their views in English. Students who had Telugu as the medium of instruction at the school level gained confidence to speak and write in English.

1. The structure of the worksheet is generally as follows.
2. Part 1 - Learning Outcomes / Competency Statements.
3. Part 2 - Instructions for teachers / parents and facilitators
4. Part 3 - Instructions for Students

Part 4 - Learning Activity

Part 5 - Solved Activity/ Demo

Part 6 - Practice

Part 7 - Extension Activity/Parallel Activity/Reinforcement

Part 8 - Evaluation

5. This bridge course will be very important from the point of view to revise and reinforce the learning of the students from the previous class and pave the way to make their learning happen in the next class.

Best wishes to all the children for the successful completion of this Bridge Course.

Instructions for Students

Dear Students,

This Bridge Course has been prepared for you with the objective of reviewing the previous year's syllabus at the beginning of the present academic year and helping you to prepare for this year's syllabus.

1. The bridge course lasts for a total of 30 days and consists of 30 templates to be completed in a certain period of time.
2. The bridge course will help you to understand exactly what you have learned in the previous academic year and to understand the syllabus for the next class.
3. This bridge course should be studied on a day-to-day basis.
4. It consists of day-to-day worksheets. You are expected to solve the worksheet on your own as per the given plan.
5. Seek the help of a teacher, parent or siblings if you have difficulty solving the worksheet.
6. The video links are provided to better understand the text and activities given in each worksheet for reference, try to understand the concept using them.
7. Get each worksheet checked with the teacher after completion.
8. Seek the help of teachers, parents or siblings to understand the part that is not understood or seems difficult.

Best wishes to you all for the successful completion of this Bridge Course!

LIST OF FACULTY

Ms.P.Sanjotha, Lecturer in English

Ms.Y.Swarna Sri, Lecturer in English

A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN (AUTONOMOUS)
DEPARTMENT OF ENGLISH
2020-21 BRIDGE COURSE
QUESTION PAPER (PRE TEST)

Max.Marks: 20

Time: 30Min

Name of the Student:

Group:

I.A) Read the given paragraph carefully and answer the questions that follow: 5x1=5M

The human skeletal system is a structure made up of bones. It's very strong. The quality of the skeletal system helps determine the age of children. Some experts also believe that the more good quality nutrition goes into the body of the children, the stronger the skeletal system becomes. The age of children is also determined by counting their teeth. This process is mostly used at the places where sporting events are held. By counting their teeth, experts easily find out their age and get the children to compete with children of the same age. It means that to determine the age of children, you can examine their skeletal system, count their teeth or count the years, months, and days chronologically. The most common way to determine the age of children is to count the years, months, and days chronologically.

Questions –

1. The human skeletal system is ()

(a) Flexible (b) Strong (c) Very firm (d) Normal

2. What do the experts believe? ()

(a) They believe that the skeletal system is strengthened by functioning.

(b) They believe that sports strengthen the skeletal system.

(c) They believe that if the mental and physical strength is fine, the skeletal system will be stronger.

(d) They believe that the more good quality nutrition goes into the body of the children, the stronger the skeletal system becomes.

3. How many ways are there to determine the age of children? ()

(a) Two (b) One (c) Three (d) None of the above

4. How do experts find out the age of children during sporting events? ()

(a) By counting their teeth

(b) By checking their mental strength

(c) By examining their skeletal system

(d) By checking their physical strength

5. What is the most common way to determine the age of children? ()

(a) By counting their teeth

(b) By counting the years, months, and days chronologically.

(c) By examining their skeletal system

(d) By checking their physical strength

I B) Read the given paragraph carefully and answer the questions that follow: 5x1=5M

When Thomas was fifteen, he was a very intelligent and generous boy. He spent his day only reading, eating, and sleeping. Other than that, he didn't do anything. When the teachers of his class asked him any question, he would answer it very immediately. He always kept himself away from social activities, but once when he was going to his school, he saw a very old man begging on the roadside. At first, he

thought

that he should stop there and ask him why he was begging because he was too old to do that, instead, he should rest. At the same time, he realized that if he stopped there, he would be late for school. He thought for a while and went to the old man. He saw that everyone was passing by him but no one was giving him alms. After seeing the incident, he took out twenty rupees from his pocket and gave them to the beggar. By doing that, he felt very good and reached the school gasping.

Questions –

1. How did Thomas spend his day? ()

- (a) Only doing social activities (b) Only reading, eating, and sleeping
(c) Only eating and sleeping (d) None of the above

2. Who did Thomas see on his way to school? ()

- (a) A hermit (b) A poor man (c) An old man (d) A poor woman

3. What did Thomas want to ask the old man? ()

- (a) The reason for begging (b) To eat healthy food.
(c) To beg as much as he could (d) To rest instead of begging

4. What is the synonym of gasp? ()

- (a) Heave (b) Breath (c) Blow (d) Inhale

5. How much money did Thomas give to the beggar? ()

- (a) Thirty rupees (b) Twenty rupees (c) Fifteen rupees (d) Twenty-five rupees

II. Re arrange the following jumbled sentences into a meaningful sentence 6X1=6 Marks

- really / games and sports / true education / are / for / essential
- his/every man/likes/own/has/dislikes/and
- society / is / discipline / of / foundation / the very
- natural/to/scared/be/of/flood/it/is
- doctor/keeps/apple/away/an/a/day/the
- Weather/what/for/the/forecast/is/tomorrow/for.

III. Write the antonyms for the following words 4x1=4Marks

- Bitter
- Borrow
- Brave
- Broad

ACTIVITY 1 Day 1

Learning Outcomes/ Competency Statements:

Participates in language games and activities for language learning.

- Instructions for teachers/parents and facilitators.
 1. Give clear instructions to the learners regarding the activity.
 2. Encourage learners to guess the appropriate conjunctions.
 3. Provide the clue to lead the students if needed.
- Instructions for students
 1. Listen to the instructions carefully.
 2. Read the given activity cautiously and understand it well.
 3. Keep trying till you get the correct answer.
 4. Take help of your teacher only if needed.

- Learning activity

Grammar in
conversation

Work with your partner. Fill in the blanks with conjunctions and complete the dialogue. Play the roles of Ankit and Arjun and enact the situation. (You can use both subordinating and co-ordinating conjunctions)

ANKIT: Shall we go
tomorrow then? ARJUN: No.

I have changed my plans.

ANKIT: You said you were
coming!

ARJUN: I said so ¹ _____ now I am
saying no! ANKIT: Why?

ARJUN: I cannot come ² _____ my uncle is coming to visit us
tomorrow. ANKIT: Do you have to stay all day long?

ARJUN: I do not want to, ³ _____ my parents say I must.

ANKIT: Can we go a little early in the morning ⁴ _____ a little later in the
evening? ARJUN: No, it is just not possible.

ANKIT: I cancelled my other programmes. ⁵ _____ we could go trekking! ⁶
_____ you make plans, I never cancel them!

ARJUN: I know you do not, ⁷ _____ I am really, really sorry.

- Solved Activity/Demo

Work in co-ordination. Fill in the blanks with appropriate conjunctions (subordinating and co-ordinating). Play the roles of Teacher, Nakul, Dhruv, Vani, Jaya, Subodh, Rohit and Julia.

Fill the correct conjunctions:

3. Still we walked on the beach, Uma and Venu went swimming.
 4. Ranjit played the guitar if Thomas played the drums.
 5. I have put the gifts wherever the children won't find it.
 6. It snowed so heavily than we couldn't move out of the house.
- Evaluation

Students will enjoy learning the language through these games and activities.

- My take away
Today I learnt the use of co-ordinating and sub-ordinating conjunctions through conversations.

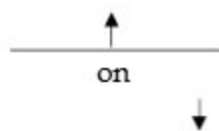
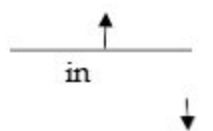

ACTIVITY 2 Day 2

Learning Outcomes/ Competency Statements:

Participates in language games and activities for language learning.

- Instructions for teachers, parents and facilitators.
 1. Give clear instructions to the learners.
 2. Encourage learners to form appropriate phrases helpful to complete the sentences given in the activity.
 3. Help the students when in need.
- Instructions for students
 1. Listen to the instructions carefully.
 2. Understand the steps of the activity well before you start.
 3. Keep trying till you get the correct answer.
 4. Form suitable phrases to complete the given sentences.
- Learning Activity
Form phrases with the words in the box.

Home	the railway station	14 Ujjwal Street	Gandhi Road
a taxi	the ambulance		

		
on	in	at

The teacher/ facilitator / parent will instruct the students to form phrases.

Use the phrases you have formed to complete these sentences.

1. Please deliver the package to Dr. Kilol _____
2. There were three medical attendants _____
3. Kinshuk reached the airport just as her father was about to sit _____
4. Hemish's cousins would be waiting for him _____

5. Usman and four of his classmates live _____
 6. I accidentally left my science project _____
- Solve Activity/ Demo
Replace the underlined adverbs with the phrases from the box and rewrite the sentences.

with a lot of enthusiasm, with great love, with full agreement, not completely, in an easy manner, once in a while

1. We go to Tirupati
occasionally. We go to
Tirupati once in a while.
 2. I joined this school willingly.
I joined this school with full agreement.
 3. Our principal is called Didi
affectionately. Our principal is
called Didi with great love.
 4. I have partially done the work.
I have not completely done the work.
 5. Once the obstruction was removed, water flowed freely.

Once the obstruction was removed, water flowed in an easy manner.
 6. The little ones participated in the games enthusiastically.

The little ones participated in the games with a lot of enthusiasm.
- Practice
Teacher will provide more language activities
for practice. Extension activity/ Reinforcement
Underline the adjective phrases: - (one is done for you)
 1. Virat Kohli took his stance against the extraordinarily successful bowler.
 2. Sarabjeet is a man for all seasons.
 3. The President is a man with a lot of power.
 4. Draw a line from left to right on the page.
 5. Mr. Contractor who was very affectionate and warm made us feel at home.
 - Evaluation
Students will participate in language learning through these language
learning activities

ACTIVITY 3 Day 3

Learning Outcomes/ Competency Statements:

Reads, compares, contracts, thinks critically and relates ideas to

lifeUse of conjunction to form proper sentences.

- Instructions to parents, teachers and facilitators.
 1. Give clear instructions to the learners.
 2. Motivate the learners to choose the appropriate conjunction and clause.
 3. Provide help only if needed.
- Instructions to students
 1. Listen to the instructions carefully.
 2. Use your previous knowledge to choose the appropriate conjunction and clause.
 3. Seek help from others if needed.
 4. Check that the sentence formed is meaningful and grammatically correct.
- Learning activity
 1. Match the columns by choosing the correct conjunction and clause to form complex sentences.

1. This is the period	Who	1. made me rub my eyes in amazement
2. I began to feel better	Because	2. I was busy reading an interesting book
3. The cake got burnt	When	3. stole the Vermas' jewellery
4. The police caught the thief	Which	4. my mother gave me some herbal tea
5. The magician performed a trick	After	5. preparations for the Annual Day are in full swing

Solved activity

Match the columns by choosing the correct conjunction and clause to form compound sentences.

- Teacher/Facilitator will read the sentences.
- Teacher/ Facilitator can give clue to choose the conjunction and clause.

1. Jai works hard	And	1. He dived into the pool
2. Vikram climbed onto the	But	2. She could have used water colours

board		
3. Vandana could have used oil paint	Or	3. He was innocent
4. I liked him	For	4 .His brother is lazy

Compound sentences

- Jai works hard but his brother is lazy.
- Vikram climbed on the board and dived into the pool.
- Vandana could have used oil paint or she could have used water colours.
- I liked him for he was innocent.

Practice

More examples of sentences can be taken for practice. Extension activity

Match the sentences in the two columns. Use suitable conjunctions and rewrite each set of sentences as a single sentence. There may be more than one way to combine each set.

1. Amar thanked Suraj sincerely.	A .They looked red and juicy.
2. We decided to buy some apples.	B. Suraj had lent his car to him for a day.
3. We walked on the beach.	C. It is surprisingly spacious.
4. People in the city began to panic.	D. Uma and Urmila swam in the sea.
5 .The car is small.	E. The dengue epidemic had begun to spread rapidly.

- Evaluation :

Today I learnt to think, compare and form sentences using subordination and co-ordination.

My take away

Today I learnt to read, contrast and compare through the formation of complex and compound sentences.

ACTIVITY 4 Day 4

Learning Outcomes/ Competency Statements:

Prepares a write up after seeking information in print, online, noticeboard, newspaper etc.

Instructions to teachers and facilitators

- Give clear instructions to the students.
- Make them read the given information properly.
- Ask them to think on the points or information given.
- Emphasize on collecting extra information and key words related to the information given.

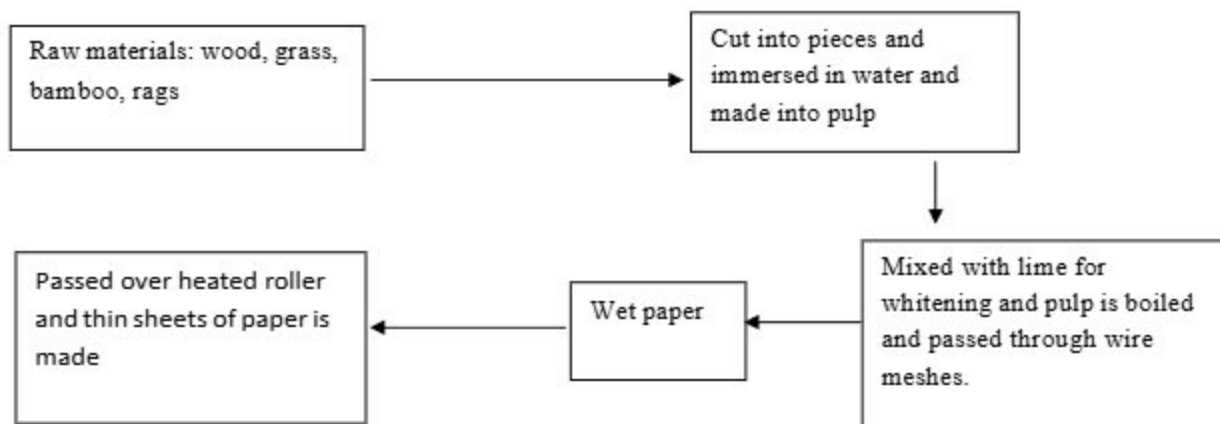
Instructions to students

- Students should cautiously follow all instructions.
- Read the given information.
- Think rationally and try to collect some extra information.
- Include all the information given.
- Elaborate in your own language.

Learning activity:

Go through the given information and prepare a write up on the same.

Manufacture of paper



After reading the given information students will write a paragraph on the same.

Solved activity:

Based on the points given below write a paragraph about Tirupati.

Tirupati - major pilgrimage place - famous - temple - Lord Venkateshwara (Balaji) - Tirumala hills - maintained by Pallavas, Cholas and Vijaynagar empire - established center of Vaishnavism.

Ans: Tirupati is a major pilgrimage place and the most famous temple is the Balaji Temple dedicated to Lord Venkateshwara. It is situated in the Tirumala hills which are the second oldest rock mountains in the world. The temple has been maintained and updated for centuries by the Pallava Kings. Followed by the Cholas and even by the kings of the Vijaynagar empire. It was an established center of Vaishnavism.

Practice:

Students can seek information in any form and transfer it into a paragraph.

Extension Activity:

Find out some key information about a renowned personality and learn to write or convert it in the form of a paragraph.

Evaluation

Students will read the information and elaborate the given points in their own language. Teacher will lend his/her helping hand whenever needed.

My take away : Today I learnt to prepare a write up after seeking information about it.

ACTIVITY 5 Day 5

Learning Outcomes/ Competency Statements:

Prepares a write up after seeking information in print, online, noticeboard, newspaper etc.

Instructions to parents, teachers and facilitators:

- Give clear instructions to the students.
- Make the students go through the advertisement thoroughly.
- All the points given in the advertisement should be included in the write up.
- Help the students whenever needed.

Instructions to students

- Listen to the instructions carefully.
- Read all the information given in the advertisement.
- Sentences formed should be in proper structure and order.
- All the given information should be included.

• Learning Activity:

Prepare a paragraph based on the given advertisement:

BOOK FAIR AT

Vidya Mandir High School Dahisar (East), Mumbai- 400068 BUY BOOKS

For knowledge and wisdom Books Displayed

for:

- Children
- Adults
- Professionals
- Libraries

Special Discount of 25% Books are your Best
investment!

Advertisers: NAVNEET Publishing House

Dadar

- **Solved Activity:**

BE INDIAN, WEAR INDIAN

BUY AND WEAR KHADI

For a Natural feel

And Elegant Texture

Good health, purity and

Quality

Special discount on varieties of

KHADI

Silk (spun), cotton, silk(Reeled), woollen, Polyvastra

Every meter of Khadi purchased by each of you will help provide employment to many.

KHADI AND VILLAGE INDUSTRIES COMMISSION

Visit our website www.gramudyog.org for details and information about our outlets.

Students will write a paragraph on the given information using the advertisement.

Ans: The Khadi and Village Industries Commission proposes to advertise Khadi wear. They would like people to buy and wear Khadi for natural feel and elegant texture. The cloth also promotes good health and ensure quality. They propose to give a special discount on cotton, silk(spun), silk(reeled),woollen and polyvastra varieties of Khadi. Every metre of Khadi purchased by each of you will help provide employment to many.

Practice

Use any form of information to convert into a paragraph.Extension activity:

Bring information including the important points from any newspaper and practice writing a write upon it.

Evaluation

Students will read the advertisement and note the information given. They will write a paragraph using they key information in their own language.

ACTIVITY 6 Day 6

Learning Outcomes/ Competency Statements:

- Response to instruction and announcement in school and public places. To converse effectively in real life situations.

Objectives:

- To enable the students to use English language in day to day life.
- To enable the students to understand the topic and the main points.
- To enable the students to express their views and thoughts fluently and confidently.

Instructions for teachers and parents/facilitators:

- Explain the given situation.
- Help the students to use appropriate vocabulary and terminology in given situation.
- Encourage students to enact the given situation.

Instructions for students:

- Listen attentively to teacher.
- Speak clearly and confidently.
- Try to pronounce words correctly and pay attention to tone and intonation.
- Use correct tense

Learning Activity:

Teacher will read aloud and ask students to do roleplay under her

guidance
CONVERSATION - At the vegetable shop

Seema: What is the cost of tomatoes?

Shopkeeper: They are ₹15 per kg.

Seema : Please give me a kg of fresh and ripe tomatoes.

Shopkeeper: Alright . What else do you want Madam?

Seema : How much are potatoes and onions for?

Shopkeeper: Potatoes are ₹20 per kg and onions are ₹ 12 per kg.

Seema : Please give me three kg of potatoes and one kg of onions .

Shopkeeper: Take some ladyfingers.

Seema : How much is that for?

Shopkeeper: It is ₹20 for a kg.

Seema : Give me half a kg of ladyfingers also. Do you have cauliflowers ?

Shopkeeper: Yes .I do have. It is ₹30 for a kg,Shall I give you some?

Seema : No give me some fresh spinach. Shopkeeper: How much should I give you?Seema: How much does it cost?

Shopkeeper: ₹20 for two bundles of it.

Seema : Thank you. Take this ₹100 note abd give me the

balance .Shopkeeper: Here is your balance . Visit again.

Solved Activity/Demo:

Student will read carefully and complete the activities.

CONVERSATION - At the railway station.

Passenger: Good morning.

Railway -Enquiry: Yea please, how can I help you? Passenger: I lost my luggage on the train yesterday. Railway- Enquiry: Which train did you board?

Passenger: I was in Shatabdi Express from Delhi to Mumbai. Railway - Enquiry: At what time did you board the train?

Passenger: I boarded the train in the morning 10o' clock.

Railway - Enquiry: Could you please tell me in brief about your language?

Passenger: It was an American Tourister bag, Dark RED in colour. It also has a big tag R letter written on it.Railway enquiry: Just a minute I will lodge the complaint.

What is the conversation about?

Have you ever lost anything ? How did you manage to get it back ?

Practice:

Write a conversation between customer and a shopkeeper at a

stationary shop. Customer:

Shopkeeper:

Customer:

Shopkeeper:

Customer:

Shopkeeper:

Extension Activity/Parallel Activity/ Reinforcement:

With the help of internet watch talk shows.

Evaluation: Give any situation and ask students to frame

ACTIVITY 7 Day 7

Learning Outcomes/ Competency Statements:

Discusses, identifies and understands characters, plot, setting and theme....

objectives-

- To enable the students to know and understand different elements of a story.
- To enable the students to express their thoughts and imagination in their own words.
- To enable the students to frame meaningful sentences.
- To enable the students to read fluently and confidently.

Instructions for teachers and parents/facilitators:

- Explain elements of story (theme ,plot...)
- Narrate the story loudly .
- Help students to pronounce words correctly.
- Help to develop values to become responsible citizen .
- Help to improve creative thinking.

Instructions for students:

- Listen attentively and understand elements of story.

- Guess the meaning of unfamiliar words from given context.
- Read aloud with correct pronunciation, tone and intonation.
- Note down new vocabulary and its meaning.

Learning Activity:

Teacher will read story aloud and explain elements of story. Students will listen carefully and complete the activities.

Develop a story from ; going to Mumbai to attend

.....A series of unfortunate events

I sat down with relief as I ticked off the last task in the checklist . I wanted everything to be perfect as it was my best friend's marriage in Mumbai .

The alarm rang next morning, I woke up in excitement and booked a cab to the railway station. Everything was going perfectly until I got stuck in a traffic jam. I reached the railway station late but on the sight of the train still waiting on the platform, I hurried and somehow managed to get into the train. I breathed a sigh of relief and got comfortable. It was only when the Ticket Collector came, I realised that I had been in the wrong train for two hours. I panicked and boarded the train at the next station. I tried booking a ticket for the next train to Mumbai but there was no availability. On coming back from the ticket counter, I realised that my luggage was missing. Even after hours of finding and reporting it, there was no trace of it. I got tired and lost hope, tried booking a cab with the minimal amount I was left with in my pocket. The cab couldn't reach on time as it was raining heavily. Disheartened, I finally walked my way to the nearest hotel, contacted my parents and recited them the series of unfortunate events that happened during the day. Alas, I couldn't even make it to my best friend's wedding.

Solved Activity/Demo:

Teacher will give outline of a story and narrate it in her own words and then ask students to narrate it in their own way .

Student will listen carefully .

Student's will narrate story in their own words if required will take the help of teacher.

Practice:

Phrasal verbs

- Ask out - invite
- Add up to- equal
- Back up- support somebody
- Blow up- explode

- Call back – return a phone call
- Call off – cancel
- Clean up- to clean
- Count on – rely on
- Cut in – interrupt
- Take off – to start

Find more and use in your own sentences

Extension Activity/Parallel Activity/

Reinforcement: With the help of internet

download story tell and listen.**Evaluation:**

- Teacher may arrange story telling competition.
- Roleplay.
- Use of correct tense , pronunciation.

My take away/Today I learnt:

Students learn to narrate the story and understand different elements of it

ACTIVITY 08 Day 08

Learning Outcomes/ Competency Statements: 7

Uses Quotations, idioms and proverbs appropriately.

Objectives:-

- To understand and identify the exact difference in quotations, idioms and proverbs.
- To enable the students to learn new quotations, idioms and proverbs.
- To enable them to use quotations, idioms and proverbs in speaking.

Instructions for teachers and parents/facilitators:

- Ask the students if they have previous ideas about quotations, idioms and proverbs.
- Elicit answers from some students.
- Let them guess the meanings of quotations, idioms and proverbs
- Tell them to understand the exact meanings of quotation, idiom and proverb.

Instructions for students:

- Read and understand the meanings of quotation, idiom and proverb.
- Differentiate/classify the given examples in tabular form.

Quotation: a phrase from a book, speech, play, etc., that somebody repeats because it is

interesting or useful.

Ex. *Tum Mujhe Khoon Do, Main Tumhe Azadi Doonga* (Give me blood and I will give you freedom!)

Idiom : an expression whose meaning is different from the meanings of the individual words in it.
Ex.

The ball is in your court.

Proverb : a short well-known sentence or phrase that gives advice or says that something is generally true in life. Ex. *Practice makes man perfect.*

Learning Activity:

Differentiate/classify the given examples in the table given below :

Better late than never / "The only thing we have to fear is fear itself". / hold your horses / time flies when you have a fun / once in a blue moon / at the eleventh hour / "If opportunity doesn't knock, build a door." / don't count your chickens before they hatch, / don't put all your eggs in one basket.

Quotation	Idiom	Proverb
1	1	1
2	2	2
3	3	3

Solved Activity/Demo:

A phrase 'The pen is mightier than the sword' indicating that the written word is a more effective tool for communication than violence. In some interpretations, written communication can refer to administrative power or an independent news media.

An idiom 'kill two birds with one stone' indicates to achieve two things by doing a single action. Ex. We can kill two birds with one stone by dropping off the mail when we go to the grocery store.

Some famous **quotations** by famous

personalities. "Time is money." – Benjamin

Franklin. ...

"I came, I saw, I conquered." – Julius Caesar. ...

"When life gives you lemons, make lemonade." – Elbert Hubbard. ...

"If you want to be happy, be." – Leo Tolstoy

Practice:

Go through your text book of std. 9th and find out and underline quotations, idioms and proverbs

used in Unit no. 1 and 2 and show them to your teacher.

Extension Activity/Parallel Activity/ Reinforcement:

Find out the meanings of these idioms and proverbs and try to use these in your conversation. You can add your own in this list.

Idioms Proverbs

“Hit the hay.”

- “Up in the air” ...
- “Stabbed in the back” ...
- “Kill two birds with one stone.” ...
- “Piece of cake” ...
- “Costs an arm and a leg” ...
- “Break a leg”

- When the going gets tough, the tough get going. ...
- Better late than never. ...
- Two wrongs don't make a right. ...
- Birds of a feather flock together. ...
- A picture is worth a thousand words. ...
 - There's no such thing as a free lunch. ...
 - Beggars can't be choosers.

Evaluation:

The teacher will ask the students concept checking questions and clarify their doubts by giving some more examples.

ACTIVITY 09 Day 09

Learning Outcomes/ Competency Statements: 7**Uses Quotations, idioms and proverbs appropriately.**

ACTIVITY NO. 2

Objectives:-

- To enable the students to learn new quotations, idioms and proverbs.
- To enable them to use quotations, idioms and proverbs in speaking.
- To increase their vocabulary.

Instructions for teachers and parents/facilitators:

- Revise the ideas about quotations, idioms and proverbs.
- Elicit answers from some students.
- Tell them to understand the exact meanings of quotation, idiom and proverb.
- The teacher will give some examples of idioms to understand better.
- **(to be) a fish out of water**

Meaning: to feel awkward or uncomfortable, usually in a new situation**Teaching tips:** Start the lesson by talking to your students about feeling awkward. What makes them feel awkward? Give an example of what makes you feel awkward. Then, present the below dialogue.**Sample dialogue:****Sam:** Gee, learning to rollerblade isn't easy. I keep falling down!**Sarah:** I know, it's so hard! I feel like *a fish out of water*.

- **to be broke**

Meaning: to be out of money, to have no money**Teaching tips:** Provide the students with two images. One image should be of a broken item (*such as a broken pencil*) and one should be an image of a person with no money (*this is a great one*).

Explain how both images mean "to be broke." Then, present the following dialogue and have the students match the correct image to the meaning of the idiom.

Sample dialogue:**Sam:** I really want to buy that cool hat. But *I'm completely broke*.**Sarah:** Would you like to borrow some money?

Sam: That'd be great. I promise, I'll pay you back later.

Instructions for students:

- Here, the teacher will present some examples of idioms.
- Students must listen them carefully.
- Then solve the given activity.

Learning Activity:

To test your new-found knowledge, here are some sentences to practice with. Fill in the blank with suitable idioms given in the brackets.

(once in a blue moon, when pigs fly, speak of the devil, the best of the both worlds, see eye to eye)

- a) Ha! John has been promising to paint the house for five years.... Maybe when__.
- b) Jane is just never on time to work, it's really annoying. O wow,__here she comes...
- c) So we're going to London, then Munich, then we will fly out of Athens, right? Great. I'm so glad to be traveling with someone I__with.
- d) Wow, she found her dream man and has now landed an amazing job. She really does have__.
- e) I don't really like going out of station anymore. I only go__.

Solved Activity/Demo:

Here are the most common English idioms and phrases that will enrich your English vocabulary and make you sound like a good speaker.

1. 'The best of both worlds' - means you can enjoy two different opportunities at the same time. "By working part-time and looking after her kids two days a week she managed to get the best of both worlds."

2. 'Speak of the devil' - this means that the person you're just talking about actually appears. "Hi Tom, speak of the devil, I was just telling Sara about your new car."

3. 'See eye to eye' - this means agreeing with someone. "They finally saw eye to eye on the business deal."

4. 'Once in a blue moon' - an event that happens infrequently. "I only go to the cinema once in a blue moon."

5. 'When pigs fly' - something that will never happen. "When pigs fly she'll tidy up her room."

6. 'Let someone off the hook' – To allow someone, who have been caught, to not be punished.
7. 'No pain no gain' – You have to work hard for something you want.
8. 'Bite the bullet' – Decide to do something unpleasant that you have avoiding doing.
9. 'Getting a taste of your own medicine' – Being treated the same unpleasant way you have treated others.
10. 'Giving someone the cold shoulder' – To ignore someone.

Practice:

Go through your text book of std. 9th and find out and underline quotations, idioms and proverbs used in Unit no. 1 and 2 and show them to your teacher.

Extension Activity/Parallel Activity/ Reinforcement:

Find out some more useful idioms and proverbs from your course book, grammar books and internet. And use them in your daily life while doing conversation with your teachers, friends and relatives.

Evaluation:

The teacher will ask the students concept checking questions and clarify their doubts by giving some more examples.

DIKSHA Video/ E-content QR code:

My take away/Today I learnt:

Today I have learnt

- Learnt some new quotations, idioms and proverbs.
- How to use quotations, idioms and proverbs appropriately in speaking

ACTIVITY 10 Day 10**Learning Outcomes/ Competency Statements: 8**

Learn new words, expressions and enrich his / her vocabulary through reading.

ACTIVITY NO. 1**Objectives:-**

- To enable the students to learn new words and vocabulary.
- To enrich the vocabulary to develop their language skills.
- To make them confident and bold readers through reading skills.
- To enable them to find out the particular words from the dictionary.

Instructions for teachers and parents / facilitators: -

- Check whether the students are reading the passage properly.
- Observe their tone of voice and intonations while reading passage.
- Let them chance to guess the meaning of words.
- Observe the pronunciation of their reading words and expressions.
- Tell them to keep English dictionary while reading passage and doing activities.

Instructions for students: -

Read the passage carefully and find out new words.

- Listen the passage attentively to find out unknown words.
- Guess the meaning of new words and try to tell the class.
- Take down all important points in your notebook.
- Complete all activities as per given instructions.
- Keep any good English dictionary with you.

Learning Activity:-

- Teacher asks to read the passage carefully and tell to find some new words.
- Teacher supports all students to complete all activities.
- Students follow all instructions and try to complete activity tasks.

Thus, Troy was a strong city, strongly protected by its walls and strongly defended by its brave soldiers. But all the kings and heroes of Greece had declared war against the Trojans, because Paris, a prince of Troy, had persuaded Helen, wife of a Greek king Menelaus, to elope with him he had brought her to Troy.

The Greeks wanted to take revenge on Troy for the wrong done to Menelaus. They sailed to Troy and laid siege to the city. The Trojans, too, fought hard and the siege continued for ten long years.

The fighting went on daily, but the siege did not end. On the one hand, the Greeks could not take the city, and on the other hand the Trojans could not force them to sail away. Every day the Trojans came out of their gates and the Greeks came out of their tents and ships, and the fighting went on. Sometimes there were great battles between two armies. Sometimes there were single fights between two great heroes. Sometimes the Trojans had the better of it and sometimes the Greeks. But still the fighting went on.

Teacher conducts some activities to understand the new

words. Activity 1: - Find the antonyms of the following from

the passage:

1. cowardly
2. exposed

Activity 2: - Find the synonyms of the following from other sources :

1. great (hero)
2. fight (verb)
3. strong (city)
4. brave

1) Which are the adjectives used in the passage?

2) Tell different verbs and their meanings from the passage?

Activity 3: - Complete the word-chain of 'abstract noun'. Add four words, each beginning with the last letter of the previous word of your own.

revenge e.....

Activity 4. Write two compound words of your own.

Solved Activity / Demo:

The teacher demonstrates some activities which will enrich vocabulary and supports learners to get expected answers (words) from the given passage.

Activity: - Fill in the blanks.

1) The enemy.....Panhala fort.

2). He wanted to takefor wrong done to him.

The teacher helps learners to give hints of answers by giving stress while reading the passage.

Practice:

Teacher takes one word from the passage and tells students to add related words for it.

Extension Activity / Parallel Activity / Reinforcement:



Teacher instructs students to read the following passage and do the activity.

Robbing children of their childhood is a criminal act, and our society must weed this malaise out from the root. But where does the root lie? Before you attempt to answer, let me give you an anecdote from the otherend of the social spectrum.

A colleague of mine has a child studying in Std. IX in a reputed school in Bangalore. This child wakes up at

a.m. and studies for an hour before going to school. She returns from school at 4 p.m. and rushes for her IIT entrance exam. coaching class. At 6 p.m. she has tuitions for two hours. After dinner, she spends an hour ormore on homework. I asked her when she gets time to play she gets half an hour of free time each day, which she spends watching her favourite serial on television. She also added that board exams and entranceexams are very important, and that get only one chance.

Activity: - Match the pairs of synonyms in column 'A' with their meanings in column 'B':

Column A	Column B
1. weed out	A. all the possible varieties of something
2. anecdote	B. trouble
3. malaise	C. remove
4. spectrum	D. short account of an incident

Evaluation:

Teacher will boost confidence by checking fluency of new words as well as their vocabulary, confidence offinding out unfamiliar words and vocabulary from the dictionary, word power and vocabulary of students, and how it effects in the class.

Learning Outcomes/ Competency Statements:10

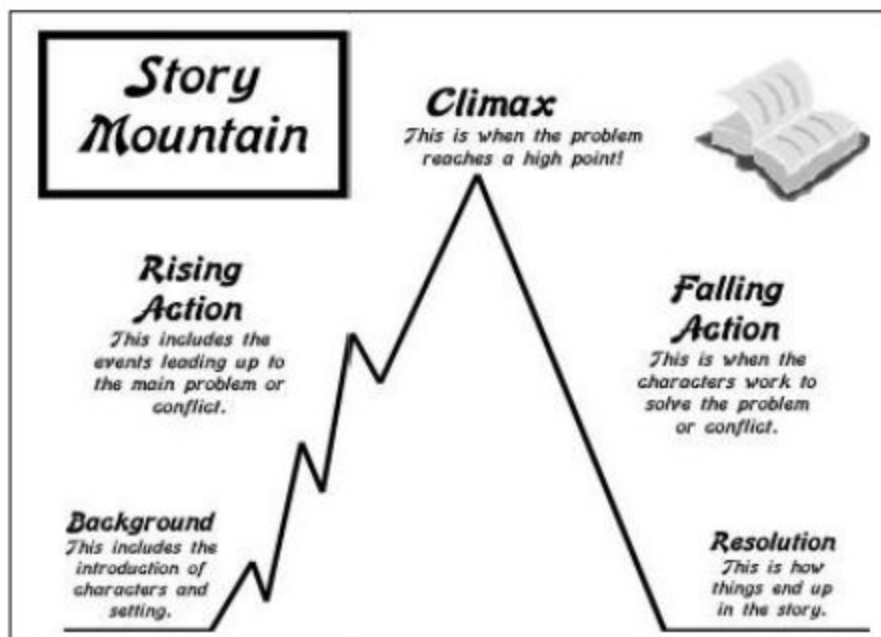
- Predicts the next part in a conversation / story / narration.
- By the end of the lesson students will be able to generate new ideas.

Instructions for teachers and parents/facilitators:

- Encourage learners to think of an idea of predicting the next part of the story with help of given clue
- Give learners clear idea how to create a character and a setting
- Ask the learners to expand on their original story idea and the opening scene
- Explain the learners the concept of conflict in the story by revisiting some of their favourite book
- Ask the learners to create the turning point which the readers would least expect
- Motivate the learners to link the conflict with the turning point to create a meaningful resolution.
- Explain the learners how to end the story

Instructions for students:

- Observe the given story mountain carefully



- Read and understand the given clue line
- Plan the story, predict the setting ,
- Brainstorm for the story's middle and end
- Think of the

Title Learning

Activity: Step 1

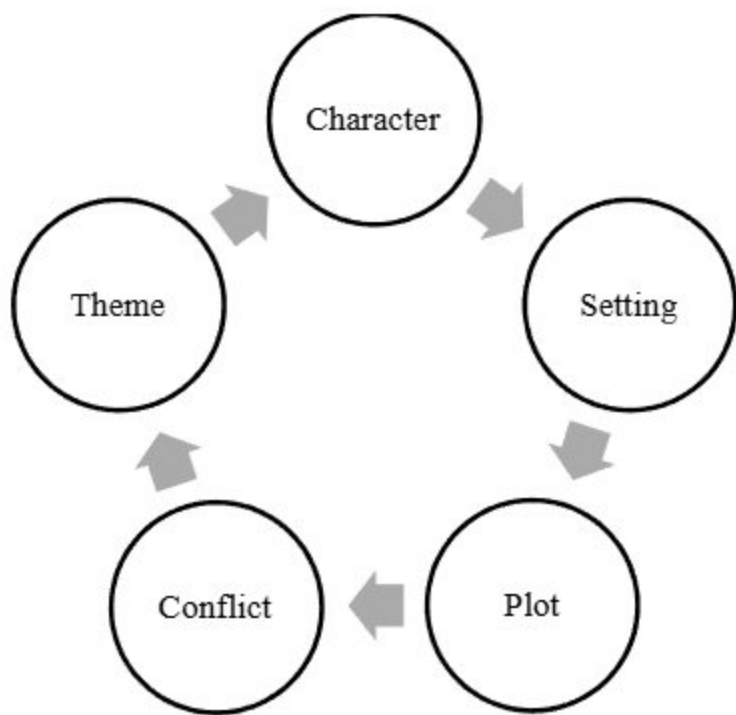
Write a question on board

Seema decided to write a story for her school magazine, but after some time, she could not complete the story as she had to go out for some urgent work. Complete the story on the basis of the beginning given below using 200–250 words.

“An old man had two daughters. He loved both of them. Once he asked them...”

Step2

Students read the question silently and think of the following points to predict the next part of the story.



- Teacher asks students to think and generate the idea
- Students are asked to make use of story mountain to predict the elements of the story
- Students are given enough time to complete the task.
- Students are asked to share their story in front of the class.

Solved Activity/Demo:

Game Time :

'Story Retelling'

1. Prepare a stack of short story cards.

2. Invite the class to listen to a story read by the teacher.
3. Guide students in discussion the important parts of the story.
4. Put up questions like How does the story begin? What happens in the middle? What is the problem? How does the story end? What are the descriptions of the characters in the story? Is the main character a hero, a villain or a victim? Who sorts out the problem?

Clue Cards:

Change the setting of the story

Introduce new characters

Give a different ending to your story

Change the age of the characters

Change the problem faced by the main character

Tell the story in first person

Practice:

1. Read the Story
2. Provide a story card to each group of 4-5 students each.
3. Ask the students to pick up the clue cards with specific suggestions for innovating a particular part of the story.
4. Working in groups, students discuss how to reconstruct the story as per the prompts in the clue cards.
5. A representative from each group will retell the story incorporating the innovations / changes done in the story.

Extension Activity/Parallel Activity/ Reinforcement:

1. Another story with a different clue card will be provided to the same group in the next period.
2. After discussion and innovation done in the story, another representative from the group will retell the story.

The Milkmaid and her Pail

One day, Molly the milkmaid had filled her pails with milk. Her job was to milk the cows, and then bring the milk to the market to sell. Molly loved to think about what to spend her money on.

As she filled the pails with milk and went to market, she again thought of all the things she wanted to buy. As she walked along the road, she thought of buying a cake and a basket full of fresh strawberries. A little further down the road, she spotted a chicken. She thought, "With the money I get from today, I'm going to buy a chicken of my own. That chicken will lay eggs, then I will be able to sell milk and eggs and get more money!"

She continued, "With more money, I will be able to buy a fancy dress and make all the other milkmaids jealous." Out of excitement, Molly started skipping, forgetting about the milk in her pails. Soon, the milk started spilling over the edges, covering Molly.

Drenched, Molly said to herself, "Oh no! I will never have enough money to buy a chicken now." She went home with her empty pails.

"Oh, my goodness! What happened to you?" Molly's mother asked.

"I was too busy dreaming about all the things I wanted to buy that I forgot about the pails," she answered.

"Oh, Molly, my dear. How many times do I need to say, 'Don't count your chickens until they hatch?'"

The Moral: *Don't count your chickens before they hatch.*

A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN (AUTONOMOUS)
DEPARTMENT OF ENGLISH
2020-21 BRIDGE COURSE
QUESTION PAPER (POST TEST)

Max.Marks: 30

Time: 1Hour

Name of the Student:

Group:

IA) Read the given paragraph carefully and answer the questions that follow: 5x1=5M

Evelyn Glennie's loss of hearing had been gradual. Her mother remembers noticing something was wrong when the eight-year-old Evelyn was waiting to play the piano. 'They called her name and she didn't move. I suddenly realised she hadn't heard,' says Isabel Glennie. For quite a while Evelyn managed to conceal her growing deafness from friends and teachers. But by the time she was eleven her marks had deteriorated and her headmistress urged her parents to take her to a specialist. It was then discovered that her hearing was severely impaired as a result of gradual nerve damage. They were advised that she should be fitted with hearing aids.

Questions :

- i. At what age was her deafness sighted first?**
- ii. For what her name was called?**
- iii. What was Evelyn's response when her name was called?**
- iv. When was her deafness confirmed?**
- v. From whom did she try to conceal her deafness?**

II. Write a letter to the municipal commissioner about the inconvenience of street dogs in your street. 5Marks

III. Find the adverb in the given sentences. 6x1=6Marks

1. He waited patiently for his mother to arrive.
2. The rain fell hard during the storm.
3. He **generously** gave us the money
4. They travelled down the mountainside.
5. I stroked the cat gently.
6. The lake is quite beautiful

IV. Rewrite the given sentences by using If-not and Unless. 2x1=2M

1. She was ill, she would go to college.
2. You will catch a cold you wear a sweater.

V. Choose the suitable preposition for the given blanks. 5X1=5M

1. My house is _____ the temple. (Besides/ beside)
2. Ravi is good _____ Maths. (In/ At)
3. I am going _____ a bus. (In/ on)
4. He is suffering _____ fever. (With/ From)
5. The dog jumped _____ the river. (into/ in)

VI. Develop the following hints into a paragraph: 1x5=5M

Lion - sleeping in a forest - mouse - playing on it - angry lion - threatened to kill the mouse - mouse asked to forgive - promised to save him one day - lion laughed - let him off - another day - lion caught by hunter - in net - mouse heard the lion roar - mouse cut the net with his teeth - lion escaped - thanked the mouse.

VII. Change the following sentences. 2X1=2Marks

1. The hunter *killed* the lion. (Change into passive voice)
2. The door is opened by the watchman. (Change into active voice)

Department Of English				
2020-21 Bridge Course Test Marks				
S.NO	Name of the Student	Group	Pre Test Marks	Post Test Marks
1	B.Durga devi	B.A	18	28
2	R.Mnadakini	B.A	17	26
3	V.Malleswari devi	B.A	16	27
4	A.Mahalakshmi	B.A	17	26
5	A.Surya dhana lakshmi	B.A	18	27
6	B.Sailaja	B.A	15	26
7	Ch.Divya	B.A	16	28
8	Ch.Venkata gayathri devi	B.A	17	26
9	Ch.Chandana	B.A	16	26
10	D.Uma maheswari	B.A	18	28
11	G.Amulya	B.A	17	29
12	K.Poorvamahi	B.A	16	26
13	K.Sankeerthana	B.A	17	25
14	K.Swarna latha	B.A	18	24
15	M.Baby Suneetha	B.A	16	26
16	M.Sandhya	B.A	17	27
17	M.Satya Gangana	B.A	18	28
18	M.Sandhya	B.A	17	26
19	T.Varalakshmi	B.A	16	27
20	T.Srikanya	B.Com	15	25
21	P.Keerthi	B.Com	16	26
22	P.Srujana	B.Com	17	27
23	S.Gnaga bhavani	B.Com	17	28
24	V.Jahnvai	B.Com	18	28
25	V.Sandhya rani	B.Com	16	26
26	A.Saranya sreeja	B.Com	17	27
27	A/Likitha	B.Com	16	26
28	B/Lakshmi sriya	B.Com	16	26
29	B.Pushpa	B.Com	16	26
30	Ch.Satya Lakshmi	B.Com	17	25
31	D.Vijaya alakshmi	B.Com	16	24
32	D.Kavitha	B.Com	16	26
33	G.Devi	B.Com	16	23
34	G.Kamakshi	B.Com	17	24
35	K.Mounica	B.Com	16	26
36	K.Santhasri	B.Com	17	27
37	K.Ramu	B.Com	18	24
38	K.Stya veni	B.Com	16	27
39	K.Hima durga	B.Com	17	24

40	K.Kavya	B.Com	18	26
41	L.Durga bhavani	B.Com	16	25
42	M.Janaki Kasturi mahalakshmi	B.Com	17	28
43	M.Aruna sree	B.Com	15	26
44	M.Pavani	B.Com	14	27
45	M.Swathi	B.Com	16	23
46	M.Durga Vasantha	B.Com CA	17	24
47	M.Venkata keerthana	B.Com CA	14	25
48	N.Navitha	B.Com CA	13	27
49	O.Naga lakshmi	B.Com CA	16	26
50	P/Durga malathi	B.Com CA	18	23
51	R.Sony	B.Com CA	17	26
52	R.Keerthi	B.Com CA	16	24
53	R.Maneesha rani	B.Com CA	17	25
54	R.Kasthuri	B.Com CA	18	26
55	S.Kaveri	B.Com CA	16	24
56	S.Srivya	B.Com CA	16	23
57	S.Anusha	B.Com CA	17	26
58	S.Satya veni	B.Com CA	18	27
59	V.Naga lakshmi	B.Com CA	16	23
60	V.Jyothi	B.Com CA	17	24
61	Y.Keerthana	B.Com CA	16	24
62	Sri.lohitha	B.Com CA	14	26
63	Ch.Niharika	B.Com CA	15	27
64	K.Devi sri	B.Com CA	17	26
65	K.Deepika	B.Com CA	14	27
66	K.Mary grace	B.Com CA	16	26
67	M.Siva Mahika	CBZ	17	28
68	B.Devi	CBZ	14	26
69	B.Durga	CBZ	16	27
70	B.Srilakshmi	CBZ	17	26
71	B.Vijitha	CBZ	15	26
72	B.Yamuna	CBZ	14	26
73	B.Vara Jyothi	CBZ	16	26
74	B.Navya	CBZ	17	27
75	Ch.Sailaja	CBZ	16	28
76	D.Bhavani	CBZ	15	26
77	G.Geethanjali	CBZ	14	25
78	G.Anitha	CBZ	16	24
79	G.Veera venkata anuradha	CBZ	17	26
80	I.Llaila	CBZ	16	27
81	I.Surya kala	CBZ	18	26
82	J.Bhagya sri lakshmi	CBZ	16	27
83	J.Baby	H.Sc	17	28
84	K.Dharani	H.Sc	16	26
85	K.Naveena	H.Sc	17	27
86	K.Venkata ramana	H.Sc	18	24

87	K.Mounica	H.Sc	16	25
88	K.Sireesha	H.Sc	17	26
89	K.Kranthi Kumari	H.Sc	16	24
90	M.Veera Maha lakshmi	H.Sc	16	23
91	M.Devi	H.Sc	17	26
92	M.Pavani	H.Sc	18	27
93	M.Venkata durga	H.Sc	16	24
94	P.Durga devi	H.Sc	17	26
95	P.Kaveri	MPC	16	27
96	P.Reethu Sri	MPC	17	26
97	P.Hema	MPC	18	27
98	P.Bujji	MPC	17	24
99	P.Tulasi	MPC	16	25
100	P.Hari Kalyani	MPC	17	26
101	R.Komalika	MPC	18	24
102	R.Vijaya lakshmi	MPC	16	27
103	S.Deevena	MPC	14	24
104	T.Anusha	MPC	13	25
105	T.Tejaswini	MPC	14	26
106	V.Trinadha Tulasi	MPC	15	27
107	V.Devi	MPC	16	24
108	V.Hema	MPC	17	26
109	Y.Suryam	MPC	18	27
110	A.Maha lakshmi	MPC	16	26
111	B.Radhika	MPC	17	27
112	B.Gopika	MPC	18	23
113	B.Sireesha	MPC	16	24
114	B.Mohan Vijaya Keerthi	MPC	17	25
115	B.Supriya Darsini	MPC	18	26
116	D.Swaroop Rani	MPC	16	27
117	B.Suneetha	MPC	14	26
118	G.Mounica	MPC	15	26
119	G.Vijayalakshmi	MPC	16	26
120	K.surekha	MPC	14	27

Suryate

ASD GOVT. DEGREE COLLEGE FOR WOMEN (A)
(Re- Accredited by NAAC with B Grade)
Jagannaickpur, Kakinada, East Godavari, AP – 533002

**DEPARTMENT OF ZOOLOGY & AQUACULTURE
TECHNOLOGY**

2020-2021



Bridge Course

TOPIC: PREVIOUS KNOWLEDGE IN ZOOLOGY

S.No	Roll No	Name of the student	Signature of Students
1	2036142	Kamadi Gnanama nageswari	K. Gnanama Nageswari
2	2036143	S. Hema durga devi	S. Hema durga devi
3	2036144	D. Neelima	D. Neelima
4	2036145	S. Pavani	S. Pavani
5	2036148	P. Anitha	P. Anitha
6	2036149	P. Chunalika	P. Chunalika
7	2036151	Gr. Krishnaveni	G. Krishnaveni
8	2036152	K. Kusuma	K. Kusuma
9	2036155	D. Pujitha	D. Pujitha
10	2036157	P. Sandhya rani	P. Sandhya rani
11	2036158	Gr. Satyaveni	Gr. Satyaveni
12	2036159	M. Suvama latha	M. Suvama Latha
13	2036160	Gr. Swathi	G. Swathi
14	2038091	K. Ramya	K. Ramya
15	2038094	O. Guna Sri	O. Gunesri
16	2038097	Ch. Swathi sree	Ch. Swathi sree
17	2038198	G. Varalakshmi	G. Varalakshmi
18	2038199	K. V. Dwaga Bhavana	K. V. D. Bhavana
19	2038202	P. Chandini devi	P. Chandini devi
20	2038207	B. Kamala	B. Kamala
21	2038208	P. Kusuma	P. Kusuma
22	2038210	K. Malleswari	K. Malleswari
23	2038211	P. Manasa	P. Manasa
24	2038212	P. Meghana	P. Meghana
25	2038213	P. Nagalakshmi	P. Nagalakshmi
26	2038216	Gr. Sandhya rani	Gr. Sandhya Rani
27	2038219	A. Tejasri	A. Tejasri
28	2038220	K. V. S. Swarupa rani	K. V. S. Swarupa rani
29	2033072	B. Venkata Sai Satya.	B. Venkata Sai Satya
30	2033074	P. Kasturi	P. Kasturi

31	2033075	G. Durga roga Bharamathi	G. Bharamathi
32	2033076	E. Anusha	E. Anusha
33	2033077	M. Sri Lekha	M. Sri Lekha
34	2033078	R. om sitya Tejaswini	R. O. Tejaswini
35	2033079	K. satya sai lakshmi	K. satya sai lakshmi
36	2033080	S. Subbalakshmi	S. Subba Lakshmi
37	2033081	N. Tyathi	N. Tyathi
38	2033082	Ch. Devi	Ch. Devi
39	2033083	D. Suseela	D. Suseela
40	2033084	G. Haneesha	G. Haneesha
41	2033085	Y. pravallika	Y. Pravallika
42	2033086	K. veera Suneetha	K. Veera Suneetha
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Basics of Zoology

Zoology (/zouˈɒlədʒi/)[note 1] is the branch of biology that studies the animal kingdom, including the structure, embryology, evolution, classification, habits, and distribution of all animals, both living and extinct, and how they interact with their ecosystems. The term is derived from Ancient Greek ζῷον, *zōion* ('animal'), and λόγος, *logos* ('knowledge', 'study').[1]

Although humans have always been interested in the natural history of the animals they saw around them, and made use of this knowledge to domesticate certain species, the formal study of zoology can be said to have originated with Aristotle. He viewed animals as living organisms, studied their structure and development, and considered their adaptations to their surroundings and the function of their parts. The Greek physician Galen studied human anatomy and was one of the greatest surgeons of the ancient world, but after the fall of the Western Roman Empire and the onset of the Early Middle Ages, the Greek tradition of medicine and scientific study went into decline in Western Europe, although it continued in the medieval Islamic world. Modern zoology has its origins during the Renaissance and early modern period, with Carl Linnaeus, Antonie van Leeuwenhoek, Robert Hooke, Charles Darwin, Gregor Mendel and many others.

The study of animals has largely moved on to deal with form and function, adaptations, relationships between groups, behaviour and ecology. Zoology has increasingly been subdivided into disciplines such as classification, physiology, biochemistry and evolution. With the discovery of the structure of DNA by Francis Crick and James Watson in 1953, the realm of molecular biology opened up, leading to advances in cell biology, developmental biology and molecular genetics.

Zoology is the branch of science dealing with animals. A species can be defined as the largest group of organisms in which any two individuals of the appropriate sex can produce fertile offspring; about 1.5 million species of animal have been described and it has been estimated that as many as 8 million animal species may exist.[19] An early necessity was to identify the organisms and group them according to their characteristics, differences and relationships, and this is the field of the taxonomist. Originally it was thought that species were immutable, but with the arrival of Darwin's theory of evolution, the field of cladistics came into being, studying the relationships between the different groups or clades. Systematics is the study of the diversification of living forms, the evolutionary history of a group is known as its phylogeny, and the relationship between the clades can be shown diagrammatically in a cladogram.[20]

Although someone who made a scientific study of animals would historically have described themselves as a zoologist, the term has come to refer to those who deal with individual animals, with others describing themselves more specifically as physiologists, ethologists, evolutionary biologists, ecologists, pharmacologists, endocrinologists or parasitologists.[21]

Branches of zoology

Although the study of animal life is ancient, its scientific incarnation is relatively modern. This mirrors the transition from natural history to biology at the start of the 19th century. Since Hunter and Cuvier, comparative anatomical study has been associated with morphography, shaping the modern areas of zoological investigation: anatomy, physiology, histology, embryology, teratology and ethology.[22] Modern zoology first arose in German and British universities. In Britain, Thomas Henry Huxley was a prominent figure. His ideas were centered on the morphology of animals. Many consider him the greatest comparative anatomist of the latter half of the 19th century. Similar to Hunter, his courses were composed of lectures and laboratory practical classes in contrast to the previous format of lectures only.

Classification

Scientific classification in zoology, is a method by which zoologists group and categorize organisms by biological type, such as genus or species. Biological classification is a form of scientific taxonomy. Modern biological classification has its root in the work of Carl Linnaeus, who grouped species according to shared physical characteristics. These groupings have since been revised to improve consistency with the Darwinian principle of common descent. Molecular phylogenetics, which uses nucleic acid sequence as data, has driven many recent revisions and is likely to continue to do so. Biological classification belongs to the science of zoological systematics.

Many scientists now consider the five-kingdom system outdated. Modern alternative classification systems generally start with the three-domain system: Archaea (originally Archaeobacteria); Bacteria (originally Eubacteria); Eukaryota (including protists, fungi, plants, and animals)[24] These domains reflect whether the cells have nuclei or not, as well as differences in the chemical composition of the cell exteriors.[24]

Further, each kingdom is broken down recursively until each species is separately classified. The order is: Domain; kingdom; phylum; class; order; family; genus; species. The scientific name of an organism is generated from its genus and species. For example, humans are listed as *Homo sapiens*. *Homo* is the genus, and *sapiens* the specific epithet, both of them combined make up the species name. When writing the scientific name of an organism, it is proper to capitalize the first letter in the genus and put all of the specific epithet in lowercase. Additionally, the entire term may be italicized or underlined.[25]

The dominant classification system is called the Linnaean taxonomy. It includes ranks and binomial nomenclature. The classification, taxonomy, and nomenclature of zoological organisms is administered by the International Code of Zoological Nomenclature. A merging draft, BioCode, was published in 1997 in an attempt to standardize nomenclature, but has yet to be formally adopted.[26]

Vertebrate and invertebrate zoology

Vertebrate zoology is the biological discipline that consists of the study of vertebrate animals, that is animals with a backbone, such as fish, amphibians, reptiles, birds and mammals. The various taxonomically oriented disciplines such as mammalogy, biological anthropology, herpetology, ornithology, and ichthyology seek to identify and classify species and study the structures and mechanisms specific to those groups. The rest of the animal kingdom is dealt with by invertebrate zoology, a vast and very diverse group of animals that includes sponges, echinoderms, tunicates, worms, molluscs, arthropods and many other phyla, but single-celled organisms or protists are not usually included.[27]

Structural zoology

Cell biology studies the structural and physiological properties of cells, including their behavior, interactions, and environment. This is done on both the microscopic and molecular levels for single-celled organisms such as bacteria as well as the specialized cells in multicellular organisms such as humans. Understanding the structure and function of cells is fundamental to all of the biological sciences. The similarities and differences between cell types are particularly relevant to molecular biology.

Anatomy considers the forms of macroscopic structures such as organs and organ systems.[28] It focuses on how organs and organ systems work together in the bodies of humans and animals, in addition to how they work independently. Anatomy and cell biology are two studies that are closely related, and can be categorized under "structural" studies. Comparative anatomy is the study of similarities and differences in the anatomy of different groups. It is closely related to evolutionary biology and phylogeny (the evolution of species).[29]

Physiology



Animal anatomical engraving from *Handbuch der Anatomie der Tiere für Künstler*.

Physiology studies the mechanical, physical, and biochemical processes of living organisms by attempting to understand how all of the structures function as a whole. The theme of "structure to function" is central to biology. Physiological studies have traditionally been divided into plant physiology and animal physiology, but some principles of physiology are universal, no matter what particular organism is being studied. For example, what is learned about the physiology of yeast cells can also apply to human cells. The field of animal physiology extends the tools and methods of human physiology to non-human species. Physiology studies how, for example, the nervous, immune, endocrine, respiratory, and circulatory systems function and interact.[30]

Developmental biology

Developmental biology is the study of the processes by which animals and plants reproduce and grow. The discipline includes the study of embryonic development, cellular differentiation, regeneration, asexual and sexual reproduction, metamorphosis, and the growth and differentiation of stem cells in the adult organism.[31] Development of both animals and plants is further considered in the articles on evolution, population genetics, heredity, genetic variability, Mendelian inheritance, and reproduction.

Evolutionary biology

Evolutionary biology is the subfield of biology that studies the evolutionary processes (natural selection, common descent, speciation) that produced the diversity of life on Earth. Evolutionary research is concerned with the origin and descent of species, as well as their change over time, and includes scientists from many taxonomically oriented disciplines. For example, it generally involves scientists who have special training

in particular organisms such as mammalogy, ornithology, herpetology, or entomology, but use those organisms as systems to answer general questions about evolution.[32] Evolutionary biology is partly based on paleontology, which uses the fossil record to answer questions about the mode and tempo of evolution,[33] and partly on the developments in areas such as population genetics[34] and application of these techniques in zoology has increased the understanding of animal populations.[35] In the 1980s, developmental biology re-entered evolutionary biology from its initial exclusion from the modern synthesis through the study of evolutionary developmental biology. Related fields often considered part of Ethology are phylogenetics, systematics, and taxonomy.[36]



Kelp gull chicks peck at red spot on mother's beak to stimulate the regurgitating reflex.

Ethology is the scientific and objective study of animal behavior under natural conditions,[37] as opposed to behaviorism, which focuses on behavioral response studies in a laboratory setting. Ethologists have been particularly concerned with the evolution of behavior and the understanding of behavior in terms of the theory of natural selection. In one sense, the first modern ethologist was Charles Darwin, whose book, *The Expression of the Emotions in Man and Animals*, influenced many future ethologists.[38]

A subfield of ethology is behavioral ecology which attempts to answer Nikolaas Tinbergen's four questions with regard to animal behavior: what are the proximate causes of the behavior, the developmental history of the organism, the survival value and phylogeny of the behavior?[39] Another area of study is animal cognition, which uses laboratory experiments and carefully controlled field studies to investigate an animal's intelligence and learning.[40]

Biogeography

Biogeography studies the spatial distribution of organisms on the Earth,[41] focusing on topics like dispersal and migration, plate tectonics, climate change, and cladistics. It is an integrative field of study, uniting concepts and information from evolutionary biology, taxonomy, ecology, physical geography, geology, paleontology and climatology.[42] The origin of this field of study is widely accredited to Alfred Russel Wallace, a British biologist who had some of his work jointly published with Charles Darwin.[43]

Molecular biology

Molecular biology studies the common genetic and developmental mechanisms of animals and plants, attempting to answer the questions regarding the mechanisms of genetic inheritance and the structure of the gene. In 1953, James Watson and Francis Crick described the structure of DNA and the interactions within the molecule, and this publication jump-started research into molecular biology and increased interest in the subject.[44] While researchers practice techniques specific to molecular biology, it is common to combine these with methods from genetics and biochemistry. Much of molecular biology is quantitative, and recently a significant amount of work has been done using computer science techniques such as bioinformatics and computational biology. Molecular genetics, the study of gene structure and function, has been among the most prominent sub-fields of molecular biology since the early 2000s. Other branches of biology are informed by molecular biology, by either directly studying the interactions of molecules in their own right such as in cell biology and developmental biology, or indirectly, where molecular techniques are used to infer historical attributes of populations or species, as in fields in evolutionary biology such as population genetics and phylogenetics. There is also a long tradition of studying biomolecules "from the ground up", or molecularly, in biophysics.[45]

S.No	Roll No	Student Name	Attendance					
			11/2/2021	22/2/21	23/2/21	24/2/21	25/2/21	26/2/21
1	2036142	K. Girana Nagarani	P	P	P	P	P	a
2	2036143	S. Hema Dwiga Devi	P	P	P	P	P	P
3	2036144	D. Neelima	P	P	a	P	P	w
4	2036145	S. Pavani	P	a	P	P	P	P
5	2036148	P. Chunallika	P	P	P	P	a	P
6	2036149	P. Anitha	P	P	P	P	P	P
7	2036151	G. Krishna Veni	P	P	P	P	P	P
8	2036152	K. Kuruma	a	P	P	P	P	P
9	2036155	D. Pujitha	P	P	a	P	P	P
10	2036157	P. Sandhya Rani	P	a	P	P	P	P
11	2036158	G. Satya Veni	P	a	P	a	P	P
12	2036159	M. Suvarna Latha	P	P	P	P	a	P
13	2036160	G. Swathi	P	P	P	P	P	a
14	2038101	K. Ramya	P	P	a	P	P	P
15	2038104	O. Guna Sri	P	P	P	P	P	P
16	2038107	Ch. Swathi Sree	P	P	P	P	P	P
17	2038198	G. Vara Lakshmi	P	P	P	P	P	P
18	2038199	K. V. Dwiga Bhavani	P	P	P	P	P	P
19	2038202	P. Chaudini Devi	P	P	P	P	P	P
20	2038208	B. Kasappa	P	P	P	P	a	a
21	2038210	R. Kuruma Mallewari	P	P	a	P	P	P

Sl. No	Roll No	Student Name	Attendance					
			14/11/23	15/11/23	16/11/23	17/11/23	18/11/23	19/11/23
22	2038209	B. Purnala	a	P	P	P	P	P
23	2038211	P. Manoja	P	P	P	P	P	P
24	2038212	P. Meghana	P	P	P	P	a	P
25	2038213	P. Naga Lalitha	P	P	P	P	P	P
26	2038216	G. Sandhya Rani	P	P	P	P	P	a
27	2038219	A. Tejasvi	P	P	a	P	P	P
28	2038220	K.V. S. Swaroopa Rani	P	a	P	P	P	P
29	2033072	B. Venkata Sai Satya	P	?	?	P	P	P
30	2033074	P. Kasthuri	P	P	P	P	P	P
31	2033075	G. Durga Naga Bhanumathi	P	P	P	P	P	P
32	2033076	E. Anusha	P	P	P	P	P	P
33	2033077	M. Sri Lekha	P	a	P	P	P	P
34	2033078	R. Uma Satya Tejaswini	a	P	a	P	P	P
35	2033079	K. Satya Sai Lalitha	P	P	P	a	P	P
36	2033080	S. Subba Lalitha	P	P	P	P	P	P
37	2033082	N. Jyothi	P	P	P	P	P	P
38	2033083	Ch. Devi	P	P	P	P	P	a
39	2033084	B. Suseela	P	P	a	P	P	P
40	2033085	G. Hanusha	P	P	P	P	a	P
41	2033090	Y. Pravalika	P	P	P	P	P	P
42	2033096	K. Veera Sunitha	P	P	P	P	P	P

A.S.D.GOV'T. DEGREE COLLEGE FOR WOMEN (A)

(Re-Accredited with 'B' Grade by NAAC)

(Affiliated to Adikavi Nannaya University)

Jagannaickpur, Kakinada.

DEPARTMENT OF COMPUTER SCIENCE



స్త్రీవిద్యాప్రవర్ధతాం

BRIDGE COURSE

2020-2021

A.S.D GOVT.DEGREE COLLEGE FOR WOMEN (A)

Jagannaickpur, Kakinada

DEPARTMENT OF COMPUTER SCIENCE

Activity Register 2020-2021

Date	04-02-2021 to 11-02-2021
Conducted through (DRC/JKC/ELF/NCC/NSS/Department etc.,)	Department of Computer Science
Nature of Activity (seminar/workshop/exten Lecture etc)	BRIDGE COURSE I B.Sc (M.P.Cs) & I B.Com(CA)
Title of the Activity	Computer Fundamentals
Name of the Department/ Committee	Department of Computer Science
Details of Resourc persons (Name, Designation etc.,)	N.Naga Subrahmanyeswari M.Tech.,(Ph.D). Lecturer in Computer Science G.Satya Suneetha M.Tech.,(Ph.D). Lecturer in Computer Applications
No. of students participated	50
Brief Report on the activity	To get the students acquainted with the Computer fundamentals
Name of the Lecturers who planned & conducted the activity	N.Naga Subrahmanyeswari M.Tech.,(Ph.D). Lecturer in Computer Science G.Satya Suneetha M.Tech.,(Ph.D). Lecturer in Computer Applications
Signature of the Department In-charge/ Convener of the Committee	N. N. S. Edwan 11/2/21
Signature of the Principal	H. Sivarajal. 11/2/21
Remarks	

A.S.D GOVT.DEGREE COLLEGE FOR WOMEN (A)

DEPARTMENT OF COMPUTER SCIENCE

BRIDGE COURSE

on

“Computer Fundamentals”

The Department of Computer Science conducted Bridge course for I B.Sc (M.P.Cs) and I B.Com(CA) students who did not have knowledge about fundamentals of computers. With this 6-Day course students get acquainted with the basic fundamentals of computers where in the total introduction of the syllabus is covered and there by the student can rise up to a level to apprehend the subject.

OBJECTIVES:

- To introduce the fundamentals of computing devices and reinforce computer vocabulary particularly with respect to personal use of computer hardware and software, the Internet, networking and mobile computing.
- To understand basics of computer and working with operating system.
- To acquire basic skills needed to operate a computer.
- To apply computing in problem solving.

A.S.D GOVT.DEGREE COLLEGE FOR WOMEN (A)

DEPARTMENT OF COMPUTER SCIENCE ATTENDANCE for BRIDGE COURSE

S. N O	Name of the Student	4/2/21	5/2/21	6/2/21	8/2/21	9/2/21	10/2/21	11/2/21
1.	KATYAYANI KATADI	P	P	P	A	P	P	A
2.	MANI SUSANNA BANDI	P	P	P	P	P	P	P
3.	AKANKSHA REKADI	P	P	P	P	P	A	P
4.	ANUSHAVUDA	P	P	A	P	P	P	P
5.	ANUSHA SEERAPU	P	P	P	P	P	P	A
6.	APARNA LODA	P	A	P	P	P	P	P
7.	ASMIN MOHAMMED	P	P	P	P	P	P	P
8.	BHULAKSHMI POLABATHULA	P	P	P	A	P	P	P
9.	BHUVANESWARI PINAPOTHU	P	P	P	P	P	A	P
10.	CHANDINI VADREVVU	P	P	P	P	P	P	P
11.	DEVI RAYUDU	P	P	P	P	P	P	P
12.	NAGALAKSHMI GUTTULA	A	P	P	P	P	P	P
13.	OOHA VEERA VENKATA SATYA DURGAELURU	P	P	P	P	P	P	P
14.	PREMA JYOTHI CHIKKALA	P	P	A	P	P	P	P
15.	RAMYA SREE NARAVA	P	P	P	P	P	P	P
16.	RATNASRI MALLUVALASALA	P	P	P	P	P	P	P
17.	VANDANA SADHANALA	P	P	P	P	P	P	P
18.	VEERA RAVALIKA SRI DEVI KOYYA	P	P	P	P	P	P	P
19.	VEERAVENI PESINGI	P	A	P	P	P	P	P
20.	AKHILANDESWARI KALLA	A	P	P	P	P	P	P
21.	ANITHA KUMARI CHALLAGALA	P	P	P	P	P	P	P
22.	ANJALI SANGADI	P	P	P	P	A	P	P
23.	BHARGAVI RUTHALA	P	P	P	P	P	P	P
24.	GANGABHAVANI POTHUBANDI	P	P	P	P	P	P	P
25.	KALYANI MEDA	P	P	A	P	P	P	P
26.	KRISHNAVENI VEEDI	P	P	P	P	A	P	P
27.	LAKSHMI PRASANNA G	P	P	P	P	P	P	P

S. N O	Name of the Student	4/2/21	5/2/21	6/2/21	8/2/21	9/2/21	10/2/21	11/2/21
28.	LAKSHMI PRIYA DEEPIKA KADALI	P	P	P	P	P	P	A
29.	MEGHANA SEELAM	P	P	P	P	P	P	P
30.	MUNEESHA KONALA	P	P	P	P	P	P	P
31.	NAGASATYA DEVISRI GANDHAM	P	P	P	A	P	P	P
32.	PAVANI JYOTHI MARLAPUDI	P	P	P	P	P	P	P
33.	SAI JYOTHI PASAGADUGULA	P	P	P	P	P	P	P
34.	SANDHYA SRI GUNAPARTHI	P	P	P	P	A	P	P
35.	SUBHASHINI BOMMU	P	P	P	P	P	P	P
36.	AKHILA RASIPALLI	P	P	P	P	P	P	P
37.	MOUNIKA PALIVELA	P	P	P	P	P	P	P
38.	DAIVAKRUPA KALLURI	P	P	P	P	P	P	P
39.	SANDHYA RANI KONDA	P	P	P	P	P	P	P
40.	JOY VICTORIA MEKA	P	P	P	P	P	P	P
41.	SAILAJA PESINGI	P	P	P	P	P	P	P
42.	SUBBALAKSHMI PULI	A	P	P	P	P	P	A
43.	RAJI YAGA	P	P	P	P	P	P	P
44.	ANKITHA PALIVELA	P	P	A	P	P	P	P
45.	DURGADEVI GANTA	P	P	P	P	P	P	P
46.	BHAVANI PEKETI	P	A	P	P	P	P	P
47.	HARITHA SYRAPUREDDY	P	P	P	A	P	A	P
48.	BHARGAVI BACHALA	P	P	P	P	P	P	P
49.	RADHA PRIYA PODIUM	P	P	A	P	P	P	P
50.	JAHNAVI MEDISETTI	P	P	P	P	P	P	P

**A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN (A),
KAKINADA**

DEPARTMENT OF COMPUTER SCIENCE

BRIDGE COURSE 2020-2021

Computer Fundamentals

S.NO	DATE	SYLLABUS
01	04/2/21 Thursday	❖ Introduction to Computers
02	05/2/21 Friday	❖ Computer Fundamentals
03	06/2/21 Saturday	❖ Computer Components
04	08/2/21 Monday	❖ Hardware and Software
05	09/2/21 Tuesday	❖ Classification of Computers
06	10/2/21 Wednesday	❖ Computer Viruses
07	11/2/21 Thursday	❖ Operating Systems

Signature of the Lecturers

1. N.N.S. Eswari 11/2/21

2. Suneetha 11/2/21

A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN (A), KAKINADA



స్త్రీవిద్యాప్రసారకాం

BRIDGE COURSE TIME TABLE

I B.Sc(M.P.Cs) & I B.Com(CA)

2020-2021

DAY	TIMINGS
04/2/21 Thursday	10.00A.M to 11.00A.M
05/2/21 Friday	10.00A.M to 11.00A.M
06/2/21 Saturday	10.00A.M to 11.00A.M
08/2/21 Monday	10.00A.M to 11.00A.M
09/2/21 Tuesday	10.00A.M to 11.00A.M
10/2/21 Wednesday	10.00A.M to 11.00A.M
11/2/21 Thursday	10.00A.M to 11.00A.M

Signature of the Lecturers

1. N.N.S. Eswari 11/2/21
2. Sreetha 11/2/21

A.S.D.GOV.T.DEGREE COLLEGE FOR WOMEN(A), KAKINADA**DEPARTMENTS OF COMPUTER SCIENCE****BRIDGE COURSE****Computer Fundamentals**

S.NO.	NAME OF THE STUDENT	CLASS	SIGNATURE
1.	KATYAYANI KATADI	I B.Sc(M.P.Cs)	K. Katyayani.
2.	MANI SUSANNA BANDI	I B.Sc(M.P.Cs)	B. Mani Susanna
3.	AKANKSHA REKADI	I B.Sc(M.P.Cs)	R. Akanksha
4.	ANUSHAVUDA	I B.Sc(M.P.Cs)	V. Anusha
5.	ANUSHA SEERAPU	I B.Sc(M.P.Cs)	S. Anusha
6.	APARNA LODA	I B.Sc(M.P.Cs)	L. Aparna
7.	ASMIN MOHAMMED	I B.Sc(M.P.Cs)	Md. Asmin.
8.	BHULAKSHMI POLABATHULA	I B.Sc(M.P.Cs)	P. Bhulakshmi
9.	BHUVANESWARI PINAPOTHU	I B.Sc(M.P.Cs)	P. Bhuvaneshwari
10.	CHANDINI VADREVVU	I B.Sc(M.P.Cs)	V. Chandini.
11.	DEVI RAYUDU	I B.Sc(M.P.Cs)	R. Devi
12.	NAGALAKSHMI GUTTULA	I B.Sc(M.P.Cs)	G. Nagalakshmi?
13.	OOHA VEERA VENKATA SATYA DURGAE LURU	I B.Sc(M.P.Cs)	F. O. V. V. S. Divrga.
14.	PREMA JYOTHI CHIKKALA	I B.Sc(M.P.Cs)	ch. prema jyothi
15.	RAMYA SREE NARAVA	I B.Sc(M.P.Cs)	N. Ramya Sree
16.	RATNASRI MALLUVALASALA	I B.Sc(M.P.Cs)	M. Ratna Sri.
17.	VANDANA SADHANALA	I B.Sc(M.P.Cs)	S. Vandana
18.	VEERA RAVALIKA SRI DEVI KOYYA	I B.Sc(M.P.Cs)	K. V. R. Sridevi
19.	VEERAVENI PESINGI	I B.Sc(M.P.Cs)	P. V. Veni
20.	AKHILANDESWARI KALLA	I B.Sc(M.P.Cs)	K. Akhilandeswari
21.	ANITHA KUMARI CHALLAGALA	I B.Sc(M.P.Cs)	Ch. Anitha Kumari.
22.	ANJALI SANGADI	I B.Sc(M.P.Cs)	S. Anjali.
23.	BHARGAVI RUTHALA	I B.Sc(M.P.Cs)	R. Bhargavi

S.NO.	NAME OF THE STUDENT	CLASS	SIGNATURE
24.	GANGABHAVANI POTHUBANDI	I B.Sc(M.P.Cs)	P.Ganga Bhavani
25.	KALYANI MEDA	I B.Sc(M.P.Cs)	M.kalyani
26.	KRISHNAVENI VEEDI	I B.Sc(M.P.Cs)	V. Krishna Veni
27.	LAKSHMI PRASANNA GOLLU	I B.Sc(M.P.Cs)	G. L. Prasananna
28.	LAKSHMI PRIYA DEEPIKA KADALI	I B.Sc(M.P.Cs)	K. P. Deepika
29.	MEGHANA SEELAM	I B.Sc(M.P.Cs)	S. Meghana
30.	MUNEESSHA KONALA	I B.Sc(M.P.Cs)	K. Muneesha
31.	NAGASATYA DEVISRI GANDHAM	I B.Sc(M.P.Cs)	G. N. S. Devi Sri
32.	PAVANI JYOTHI MARLAPUDI	I B.Sc(M.P.Cs)	M. Pavani Jyothi
33.	SAI JYOTHI PASAGADUGULA	I B.Sc(M.P.Cs)	P. Saijyothi
34.	SANDHYA SRI GUNAPARTHI	I B.Sc(M.P.Cs)	G. Sandhya Sri
35.	SUBHASHINI BOMMU	I B.Sc(M.P.Cs)	B. Subhashini
36.	AKHILA RASIPALLI	I B.Com(C.A.)	R. AKHILA
37.	MOUNIKA PALIVELA	I B.Com(C.A.)	P. Mounika
38.	DAIVAKRUPA KALLURI	I B.Com(C.A.)	K. daivakrupa
39.	SANDHYA RANI KONDA	I B.Com(C.A.)	K. Sandhyarani
40.	JOY VICTORIA MEKA	I B.Com(C.A.)	M. Joy Victoria
41.	SAILAJA PESINGI	I B.Com(C.A.)	P. Sailaja
42.	SUBBALAKSHMI PULI	I B.Com(C.A.)	P. Subbalakshmi
43.	RAJI YAGA	I B.Com(C.A.)	Y. Raji
44.	ANKITHA PALIVELA	I B.Com(C.A.)	P. Ankitha
45.	DURGADEVI GANTA	I B.Com(C.A.)	G. Durgadevi
46.	BHAVANI PEKETI	I B.Com(C.A.)	P. Bhavani
47.	HARITHA SYRAPUREDDY	I B.Com(C.A.)	S. HARITHA
48.	BHARGAVI BACHALA	I B.Com(C.A.)	B. Bhargavi
49.	RADHA PRIYA PODIUM	I B.Com(C.A.)	P. Radha Priya
50.	JAHNAVI MEDISETTI	I B.Com(C.A.)	M. Jahnavi

BRIDGE COURSE TEST
on
"Computer Fundamentals"

1. An electronic tool that allows information to be input, processed, and output ? []
 - A. Operating system
 - B. Motherboard
 - C. Computer
 - D. Central Processing Unit

2. A worldwide network of computers ? []
 - A. CPU
 - B. RAM
 - C. Internet
 - D. Network

3. The brain of the computer. This part does the calculation, moving and processing of information ? []
 - A. CPU
 - B. RAM
 - C. Motherboard
 - D. Hard Drive

4. Part of a computer that allows a user to put information into the computer ? []
 - A. Output Device
 - B. Input Device
 - C. Operating System
 - D. Software

5. A small picture that represents a folder, program or other things ? []
 - A. Icon
 - B. Desktop
 - C. Graphic
 - D. Image

6. A name for the short term memory of the computer that is lost when the computer is turned off ? []
 - A. RAM
 - B. ROM
 - C. Processor
 - D. Hardware

7. A part of the computer that all other parts are connected to. It allows all of the parts to communicate so they work together ? []
 - A. Operating System
 - B. Disk Drive
 - C. Output Device
 - D. Motherboard

8. The physical parts of a computer []
- A. Hardware
 - B. Hard Drive
 - C. Disk Drive
 - D. Software
9. Parts of a computer that allow the user to see or hear information that comes out from the computer ? []
- A. Software
 - B. Input Device
 - C. Output Device
 - D. Operating System
10. Another name for computer programs []
- A. Software
 - B. RAM
 - C. Input Device
 - D. Hardware

Bridge Courses

A Bridge Course in Sanskrit for newly admitted students is conducted every year before the commencement of the first semester classes by the Department of Sanskrit. The main objective of the course is to bridge the gap between subjects studied at higher secondary level subject they would be studying in Graduation. The syllabus for the course is framed in such a way that they get basic knowledge on the subjects that they would be learning through graduation. This two-week student enhancement and development programme is devised for overall grooming and enhancement of the students' felicity with a special punctuation for students from rural and semi-rural community.

Objective

- To bridge the gap between school and collegiate education to meet the students' communicative requirements.
- To prepare the students for a classroom atmosphere in which Sanskrit is the medium of instruction.
- To help the students acquire the basic LSRW skills.

Methodology

A curriculum is framed separately in each of the subjects, for Bridge course in Sanskrit. During the first week after the commencement of the classes, the Bridge course curriculum is delivered to the students in various disciplines.

A post-bridge course test is conducted after the completion of Bridge course syllabus to assess the ability of students. Suggestion is given to students for improvisation.

Syllabus for Bridge Course

- I. vibhakti - Declension forms: masculine words
- II. Shabdha Rupani - Types
- III. अनुवादाणि

Outcome

After the completion of the Bridge course in Sanskrit, there was a significant progress in the listening, speaking, reading and writing skills of the students.

Students who had tremendous stage fears were able to overcome it and speak fluently in Sanskrit.

Instruction for students

This Revised Bridge Course has been prepared for you with the objective of reviewing the previous academic years to test it and for the concept students to understand the curriculum for the next class.

1. The bridge course lasts for a total of 10 days.

2. Course will help you to understand exactly what you have learned in the previous academic years and to understand the important concepts of the syllabus for the next class.

3. This bridge course should be studied on a day-to-day basis.

4. It consists of day-to-day worksheets.

You are expected to solve the worksheet on your own as per the given plan.

Day	Name of the Activity
1	विभक्ति - delension from sand and their implications
2	पुंलिङ्गा words ending with अकार
3	एकवचनम् - singulars
4	धातुरूप verb conjugation
5	Different Tenses
6	Building of vocabulary
7	(A) Nouns ending in vowels
8	अकारान्तः पुंलिङ्गः क्त्वः
9	इकारान्तः " "
10	उकारान्तः " " / अन्तःशब्दाणि ।

Department of Sanskrit
Bridge course

QUESTION PAPER (PRETEST)

Max. Marks : 20

Time : 30 min

Name of the Student

Group:

- 1 भवान् कुत्र गच्छति ?
- 2 कृपया पठ ।
- 3 त्वं आगच्छ ।
- 4 यूयं हसत ।
- 5 अहम् पठामि
कृपया अत्र मा लिखा
- 6 बालिका पठति
- 7 तत् किम्
- 8 सः वानारः
- 9 अयम् मम सोदरः
- 10

1, पुत्री / सुता - Daughter

2, भार्या / पत्नी / कलत्रम् - Wife

3, भर्ता - Husband

4, अनुजः - younger brother

5, अग्रजः - elder brother

6, कः - Who (Masculine gender, Singular)

7, के - Who (Masculine gender, Plural)

8, का - Who (Feminine gender, singular)

9, काः - Who (Feminine gender, Plural)

10, सः - He

11, एषः - This person

12, अस्ति - is

13, नास्ति - not present

14, देवः - God

15, देवी - Goddess

6, पुत्र / सुता - కూతురు

7, భార్య / కళత్రం / పత్నీ - భార్య

8, భర్తా - భర్త

9, అనుజ : - తమ్ముడు

10, అగ్రజ : - అన్న

11, క : - ఎవడు

12, కే - ఎవరు

13, కా - ఏ స్త్రీ

14, కాః - ఏ స్త్రీలు

15, సః - అతడు

16, ఏష : - ఇతడు

17, అస్తి - ఉన్నది / ఉన్నాడు.

18, నాస్తి - లేదు/ లేదు.

19, దేవ : - దేవుడు

20, దేవీ - దేవత

16, అత్ర క: అస్తి? - ఇక్కడ ఎవడు వున్నాడు?

सर्वत्र क : अस्ति ? - Who is everywhere?

17, సర్వత్ర క: అస్తి? - అన్నిచోట్లా ఎవడు వున్నాడు?

तत्र के सन्ति? - Who are there?

18, తత్ర కే సంతి? - ఎవరు అక్కడ వున్నారు?

तत्र मम बान्धवाः सन्ति। - My brothers are there.

19, తత్ర మమ బాంధవా: సంతి - అక్కడ నా బంధువులు వున్నారు.

अत्र मम मित्राणि सन्ति। - My friends are here.

20, అత్ర మమ మిత్రాణి సంతి- ఇక్కడ నా మిత్రులు వున్నారు.

ते सर्वे अपि मम मित्राणि। - They all are also my friends.

21, తే సర్వే అపి మమ మిత్రాణి - వారందరూ నా మిత్రులు.

ते सर्वे अपि मम सोदराः। - They all are also my brothers.

22, తే సర్వే అపి మమ సోదరా: - వారందరూ నా సహోదరులు.

भवत : गृहं कुत्र अस्ति ? - Where is your house?

23, భవత: గృహం కుత్ర అస్తి? - మీ ఇల్లు ఎక్కడ వున్నది?

भवत : वाहनं अत्र अस्ति वा ? Is your vehicle here?

24, భవత: వాహనం అత్ర అస్తి వా? - మీ వాహనము ఇక్కడ వున్నదా?

भवत : वाहनं तत्रापि नास्ति वा ? - Isn't your vehicle there also?

25, భవత: వాహనం తత్రాపి నాస్తి వా? - మీ వాహనము అక్కడ కూడా లేదా?

एतत् पुस्तकं अत्र नास्ति वा ? - Isn't this book here?

7, ఏతత్ పుస్తకం అత్ర నాస్తి వా? ఈ పుస్తకము ఇక్కడ లేదా?

एतत् पुस्तकं तत्र कथं अस्ति? - How is this book there?

8, ఏతత్ పుస్తకం తత్ర కథం అస్తి? ఈ పుస్తకము అక్కడ ఎలా వున్నది?

एतत् पुस्तकं अत्र किमर्थं नास्ति ? - Why isn't this book here?

9, ఏతత్ పుస్తకం అత్ర కిమర్థం నాస్తి? ఈ పుస్తకము ఇక్కడ ఎందుకు లేదు?

एतत् पुस्तकं सर्वत्र अस्ति वा ? - Is this book everywhere?

10, ఏతత్ పుస్తకం సర్వత్ర అస్తి వా ? ఈ పుస్తకము అన్నిచోట్లా వున్నదా?

11, देव : सर्वत्र अस्ति । - God is everywhere.

11, దేవ: సర్వత్ర అస్తి.- దేవుడు అన్నిచోట్లా వున్నాడు.

12, देवा: सर्वत्र सन्ति। - Gods are everywhere.

12, దేవా: సర్వత్ర సంతి - దేవుళ్ళు అన్నిచోట్లా వున్నారు.

13, स: भवत : मित्रम् वा ? - Is he your friend?

13, స: భవత: మిత్రం వా? - అతడు మీ మిత్రుడా?

14, स: भवत : सोदर : वा ? - Is he your brother?

14, స: భవత: సోదర: వా? అతడు మీ సోదరుడా?

15, तत्र क : अस्ति ? - Who is there?

15, తత్ర క: అస్తి? - అక్కడ ఎవడు వున్నాడు?

16, अत्र क : अस्ति ? - who is here?

16, अनेके - Many persons

17, सन्ति - Are

18, अस्ति - is

19, आसीत् - was

20, एव - itself

21, च - and

22, अपि - And

23, देवाः - Gods

24, बालकः - Boy

25, बालकाः - Boys

26, बालिका - Girl

27, बालिकाः - Girls

28, अयम् - He

29, सा - She

17, అనేకే - డాలామంది

18, సంతి - ఉన్నారు

19, అస్తి - ఉన్నాడు/ఉన్నది

20, ఆసీత్ - ఉండెను/ఉండెనది

21, ఏవ - యే

22, చ - మరియు

23, అపి - కూడా

24, దేవాః - దేవుళ్ళు

25, బాలకః - బాలుడు

26, బాలకాః - బాలురు

27, బాలికా - అమ్మాయి

28, బాలికాః - అమ్మాయిలు

29, అయం - ఇతడు

30, సా - ఆమె

अहं पठामि। - I am reading.

1,अहं - परामि.

सः पठति। - He is reading.

2,सः परति - अतडु चडुवुडुनुडु.

सा पठति। - She is reading.

3,सा परति - अडु चडुवुडुनुडु.

भवान् पठति। - You are reading.

4,भवान् परति - डीरु चडुवुडुनुडु.

भवती पठति। - You are reading

5,भवती परति - डीरु चडुवुडुनुडु.

लकः पठति। - Boy is reading.

6,लकः परति - डुडु चडुवुडुनुडु.

लिका पठति। - Girl is reading.

7,लिका परति - डुडु चडुवुडुनुडु.

ः पठन्ति। - Gods are reading.

8,देवाः परन्ति - डेवुडु चडुवुडुनुडु.

ः पठन्ति। - Girls are reading.

9,लिकाः परन्ति - डुडु चडुवुडुनुडु.

पठन्ति। - All men are reading.

10,सर्वे परन्ति - अडरु चडुवुडुनुडु.

20, 1, तत् किम् ? - What is that?

21, 2, तत् पुस्तकम्। - That is book.

22, 3, तत् ग्रहम्। - That is house .

23, 4, तत् वाहनम्। - That is vehicle.

24, 5, तत् पुष्पम्। - That is flower.

25, 6, एतत् किम् ? - What is this?

26, 7, एतत् पद्मम्। - This is Lotus.

27, 8, एतत् उपनेत्रम्। - This is spectacles.

28, 9, एतत् पत्रम्। - This is leaf.

29, 10, एतत् फलम्। - This is fruit.

30, 11, स : कः ? - Who is he?

12, सः मनुष्यः। - He is man.

13, स : वानरः। - He is monkey.

14, स : मृगः। - He is deer.

15, स : गजः - He is elephant.

16, अयं कः ? - Who is he? / this person?

1, తత కిం - అది ఎమిటి?

2, తత పుస్తకం - అది పుస్తకము

3, తత గృహం - అది ఇల్లు.

4, తత వాహనం - అది వాహనము.

5, తత పుష్పం - అది పువ్వు.

6, ఏతత కిం? - ఇది ఏమిటి ?

7, ఏతత పద్మం - ఇది పద్మము.

8, ఏతత ఉపనేత్రం - ఇది కళ్ళతోడు.

9, ఏతత పత్రం - ఇది ఆకు.

10, ఏతత ఫలం - ఇది పండు.

11, స: క: ? - అతడు ఎవడు?

12, స: మనుష్య: - అతడు మనుష్యుడు.

13, స: వానర: - అది కోతి.

14, స: మృగ: - అది జింక.

15, స: గజ: - అది ఏనుగు.

16, అయం క: ? - ఇతడు ఎవడు?

- 16, अयं मम जनकः। - He is my father. 17, अयं मम बन्धुः - ఇతడు నా తండ్రి.
- 18, अयं मम मित्रम्। - He is my friend. 19, अयं मम मित्रं - ఇతడు నా మిత్రుడు.
- 20, अयं मम सोदरः। - He is my brother. 21, अयं मम सोदरः - ఇతడు నా సహోదరుడు.
- 22, अयं मम अध्यापकः। - He is my teacher. 23, अयं मम अध्यापकः - ఇతడు నా ఉపాధ్యాయుడు.

పాఠము : పాఠ : - Lesson (1)

పాఠము : పాఠ : - పాఠము

1, तत् पुस्तकं तत्र अस्ति वा ? - Is that book there?

1, తత పుస్తకం తత్ర అస్తి వా? - ఆ పుస్తకము అక్కడ వున్నదా?

2, तत् पुस्तकं तत्र नास्ति वा ? - Isn't that book there?

2, తత పుస్తకం తత్ర నాస్తి వా? ఆ పుస్తకము అక్కడ లేదా?

3, तत् पुस्तकं कुत्र अस्ति ? - Where is that book?

3, తత పుస్తకం కుత్ర అస్తి? - ఆ పుస్తకము ఎక్కడ వున్నది?

4, तत् पुस्तकं सर्वत्र अस्ति। - That book is everywhere.

4, తత పుస్తకం సర్వత్ర అస్తి - ఆ పుస్తకము అన్నిచోట్లా వున్నది

5, तत् पुस्तकं सर्वत्र अस्ति वा ? - Is that book everywhere?

5, తత పుస్తకం సర్వత్ర అస్తి వా ? - ఆ పుస్తకము అన్నిచోట్లా వున్నదా? .

6, तत् पुस्तकं अत्र अस्ति वा ? - Is this book here?

6, ఏతత పుస్తకం అత్ర అస్తివా? ఈ పుస్తకము ఇక్కడ వున్నదా?

सिम्हावलोकनम् - Synopsis

१, पठ - Read.

२, मा पठ - Don't read.

३, कृपया पठ - Please read.

४, कृपया मा पठ - Please don't read.

५, अत्र पठ - Read here.

६, अत्र मा पठ - Don't read here.

७, तत्र पठ - Read there.

८, तत्र मा पठ - Don't read there.

९, सर्वत्र पठ - Read everywhere.

१०, सर्वत्र मा पठ - Don't read everywhere.

११, अद्य पठ - Read today.

१२, अद्य मा पठ - Don't read today.

२७, एतत् पठ - Read it .

२८, एतत् मा पठ - Don't read it.

२९, एतत् पुस्तकं पठ - Read this book.

३०, एतत् पुस्तकं मा पठ - Don't read this book.

३१, तत् पुस्तकं पठ - Read that book.

३२, तत् पुस्तकं मा पठ - Don't read that book.

३३, तत् पुस्तकं प्रतिदिनं पठ - Read that book every day.

३४, तत् पुस्तकं प्रतिदिनं मा पठ - Don't read that book every day.

३५, किं तत् ? - What is that?

३६, किं एतत् ? - What is this?

३७, किं तत्र अस्ति ? - What is there?

३८, किं अत्र अस्ति ? - What is here?

३९, अहं कः ? - Who am I?

४०, त्वं कः ? - Who are you?

S.No	Regi.No	Name of the student	Group	Pre-Test (20)	Post-Test (20)
1	2011003	A.S. Indumati	HEP	15	25
2	2011004	B. Khattoon	HEP	12	21
3	2011005	K. K. Veni	HEP	18	26
4	2011006	R. Hima Bindu	HEP	17	28
5	2011007	R. R. Sridevi	HEP	14	24
6	2013001	M. Gowri Sujatha	HET	16	25
7	2013002	P. Ananthavalli	HET	17	25
8	2012001	Sikile minnie melvna	HET	15	26
9	2021004	A. Mani	Bcom (General)	18	26
10	20120011	V. Navya	Bcom (General)	17	27
11	2028003	B. Steelekha	Bcom Eng. medium	14	27
12	2022004	Ch. Someswari	C.A	13	28
13	2028005	Ch. Sandhya	C.A	16	28
14	2023003	K. Vaivaksupa	C.A	14	24
15	2023004	M. Jahnvi	C.A	15	24
16	2023006	Mohammad Ayesha Sultana	C.A	17	26
17	2036001	D. Neelima	C2AQT	18	23
18	2036002	D. Sony	C2AQT	17	28
19	2038002	Ch. Swathi Sri	CB2	14	28
20	2038010	S. Yamini	CB2	15	28
21	2039001	B. D. K. Lakshmi	CBMT	18	26
22	2034002	B. Satya	CBMB	18	26
23	2037005	D. Malleswari	MPC (E.m)	18	25
24	2031003	L. Bhavani	MPC (T.m)	18	28
25	2035006	D. Sujitha	HSC	18	28
26	2035008	K. Krishnaveni	HSC	16	28
27	2032006	A. H. Ch	MPCS	16	26
28	2032014	M. Supriya	MPCS	17	28
29	2032020	P. L. Tribhuvan	MPCS	15	28
30	2032025	R. Devi	MPCS	18	28

A.S.D.GOV.T.DEGREE COLLEGE FOR (W)(A),KAKINADA
DEPARTMENT OF ECONOMICS



BRIDGE COURSE 2020 – 2021

I B.A

SEMESTER – I

Dr.K.Yamuna

Lecturer in Economics

A.S.D.GOV.T.DEGREE COLLEGE FOR (W) (A), KAKINADA

DEPARTMENT OF ECONOMICS

BRIDGE COURSE 2020 – 2021

SYLLABUS

S.no	Date	Chapter
1	10/12/2020	Economic Activities
2	11/12/2020	Classification of Human Wants
3	14/12/2020	Classification of Goods
4	15/12/2020	Choice and Scarcity
5	16/12/2020	Allocation of Resources
6	17/12/2020	Law of Diminishing marginal Utility
7	18/12/2020	Law of Equi-marginal utility
8	19/12/2020	Indian Economy
9	21/12/2020	Economics Introduction
10	22/12/2020	Micro -Macro Economics

K. Yarn

Signature of the Lecturer



H. Suvarchala

Principal

A.S.D. Govt. Degree College for Women
KAKINADA-533 002, E.G.

A.S.D.GOV.T.DEGREE COLLEGE FOR (W) (A), KAKINADA

DEPARTMENT OF ECONOMICS

BRIDGE COURSE Register 2020 – 2021

S.NO	Name of the student	Attendance Register 2020 – 2021										Ma xM ark s	Marks obtain ed before bridge course	Mar ks obta ined after brid ge cour se
		10/12/2020	11/12/2020	14/12/2020	15/12/2020	16/12/2020	17/12/2020	18/12/2020	19/12/2020	21/12/2020	22/12/2020			
1	Mediseti Gowrisujatha	P	P	P	P	P	a	P	P	P	P	30	13	24
2	Sikile Minnie Melvina	P	P	P	P	P	P	P	P	P	P	30	12	23
3	Alapu Sri Lowkitha	P	a	P	P	P	P	P	P	P	P	30	15	25
4	Chirumalla Niharika	P	P	P	P	P	P	P	P	a	P	30	12	22
5	Kondla Devisree	P	P	P	P	P	P	P	a	P	P	30	13	22
6	Kondru Deepika	P	P	P	P	P	P	P	P	P	P	30	12	24
7	Koramati Mary Grace	P	P	P	P	P	P	P	P	P	P	30	14	24
8	Anasuri Sarayu Srija	P	P	P	a	P	P	P	P	P	P	30	12	23

K. Yarn

M. Swarchala.

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ASD GOVERNEMENT DEGREE COLLEGE FOR WOMEN(A) KAKINADA
BRIDGE COURSE ECONOMICS
PRE/ POST COURSE TEST

SYLLABUS

S.no	Chapter
1	Economic Activities
2	Classification of Human Wants
3	Classification of Goods
4	Choice and Scarcity
5	Allocation of Resources
6	Law of Diminishing marginal Utility
7	Law of Equi-marginal utility
8	Indian Economy
9	Economics Introduction
10	Micro -Macro Economics

K. Yarn



H. Suvachala

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ASD GOVERNEMENT DEGREE COLLEGE FOR WOMEN(A) KAKINADA

BRIDGE COURSE ECONOMICS - Pre-Course Test

1. What is the primary focus of microeconomics?
 - A) National income
 - B) Individual consumer behavior
 - C) Government policy
 - D) International trade
2. Which of the following is a primary economic activity?
 - A) Banking
 - B) Teaching
 - C) Farming
 - D) Retailing
3. Human wants can be classified into:
 - A) Unlimited and limited
 - B) Free and economic
 - C) Personal and collective
 - D) Durable and nondurable
4. Scarcity in economics refers to:
 - A) Limited availability of resources
 - B) Excess of supply over demand
 - C) High prices of goods
 - D) Government regulations
5. What is the 'Law of Diminishing Marginal Utility'?
 - A) As consumption increases, total utility increases at a decreasing rate
 - B) As income increases, total utility increases
 - C) As price decreases, total utility increases
 - D) As consumption increases, total utility remains constant
6. Which of the following is not a characteristic of public goods?
 - A) Nonexcludability
 - B) Nonrivalry
 - C) High divisibility
 - D) Funded by taxation

7. Allocation of resources in a freemarket economy is primarily determined by:

- A) Government policies
- B) Central planning
- C) Market prices
- D) Social norms

8. The Law of Equimarginal Utility suggests that consumers allocate their resources:

- A) Equally among all goods
- B) To maximize total utility
- C) To minimize total expenditure
- D) Based on government guidelines

9. Which sector contributes the most to the Indian economy?

- A) Agriculture
- B) Industry
- C) Services
- D) Mining

10. Which of the following is an example of a capital good?

- A) Personal computer
- B) Factory machine
- C) Office chair
- D) School book

11. Microeconomics focuses on:

- A) Individual markets
- B) The economy as a whole
- C) Global trade
- D) Government budgets

12. Macroeconomics studies:

- A) Small businesses
- B) National economies
- C) Individual consumer behavior
- D) Market structures

13. Scarcity leads to:
- A) Unlimited resources
 - B) The need for allocation
 - C) Infinite choices
 - D) Complete satisfaction of wants
14. Which of the following best describes the concept of opportunity cost?
- A) The cost of an alternative that must be forgone
 - B) The price paid for a good or service
 - C) The profit from an investment
 - D) The financial expense of a decision
15. A major characteristic of economic goods is that they:
- A) Are free of charge
 - B) Are scarce
 - C) Are unlimited
 - D) Do not have an opportunity cost
16. What does GDP stand for?
- A) Gross Domestic Product
 - B) General Domestic Prices
 - C) Gross Development Program
 - D) General Demand Projection
17. A positive statement in economics is:
- A) Subjective and valuebased
 - B) Objective and factbased
 - C) Based on opinions
 - D) Futureoriented
18. Normative economics deals with:
- A) What is
 - B) What should be
 - C) Historical data
 - D) Scientific models

19. The primary objective of a centrally planned economy is to:
- A) Maximize profit
 - B) Ensure equitable distribution of wealth
 - C) Increase consumer choice
 - D) Encourage competition
20. Utility refers to:
- A) The usefulness or satisfaction derived from a good or service
 - B) The cost of producing a good
 - C) The market price of a good
 - D) The supply of a good
21. Which of the following best explains 'marginal utility'?
- A) The total satisfaction from consuming all units of a good
 - B) The additional satisfaction from consuming one more unit of a good
 - C) The total cost of consuming all units of a good
 - D) The additional cost of producing one more unit of a good
22. In economics, 'demand' refers to:
- A) The quantity of a good consumers are willing to buy at a given price
 - B) The quantity of a good producers are willing to sell at a given price
 - C) The desire for a good
 - D) The market supply of a good
23. The Indian economy is characterized as:
- A) Purely capitalist
 - B) Mixed economy
 - C) Socialist economy
 - D) Traditional economy
24. An indifference curve shows:
- A) Levels of income and expenditure
 - B) Different combinations of two goods that give the same satisfaction
 - C) The relationship between price and quantity supplied
 - D) The market demand for a good

25. Which of the following is a microeconomic issue?
- A) Inflation rate
 - B) Unemployment rate
 - C) Price of a specific good
 - D) National income
26. In the context of Indian economy, what does 'Make in India' aim for?
- A) Reducing imports
 - B) Increasing foreign investments
 - C) Enhancing manufacturing
 - D) Promoting agriculture
27. The basic economic problem arises from:
- A) The overabundance of resources
 - B) Unlimited wants and limited resources
 - C) Limited wants and unlimited resources
 - D) Equitable distribution of resources
28. Consumer surplus is:
- A) The difference between what consumers are willing to pay and what they actually pay
 - B) The total expenditure of consumers
 - C) The total revenue of producers
 - D) The market price of a good
29. Which economic system relies primarily on markets to allocate resources?
- A) Command economy
 - B) Traditional economy
 - C) Mixed economy
 - D) Market economy
30. Which of the following best describes a 'public good'?
- A) A good that is excludable and rival
 - B) A good that is nonexcludable and nonrival
 - C) A good provided by private enterprises
 - D) A good that is used by a single individual

ASD GOVERNEMENT DEGREE COLLEGE FOR WOMEN(A) KAKINADA

BRIDGE COURSE ECONOMICS

PRE/ POST COURSE TEST

SYLLABUS

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 - C) A good provided by private enterprises
 - D) A good that is used by a single individual

Answers

1. B) Individual consumer behavior
2. C) Farming
3. B) Free and economic
4. A) Limited availability of resources
5. A) As consumption increases, total utility increases at a decreasing rate
6. C) High divisibility
7. C) Market prices
8. B) To maximize total utility
9. C) Services
10. B) Factory machine
11. A) Individual markets
12. B) National economics
13. B) The need for allocation
14. A) The cost of an alternative that must be forgone
15. B) Are scarce
16. A) Gross Domestic Product
17. B) Objective and factbased
18. B) What should be
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23. B) Mixed economy
24. B) Different combinations of two goods that give the same satisfaction
25. C) Price of a specific good
26. C) Enhancing manufacturing
27. B) Unlimited wants and limited resources
28. A) The difference between what consumers are willing to pay and what they actually pay
29. D) Market economy
30. B) A good that is nonexcludable and nonrival

BRIDGE COURSE REPORT 2020-21

Introduction The Economics bridge course lasted twelve days and covered important topics to help students build a strong foundation. The goal was to improve their understanding and performance in economics by addressing key concepts step-by-step.

Pre-Course and Post-Course Evaluation Before the course started, students took a test to see how much they knew about the topics. After the course ended, they took another test to measure how much they had improved.

Improvement Analysis All students showed significant improvement in their test scores after the course. For example, students like Medisetti Gowrisujatha and Sikile Minnie Melvina, who initially found the concepts difficult, made great progress. Alapu Sri Lowkitha and Chirumalla Niharika, who already had a basic understanding, strengthened their knowledge and did very well in the final test. Other students, such as Kondla Devisree, Kondru Deepika, Koramati Mary Grace, and Anasuri Sarayu Srija, also showed considerable improvement, proving that the course effectively filled gaps in their understanding of economics.

Conclusion The bridge course successfully enhanced the students' understanding of key economic principles. Regular attendance and active participation were key to their improvement. Similar bridge courses can be created for other subjects to help students in their academic journey.



K-yain

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