

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



**DEPARTMENT OF ENGLISH
BRIDGE COURSE**

For all UG 1st Years 2022 – 2023

Staff coordinators:

This course is conducted by the Staff Members and scholars of the Department of English.

1. Dr.P.Sanjotha, Lecturer in English
2. Ms.Y.SwarnaSri, Lecturer in English
3. Dr.P.Santhi, Lecturer in English

A Bridge Course was offered to I-Sem students from 31st Oct '22 to 17th Nov'22 on the topic "Functional Grammar" & LSRW Skills by the Department of English. The syllabus for the bridge course included Parts of Speech, Forms of Verbs, Tenses Articles, and Prepositions. An online exam was conducted for 20 marks. Total 186 students enrolled their names to the course and gave their exam

Class hours: 10.00 am -11.00 pm Everyday

BRIDGE COURSE

"The essence of education lies in drawing out the very best that is in you."

A bridge course for newly admitted students is conducted every year before the commencement of the first semester classes. The main objective of the course is to bridge the gap between subjects studied at Pre-university 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 which they would be learning through graduation.

Objectives

- To Improve and broaden the knowledge of students in grammar and enhance their LSRWskills.
- To give the students confidence and skills successfully transition to college and newcurriculum.

Methodology

A Curriculum is framed separately in each of the subjects, for Bridge Course. 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 are given to students for improvisation.

WHY DO WE NEED BRIDGE COURSE ?

- ❖ It is offered to mature students as a means of preparing for the intellectual challenges.
- ❖ Offers more attention to grammar.
- ❖ Designed especially for students taking an advanced course for the first time.
- ❖ To communicate effectively in English.
- ❖ Helps us to be better prepared and more successful.

CONTENTS

PARTS OF SPEECH

Nouns Verbs

Adverbs

Adjectives

Prepositions

Pronouns

Conjunctions

Interjections

 Be forms of modals

 Be forms -Auxillaries

 WH Questions

 Tenses

 Negatives Word

 building

 Reading enhancement Vocabulary

 LSRW

Revision and TEST

➤ PARTS OF SPEECH

Nouns Verbs

Adverbs

Adjectives

Prepositions

Pronouns

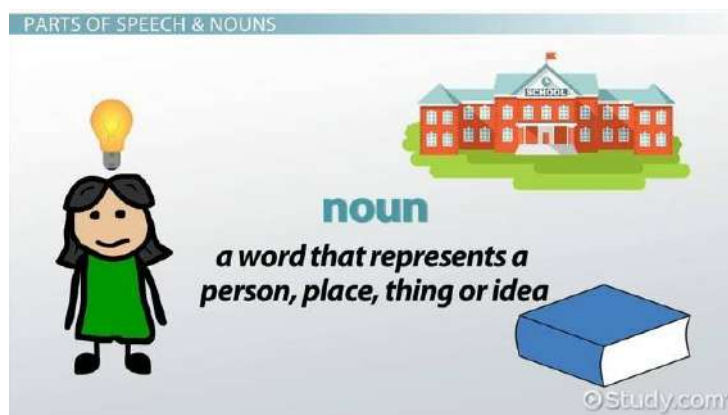
Conjunctions

Interjections

Each part of speech explains not what the word is but how the word is used

➤ Nouns

Noun is a name of a person, place, animal or things.



E.g.- Person – John, Teacher Place – America, Office Things – Table, Car

Animal- Dog, Monkey

➤ Verbs

Action words or are called verbs

E.g.- sings, drives, eats





Adverbs

Modifies or qualifies an adjective, verb, expressing a relation of place, time, circumstance, manner

E.g.- Quickly, well, softly



Adjectives

Describing nouns are called adjectives

E.g.- Colours, Numbers
Kala is a beautiful girl

I have three pens.

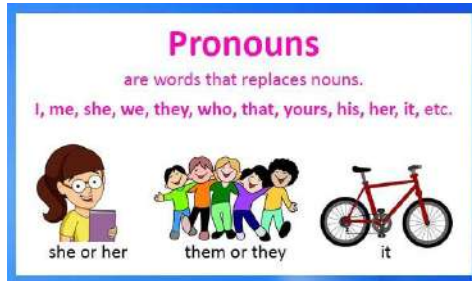


Pronouns

Pronouns are words that take place instead of nouns.

E.g.- Jack and Jill went up the hill.

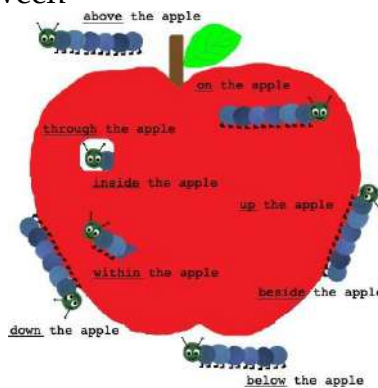
Jack fell down and broke his crown.



➤ **Prepositions**

It says the relationship between the nouns or between the various words within a sentence

E.g.- In, on, at, about, between



➤ **Conjunctions**

Connecting words or joining words are called conjunctions

E.g.- but , and , yet, while,

She bought a shirt and a book.



➤ **Interjections**

An interjection is a word, phrase or sentence that expresses emotion, meaning or feeling.

E.g.- oh, wow, hurrah, alas, oops



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➤ Be forms of Modals ➤ Be forms

- auxiliaries

Both are there in Ripples English Book.

➤ Wh - Questions

What, When, Where, Who, Whom, Which, Whose, Why, How

E.g.- Where do they live ?

What is your name ?

Which colour do you want ?

Who opened the door ?

Whom did you see ?

➤ NEGATIVES

Declarative statements

Typically formed by adding the word '**not**' after the helping verb.

Necessary to express and opposing idea

E.g.- They practise yoga. (Positive)

They do not practise yoga. (Negative)

➤ WORD BUILDING

It's an act or process of spelling out words with the use of only letters

It is a fun spelling game for young learners.

It's designed to teach kids how to spell simple words and to improve their vocabulary

➤ WORD GAMES

Used as a source of entertainment, but can additionally serve an educational purpose.

1) 'Et' - Words finish with et
met, get, let, bet, pet, wet, yet,

2) Middle word
Cot, man, pot, hot, son, dog, gum

3) Preposition worksheet

I saw many butterflies _____ The kittens sat ___ me.

Prefix the garden

Trisha can swim _ for over 1 minute

➤ READING ENHANCEMENT

Remediate the word, fluency, vocabulary, comprehension How to enrich reading?

1) Read aloud

2) Retell

3) Clear reading goals

4) Read in portions

5) takes time, patience and practice

VOCABULARY

- 1) Use new words
- 2) Read Every day
- 3) Make use of new words
- 4) Use dictionary
- 5) Play word Games

LSRW

Listening skills, Speaking Skills, Reading Skills, WritingSkills

LISTENING SKILLS

Ability to accurately receive

SPEAKING SKILLS

To enhance the clarity of speech for effectivecommunication

READING SKILLS

To accomplish success one needs to have good readingand comprehension skills

WRITING SKILLS

It is an important part of communication.

DEPARTMENT OF ENGLISH 2022-2023

SYLLABUS FOR BRIDGE COURSE

Department Of English Offers Bridge Course to the first-year students in order to assimilate with higher education system.

It primarily focuses on communication skills, soft skills and basic awareness of collegiate education.

This course is designed for 15 hours in which three modules have to be covered.

Total Hours: 15 Hours Theory: 10 Hours Practical: 5 Hours

Aims and Objectives

- To develop students' sense of understanding, appreciation and ability of expression
- To understand the basics of higher education system and modes of communication
- To develop soft skill and personality traits among students

Bridge Course in English

The 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.

Activities for the Students:

- ❖ Students exhibited their communicative skills through enactment of drama. Each team consisted of more than 10 students, and this activity enabled the students to overcome their stage fear and enhance their confidence.
- ❖ Declamation is one of the most significant activities which played a major role in making the students appear before larger audience and speak in English with

courage and confidence. Though the students were initially reluctant to take part in the activity owing to their stage fear, their participation made them more confident and more skillful in their communicative skills in English.

- ❖ In addition to participation in declamation, the students were also encouraged to take part in debate whereby they were able to learn the art of systematic argumentation in English language. The students were very vibrant to put forth their viewpoints. They also actively took part in role plays, which enabled them to improve their fluency and body language.
- ❖ Students were made to listen to the stories in the language lab and they were asked questions based on the stories. This activity improved the listening and comprehension skills of the students.
- ❖ Students were involved in skit, declamation and debate. In spite of the reluctant attitude of the students, teachers encouraged the students to take part in these activities. The students began to gradually shed their inhibitions and participate voluntarily. They showed a significant progress in gaining confidence and improving their communicative skills in English. The students were encouraged to think creatively to complete the tasks given in the book.

Outcomes:

After the completion of the course, 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.

Syllabus designed for Bridge Course

Module 1: Basic Grammar

- Parts of speech and sentence
- Fundamentals of Verb
- Tense, Tense forms and applications
- Subject Verb agreement (Concord)
- Vocabulary Building
- Phrasal verb
- Question Tag
- Active and Passive Voice

➤ Module 2: (Soft Skills)

- Inter Personal Skills, Emotional Skill and Public Skills
- Critical Thinking and Problem Solving
- Interviews and Group Discussion

MODULE 1 - ENGLISH FOR COMMUNICATION

- Communication and Language.
- English as a Global Language.

MODULE 2 - PRIMARY SKILLS LISTENING

- Listening to a Conversation.
- Listening to a Speech.
- Listening to a Lecture.
- SPEAKING
 - Greeting
 - Thanking
 - Requesting
 - Enquiring
 - Reporting
- Permission READING
 - Reading News Reports
 - Reading Advertisements.
 - Reading Official Letters, Official Documents and Official Profiles.
 - Reading Online Content.
 - Reading Poems.
 - Reading Essays.

WRITING

- Writing Sentences
- Writing Email
- Writing Resumes and Cover Letters.
- Making Notes.

MODULE -3 GRAMMAR

- Word Class
- Subject - Verb - Agreement
- Tenses
- Articles and Prepositions
- Phrases, Clauses and Sentence
- Voices
- Idioms
- Question Tags
- Direct And Indirect Speech.
- Simple, Complex, and Compound

MODULE -4 PRONUNCIATION

- Topics for Spontaneous Speech
- Introduction to Phonetics
- Vowels and Consonants
- Received Pronunciation

Focused Group Discussion cum Feedback Session

The focused Group Discussion cum Feedback Sessions was organized for Course teachers and Course coordinators, who were invited for the individual sharing. The team described the study's goal to the students, as well as the course professors and organizers, and ensured that they were able to freely and fairly shared their thoughts and experiences. To collect input on the bridge course, the team employed distinct Interview Schedules for course coordinators, professors, and students.

OBSERVATIONS

- Timing and Duration : The students welcomed the idea of the conduct of the course before the commencement of the classes.
- They felt that it helped them in getting accustomed to the place and persons and subsequently on the reopening day they could be free from the usual sort of jitters rising over strange and unknown ambience. As the admissions continued till

November, for a considerable number of students admitted at the end of the month of June, the course had to be conducted again.

- The students who attended the programme during the second spell felt that it lacked continuity as the classes were held only during the weekends.
- Both the course teachers and the students opined that it was not as effective as that of the first spell. The external team also admitted the same.
- The students of the second spell also said that there was no focus on grammar. Some faculty felt that the admissions could be closed earlier or the classes could be incorporated in the regular working hours. Many had felt the duration of 7 days was short. Some students were of the opinion that the number of days could be increased with three hours per day.
- A few staff felt that the programme could have been wholly residential as the evening hours could be utilized for further learning by means of watching movies and video clippings in English.

Course Content In 2022-23

There was a day plan of the course and its content given by the team. Though the students were satisfied with the language inputs, they were disappointed in not receiving the course contents in a book form. Many said that mail IDs were collected for sending the course content but did not receive any material. A majority of the students expressed that more exposure on basic components of grammar like form and usage of verbs and parts of speech like adjectives and adverbs could have been taught. The external team admitted that the four skills LSRW could not be given much thrust and the learners were helped with only tips to enhance them. Owing to financial constraints the team of trainers could not provide any worksheets to the students. The writing materials were only projected and that too for a few sections for want of infrastructural facilities.

Mode of Teaching Most of the students shared that the mode of teaching was interesting and activity based. Play way method was used in all the classes. The teachers had to be bilingual in their communication with students while teaching the lessons as most of the learners were from vernacular medium. In online mode the teachers used interactive online

tools to make learning more delightful and meaningful. Students' Strength Every year the students will be grouped into batches with strength of 40-50 and it varies in accordance to the total strength of the students every year.

The strength of the class is an important factor to be considered for effective learning. The attention that a student gets to a large extent depends on the student-teacher ratio.

Infrastructural Facilities: The external team felt that the physical ambience of the classrooms was quite conducive for learning. Both the external and local teams felt that the number of smart classrooms was insufficient and hence using of audio visual aids was not viable for all batches of students.

Assessment

The student respondents said both a diagnostic and an achievement test were given for a maximum of 50 marks each. It tested their writing and speaking skills. The respondents admitted that home assignments were given to recall the components learnt in the class rooms. They also said that apart from the diagnostic and achievement tests no periodical tests were given. It was the suggestion of the faculty that the diagnostic test in order to stream line could be given on the basic components of English and after the completion of the course an achievement test on four skills is mandatory. Periodical assessment of the students' performance is indispensable for their enhanced learning. Hence at least two or three periodical tests could be given in addition to the achievement test in the end.

A.S.D. Government Degree College for women's Autonomous

Department of English
Bridge Course Exam Question paper

Class: B.A, B..COM, B.Sc

Total Marks : 30

Name of the Student: Roll No.

Name of the Group Date :

Q. 1) Do as directed.

A) Complete the following sentences by choosing correct options. (10 Marks)

- 1) He walked barefoot in the summer. He should put on a.....
a) cap b) shirt c) shoes
- 2) She was so happy to know her result. She may have got
marks inthe class.
a) highest b) lowest c) worst
- 3) The baby bird was afraid of.....
a) flew b) fly c) flying
- 4) She likes fairy tales.
a) to read b) reads c) read
- 5) You may tomorrow this time.
a) came b) coming c) come
- 6) Children go for classes after and before the school.
a) tution b) tuition c) tusion
- 7) Action louder than words.
a) speaks b) speeches c) spokes
- 8) Ganesh and his friend going to a fair.
a) was b) were c) will

9) I went home it was getting dark.
a) but b) because c) so

10) Oh God ! Help me!

The figures of speech in the above sentence is
a) Personification b) Simile c) Apostrophe

Q. 2) Do as directed. (10 Marks)

A) Complete the dialogue. (02 Marks)

A : Do you like to hear bedtime stories?

B:

A: Which stories do you like to listen?

B:

A: Who usually tells you a story?

B:

A: Tell the name of your favourite story.

B:

B) Write the name of figures of speech in the following lines. (02 Marks)

A) Water, water everywhere, nor any drop to drink.

B) She sells sea-shells on the sea shore.

C) Frame 'Wh' question to get the underlined part as an answer. (02 Marks)

1) Mr. Prasad is in the hospital.

2) Shubhman Gill was declared as Man of the match.

D) Match the following words with their meaning. (2 Marks)

Coulmn 'A'		Coulmn 'B'
1) Distraught		a) border
2) Edge		b) leave
3) Depart		c) start
4) Begin		d) worried

E) Underline the subordinate clause in the following sentences. (02 Marks)

A) It was the house which was haunted.

B) What I say is true.

Q. 3) Read the passage and do as directed. (05 Marks)

I was born and brought up in a village in northern Karnataka. Things were very simple in those days. If you didn't like a person, you could just tell him to his face why you were upset with him. If somebody helped you, you could show your gratitude without any reservation. If somebody did wrong, we asked for justice. There was no hide and seek when it came to feelings. Maybe it was not civilized or polished behaviour, but it was definitely a straightforward society and a simple life.

1) Complete the following sentences. (01 Mark)

- a) The writer was born in
- b) If somebody helped you, you could show you

2) Find out the adjectives for following nouns. (01 Mark)

- a) Karnataka b)..... behaviour

3) Things were very simple. (Turn the sentence into simple present tense) (01 Mark)

.....

4) If somebody helps you, how do you react? (02 Marks)

.....

.....

.....

Q. 4) Summarize the following passage and suggest a suitable title. (05 Marks)

Interpol is an international criminal police organization. The word 'Interpol' derived from the two words 'International' and 'Police'. Interpol is a strictly non-political, non-religious, non- racial organization in which the police forces of more than hundred nations co-operate with each other. Its headquarters are situated in Paris.

The job of Interpol is to trace criminals. According to international law, police of one country cannot enter the territory of another country to apprehend a criminal who, after committing a crime, has absconded there. Interpol helps in situations to trace out the criminals. Every country has its representative in Interpol. Interpol makes use of the most modern scientific means to catch the criminals. To trace and arrest criminals is the only function of this organization. It cannot be used for any political, military or religious activity.

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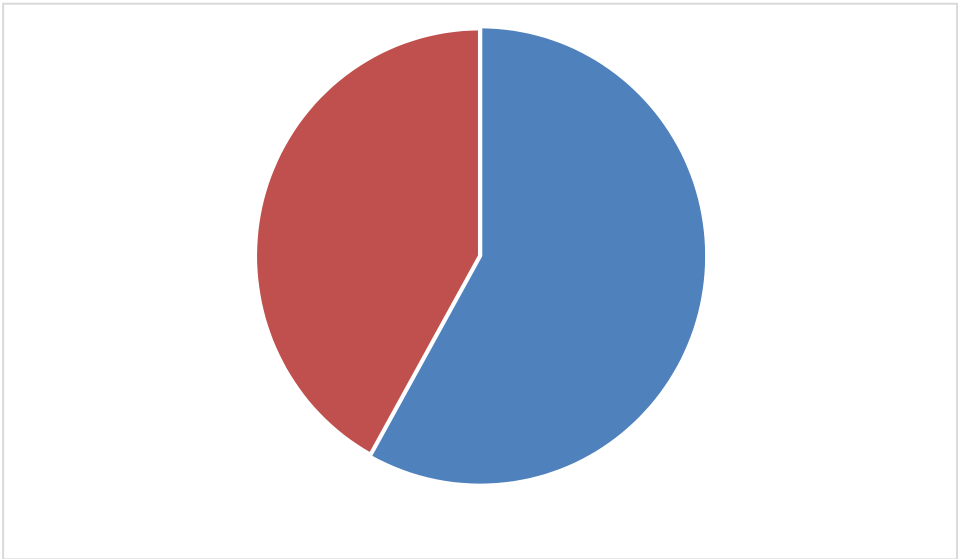
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Feedback Analysis

The feedback received from the faculty and the students on the course content, course delivery and evaluation was analyzed and presented as follows

FACULTY FEEDBACK

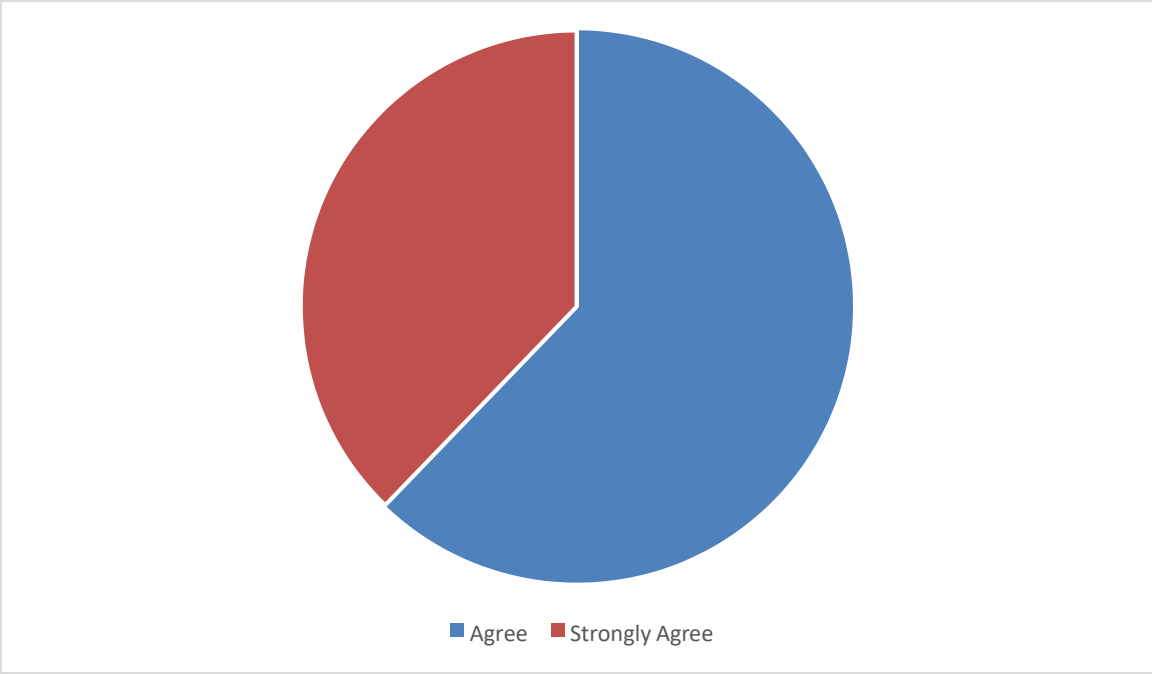
The course content meets the needs of the learners



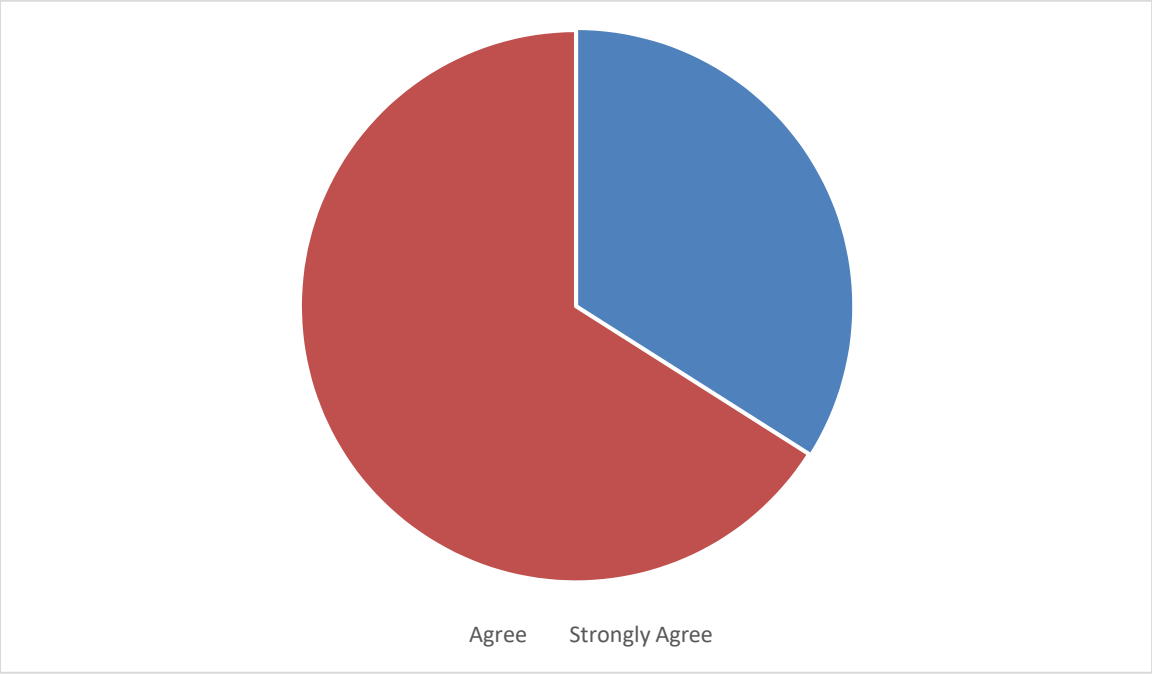
● STRONGLY AGREE ● AGREE

2.The time duration of the classes are sufficient

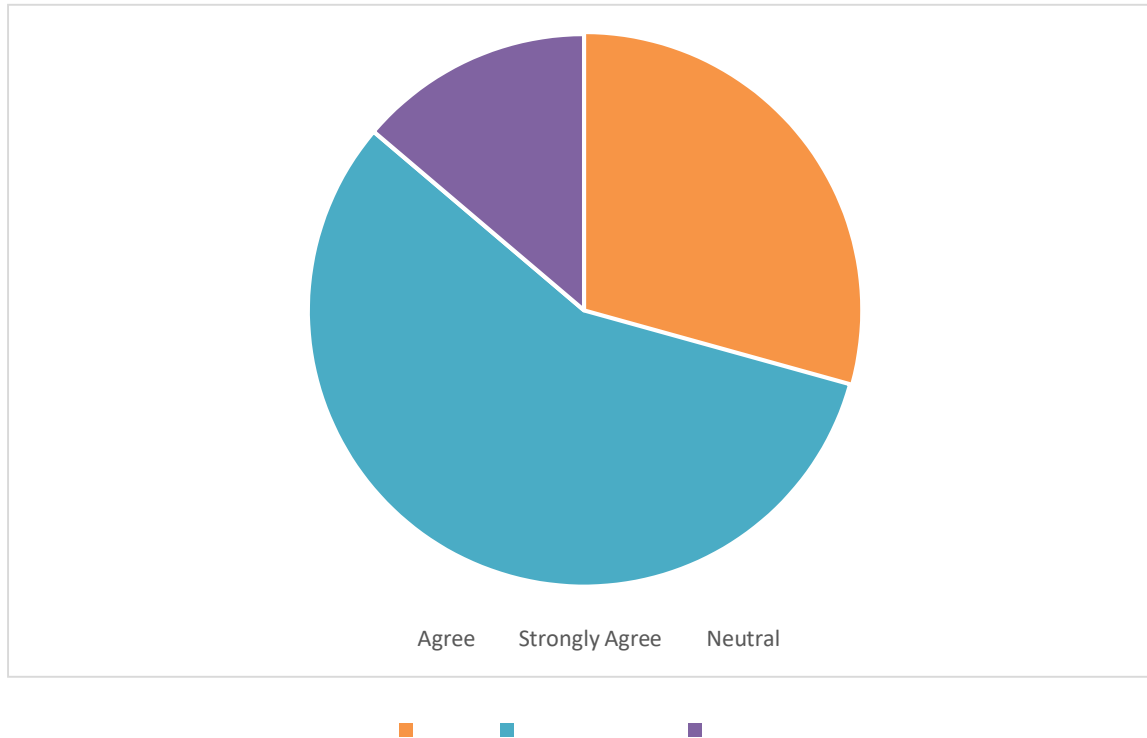
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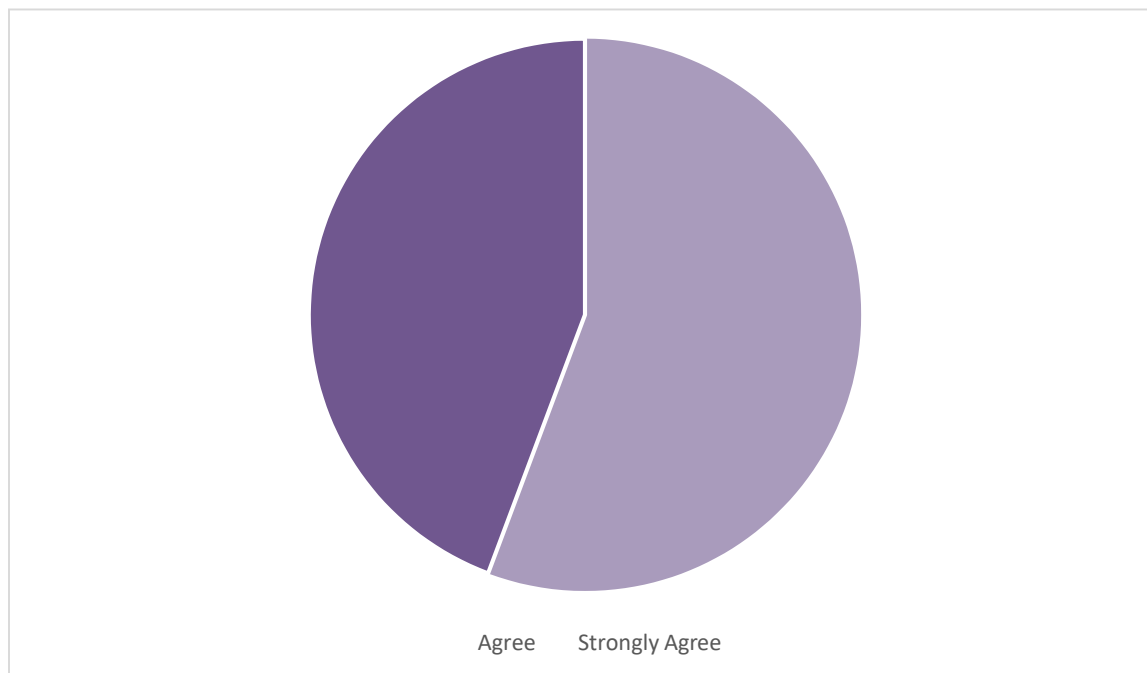
The activities related to listening are sufficient



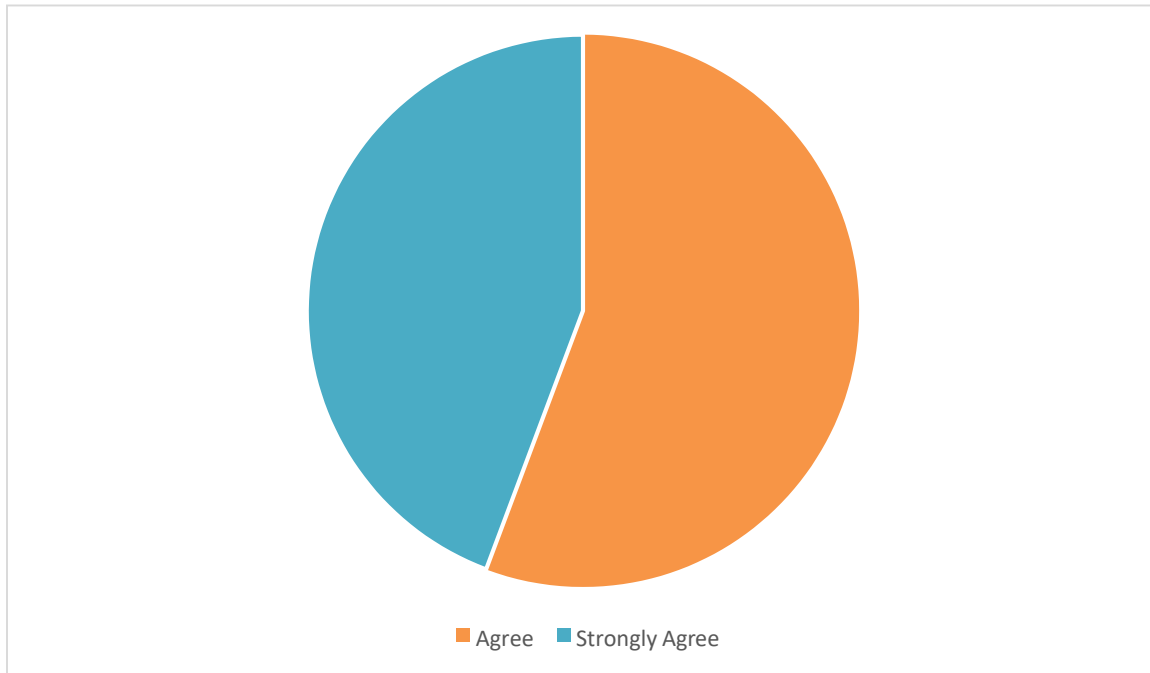
Special focus has to be given to enhance the



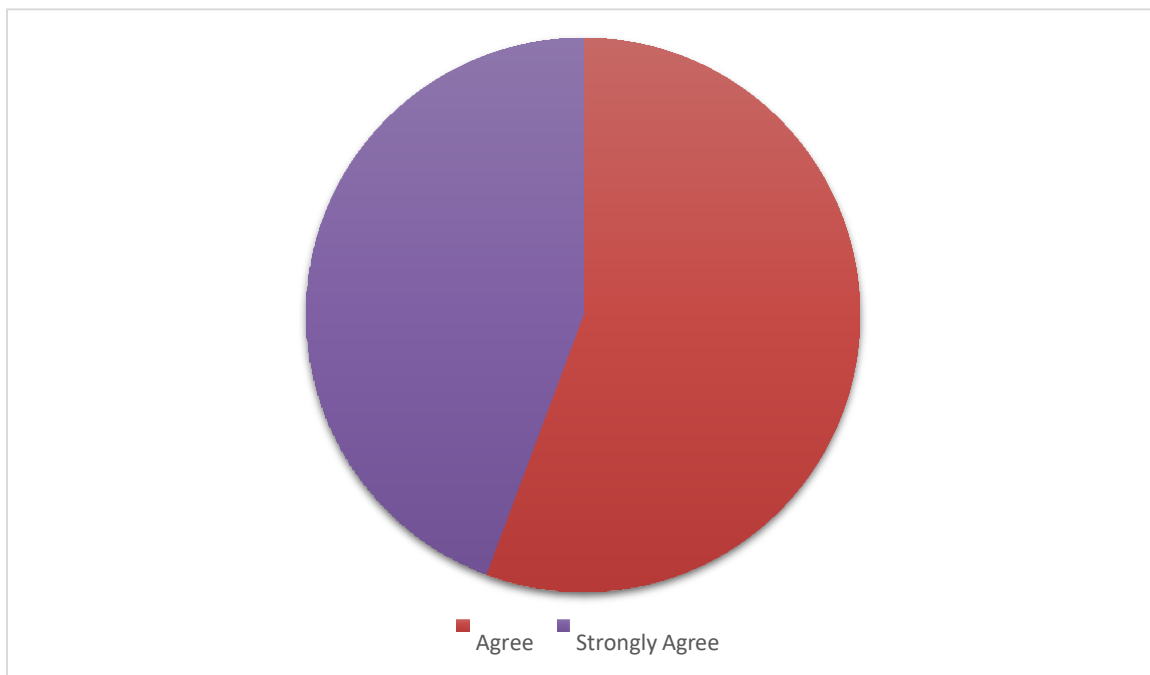
Remedial measures based on periodical assessment have to be strengthened



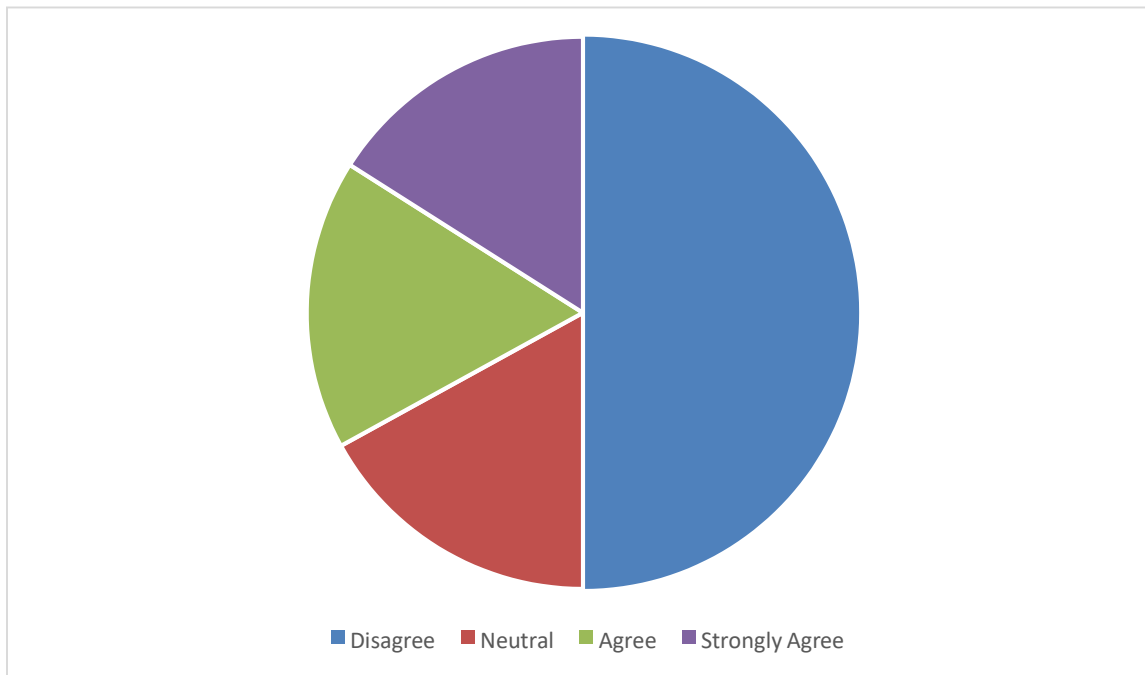
The activities of speaking are good



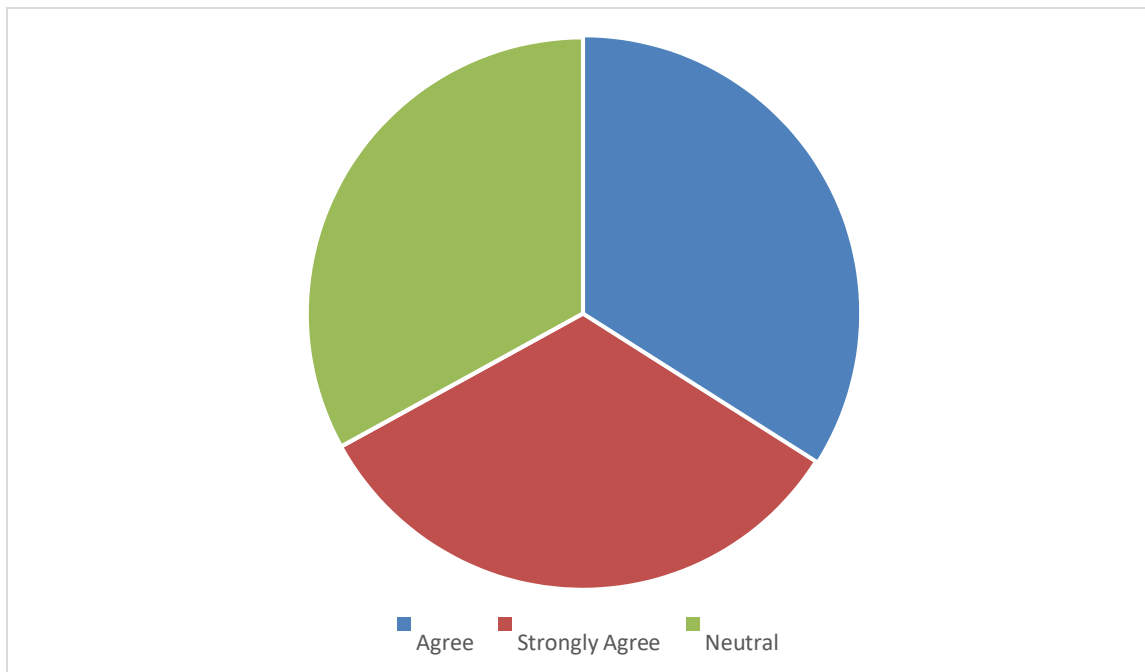
The evaluation pattern is good.



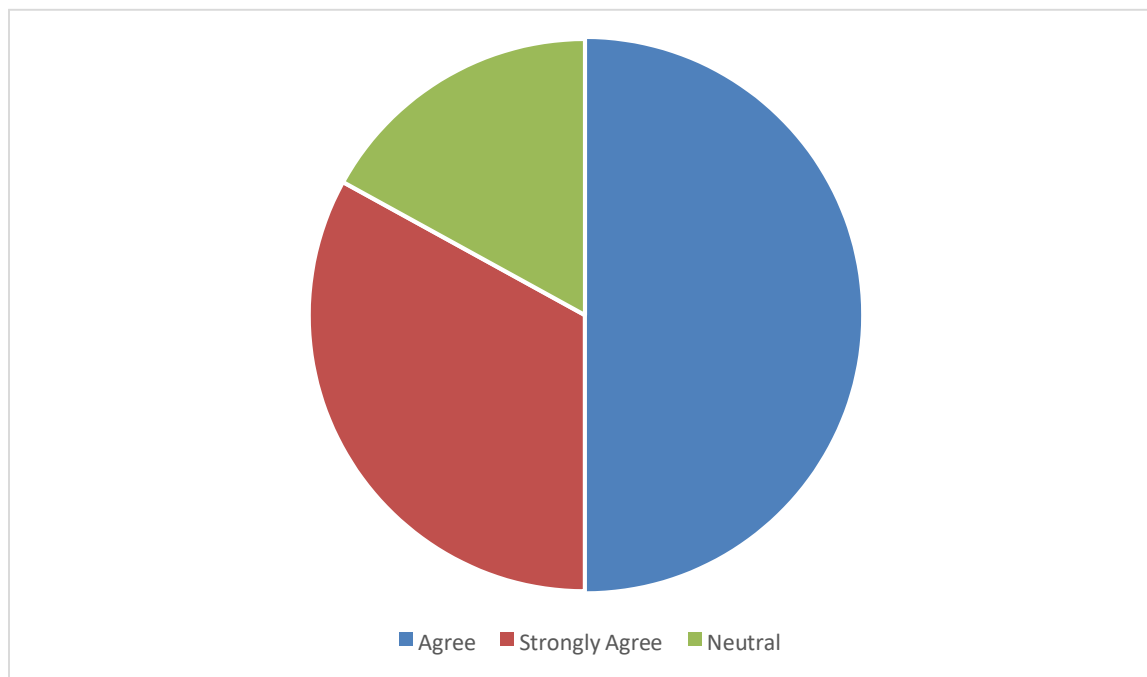
The course content needs revision.



1. The student's participation was good.



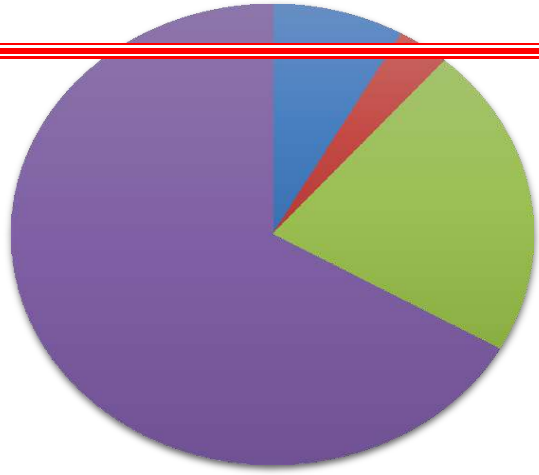
2. The students were able to come out of their fear in course of time.



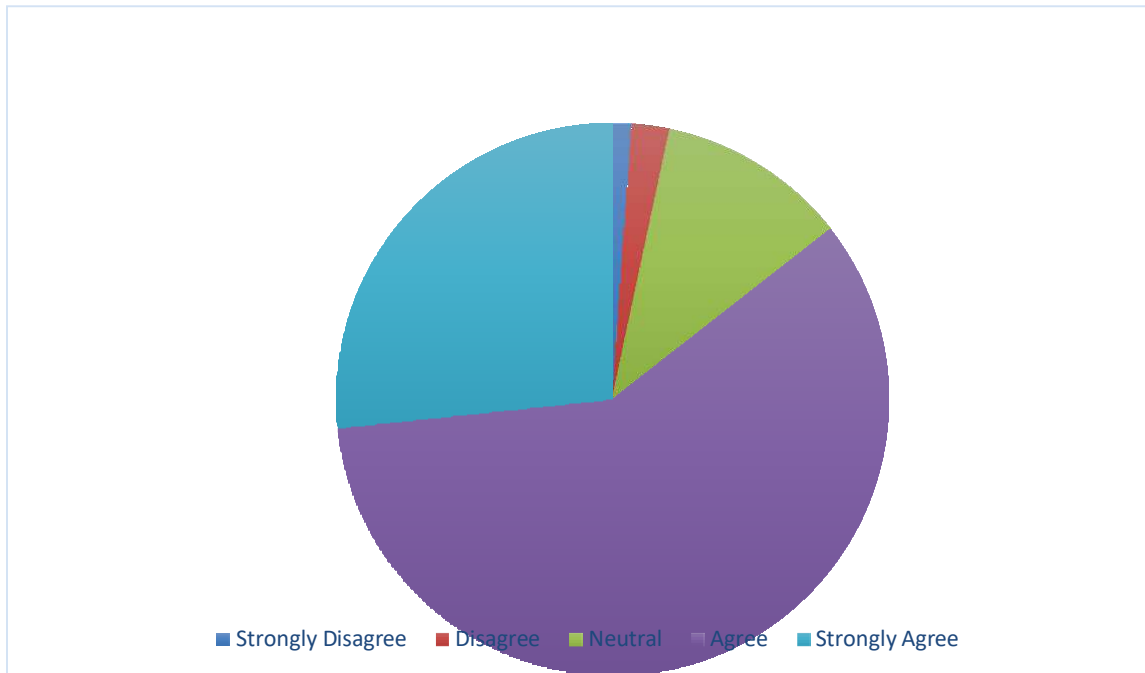
STUDENT FEEDBACK

1. The syllabus of the course is good

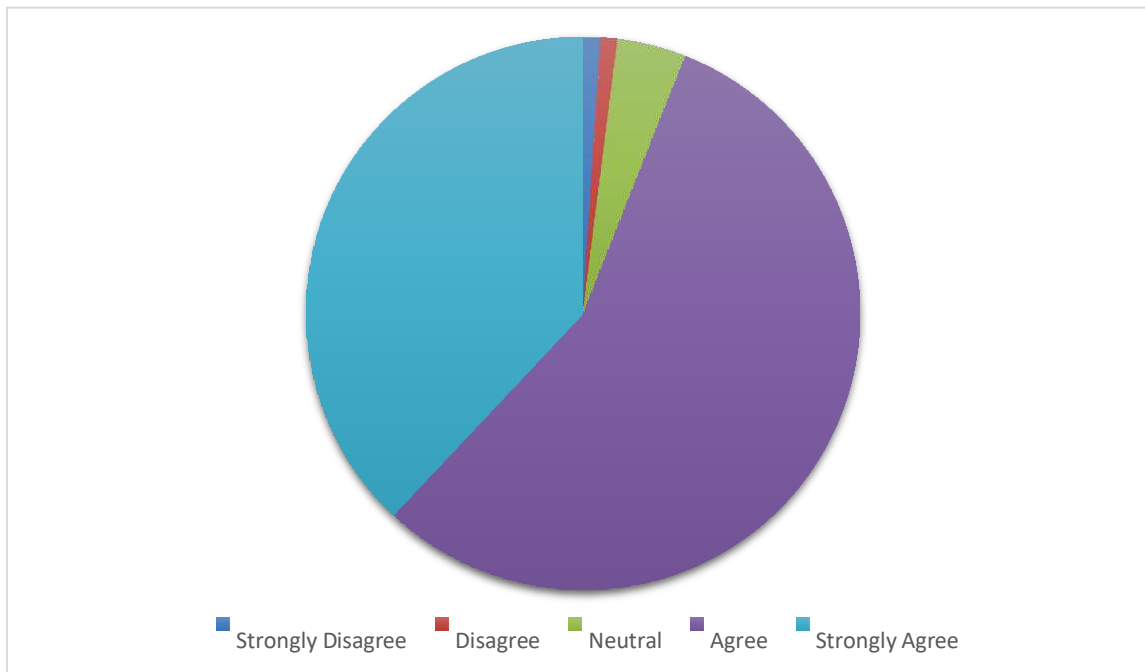




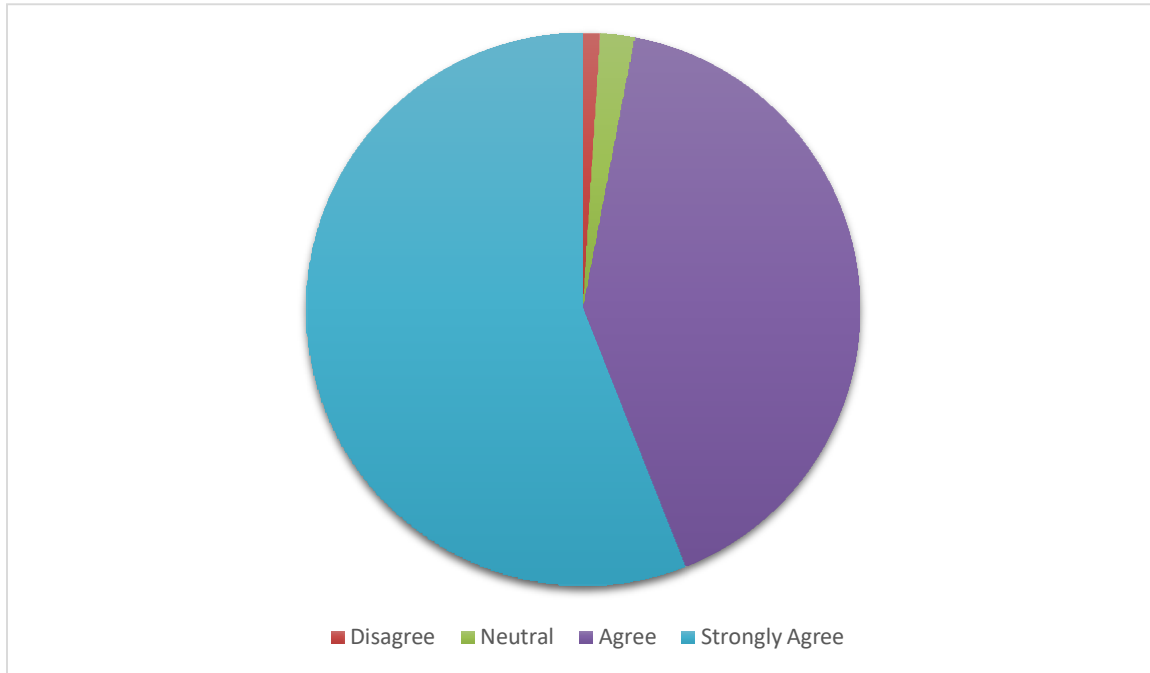
2. The time duration of the bridge course class was sufficient



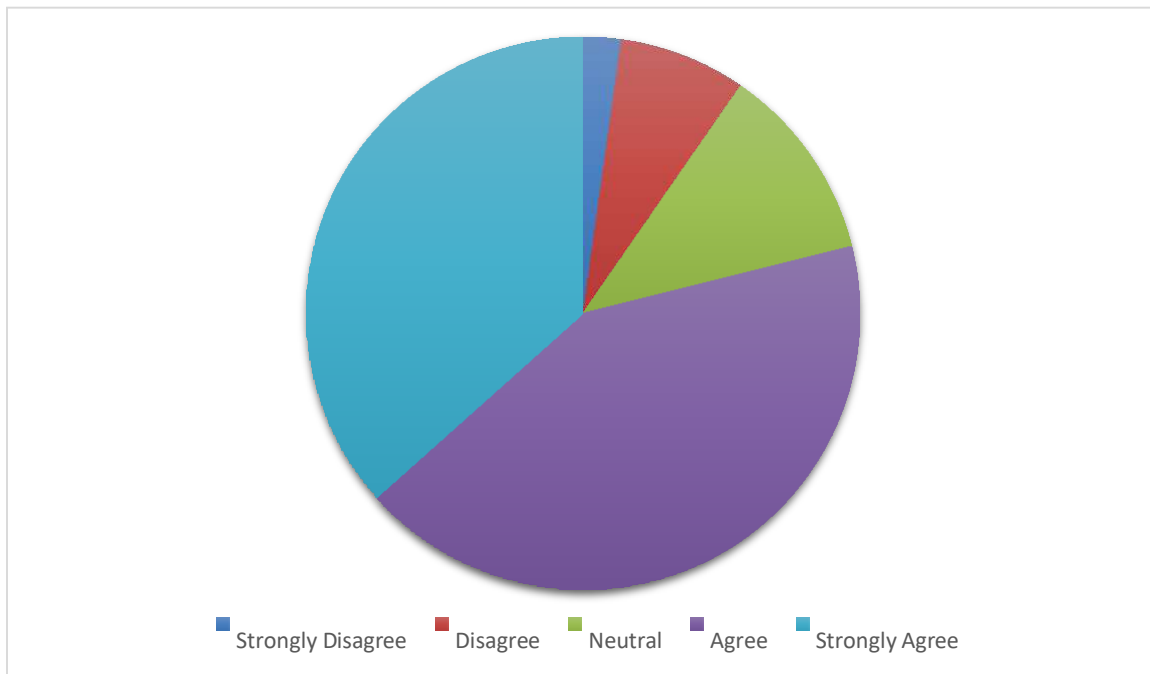
3. The faculty facilitated the learning of course content



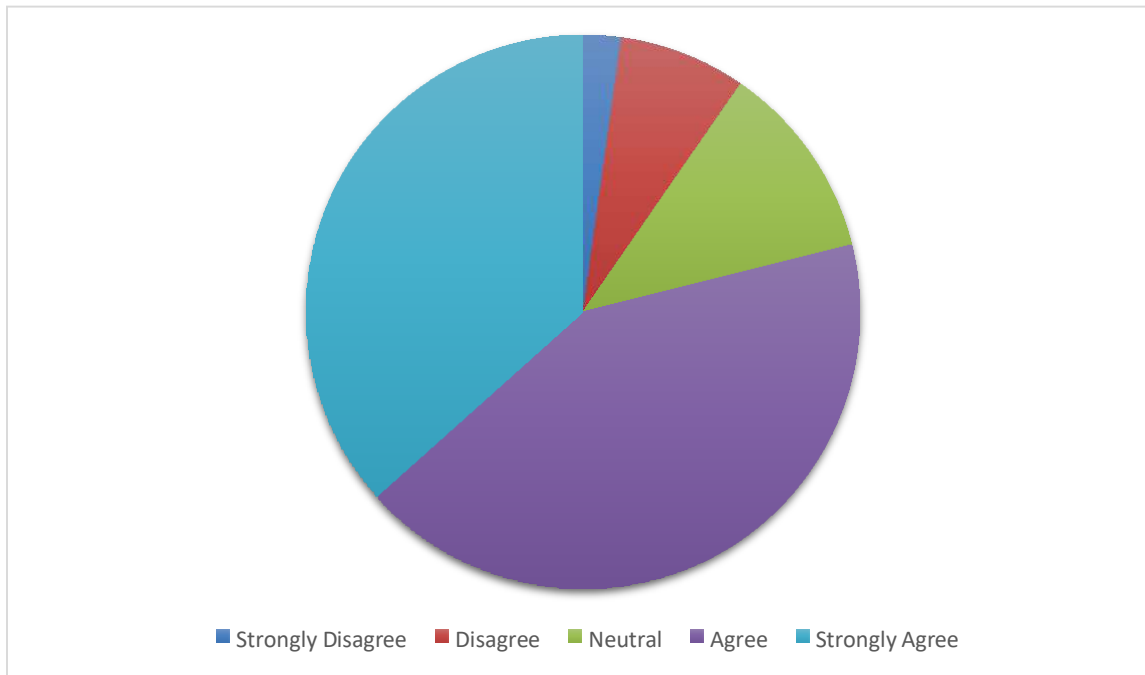
4. The classes were interesting and interactive



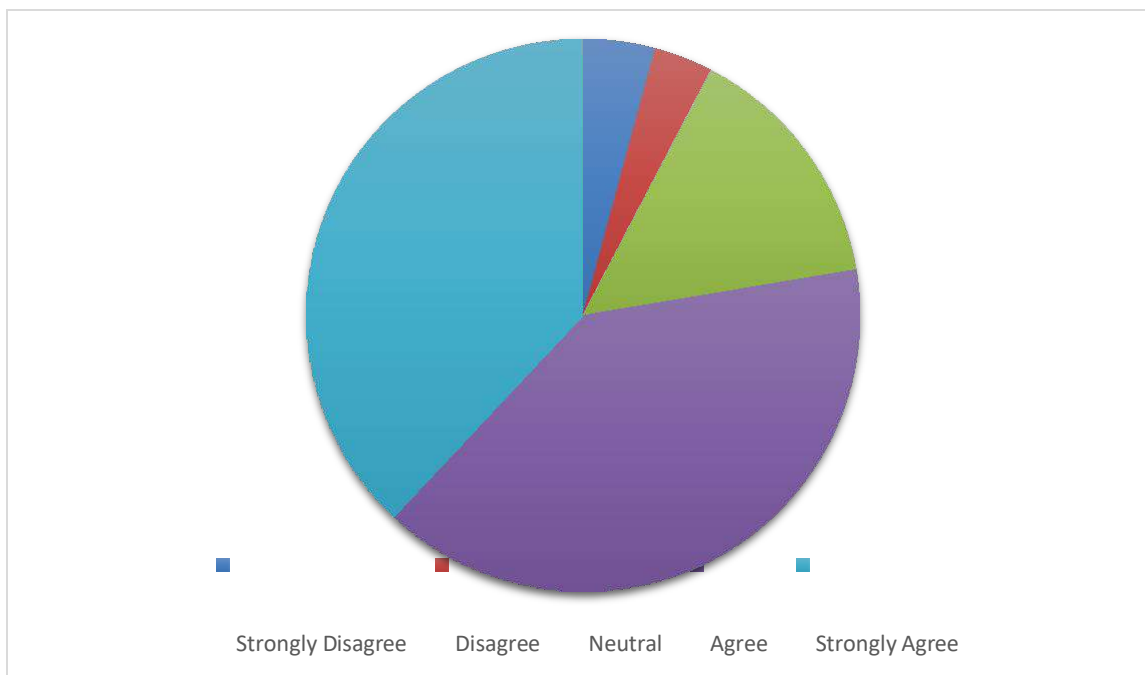
5. The faculty presented advanced learning materials



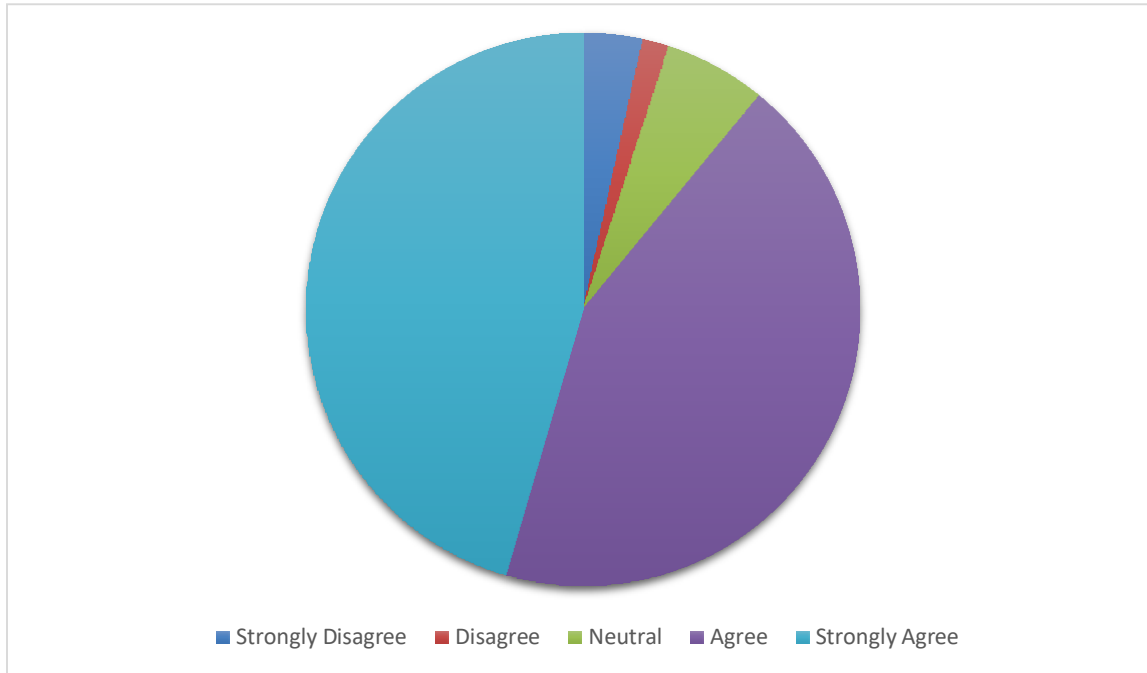
6. The activities of listening were good



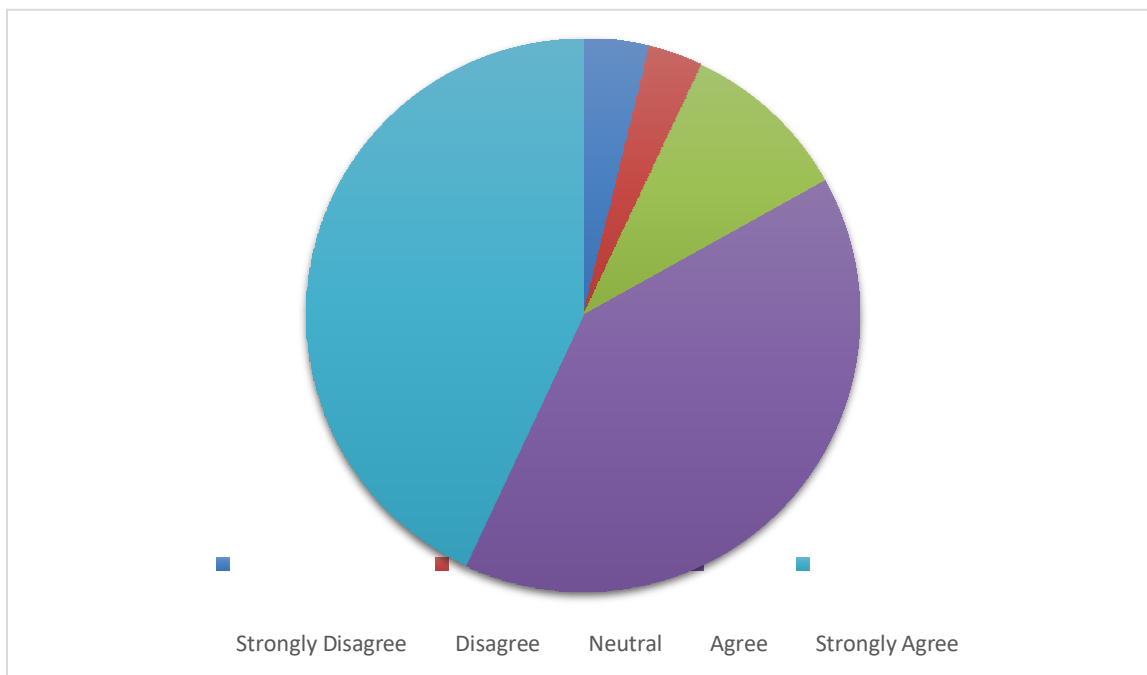
7. The activities of Speaking made me come out of my fear



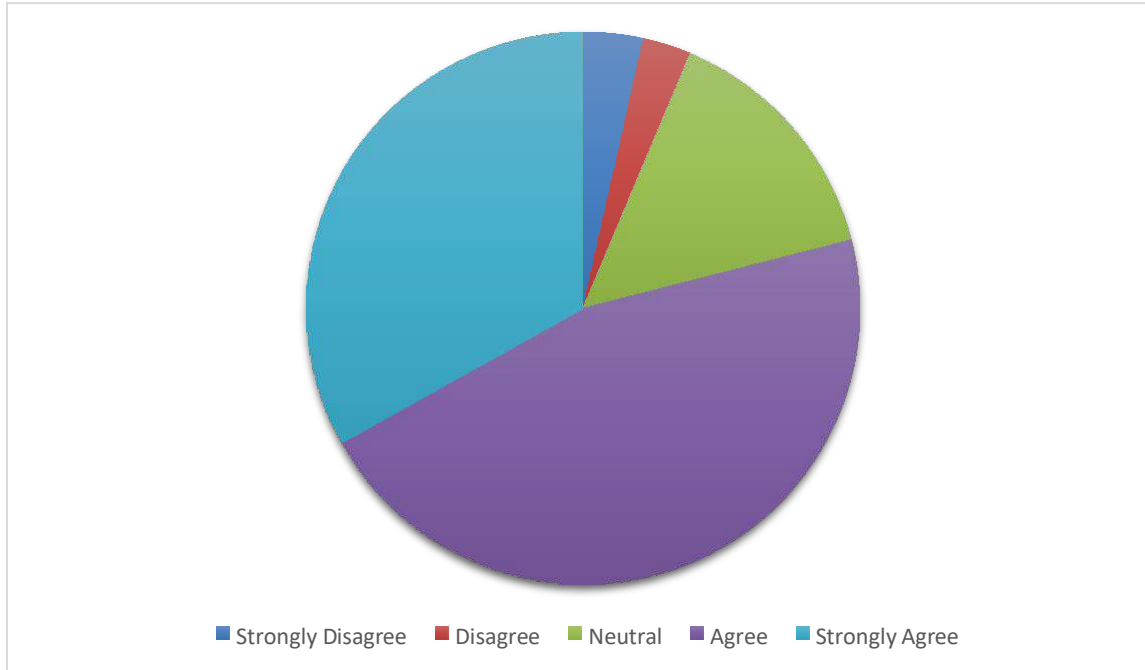
8. The activities of Reading were helpful.



9. The activities of writing improved the skill of presenting my ideas clearly



The knowledge acquisition of grammar and its usage was up to the expected level



Recommended Options

The committee from the opinions and views collected from the respondents would like to give the following options for its kind consideration:

The Department of English may be asked to take it up again on the following terms of conditions:

- The course can be intensively planned for about one week before the commencement of the classes.
- The follow up may be planned during Part II English classes or during the weekends.
- Senior most faculty of English should co-ordinate both for shift I and shift II.
- The department in case seeks the assistance of faculty from other disciplines an orientation by an ELT expert either from the department itself or from out is advised.

PICTORIAL PROOFS RELATED TO BRIDGE COURSE





Attendance related to the students who were attended to Bridge course

The image shows two pages of handwritten attendance records. The left page is numbered 18 and the right page is numbered 19. The records are organized into columns for student names, roll numbers, group names, and attendance marks (P, A, P, P) for various dates. The year 2022-23 is written at the top of page 19. The groups mentioned include MPC, Bcom, BAHEP, and HSE.

➤ CONCLUSION

The **Bridge Course** Made the process of traditional system of learning, to more innovative methods of learning which is smoother for the students

The **Bridge Courses** have been prepared so that students feel more confident about switching from Telugu to English Medium.


 PRINCIPAL
 A.S.D.GOV'T.DEGREE COLLEGE (A) AUTONOMOUS
 KAKINADA

CONCLUSION

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V. Ananta Lalji
(Signature)

PRINCIPAL
A.S.D.GOV'T.DEGREE COLLEGE (M)
AUTONOMOUS
WAKINATA



Batch (2022-23)

Date 10/11/2022

Page No. Thursday

Day - 70

S/no	NAME OF THE STUDENT	GROUP	SIGNATURE
1	K Lidiya	BA (Polsci)	K. Lidiya
2	Chitha Pallavi	BA (P.S)	Ch. Pallavi
3	Kamadi Roopa Devi	B.A (P.S)	K. Roopa devi
4	K. Mary Grace	B.A (P.S)	K. Mary grace
5	Vaddi Sada	B.A (ECO)	V. Sada
6	Pinapothi Yamuna	B.A (ECO)	P. Yamuna
7	Pothabathula Bhoomika	B.A (ECO)	P. Bhoomika
8	Bommithi Ganga Bhavani	B.A (ECO)	B. Ganga bhava
9	Gampala Pavani	B.A (ECO)	G. pavani
10	Kukkala Amulya	B.A (ECO)	K. Amulya
11	Masiripalli Thansi	B.A (ECO)	M. thansi
12	Neelam Uma Maheswari	B.A (ECO)	N. uma mahe
13	Nemani Krishna veni	B.A (ECO)	N. Krishna veni
14	Poluparthi Sravani	B.A (ECO)	P. Sravani
15	Sangadi Veera Vasantha	BA (ECO)	S. Veera Vasanth
16	Jain Rutiksha	B.com (gen)	J. Rutiksha
17	Kavri Bhavani	B.com (gen)	K. Bhavani
18	Balasadi Bhagyasri	B.com (gen)	B. Bhagyasri
19	Chirupalli Sirisha	B.com (gen)	Ch. Sirisha
20	Chitikela Nagamani	B.com (gen)	Ch. Sirisha
21	Reddy Ragyalakshmi	B.com (gen)	R. Ragya Laksh
22	Rekadi Supriya	B.com (gen)	R. Supriya
23	Sangani Jyothi	B.com (gen)	S. Jyothi
24	Aithabathula Mohana	B.com (gen)	A. Mohana
25	Baggu Barathi	B.com (gen)	B. Barathi
26	Bathina Sashi	B.com (gen)	B. Sashi
27	Boddu Ratna kumari	B.com (gen)	B. Ratna Kumari
28	Bomidi Sravani	B.com (gen)	B. Sravani
29	Chinta Geetha	B.com (gen)	C. Geetha
30	Dadala Keerthi Syamala	B.com (gen)	D. Keerthi Syam

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Sl. No.	Name	Course	Name
31	Polupalli Dhanalakshmi	B.Sc (bot)	R. ohara lakshmi
32	Saketi Prajyana Sri	B.Sc (bot)	G. prajyana
33	Siyadulu Sita	B.Sc (bot)	S. Sita
34	Akula Vandana	B.Sc (bot)	A. vandana
35	Anipe Sriavani	B.Sc (bot)	A. sriavani
36	Bunga Vandana	B.Sc (bot)	B. vandana
37	Janga Sujana	B.Sc (bot)	S. sujana
38	Lokarapu RNSD Anasuya	B.Sc (bot)	L.RNSD Anasuya
39	Mummidi Sriavani	B.Sc (bot)	M. sriavani
40	Mummidi Vijaya Lakshmi	B.Sc (bot)	M. Vijaya Lakshmi
41	Pithani Sai Prasanna	B.Sc (bot)	P. Sai prasanna
42	Tadicherla Rama Lakshmi	B.Sc (bot)	T. Ramalakshmi
43	Thanari Devi	B.Sc (bot)	T. Devi
44	Athabathula kalpana	B.Sc (bot)	A. kalpana
45	Ankadi Sandhya	B.Sc (bot)	A. Sandhya
46	A. V Sri Naga mouni	B.Sc (bot)	A. mouni
47	Avula Vijaya Lakshmi	B.Sc (bot)	A. VIJAYALAKSHMI
48	Boloju Himabindu	B.Sc (bot)	B. himabindu
49	Doma Vimalatha	B.Sc (bot)	D. Vimalatha
50	Baide Manasa	B.Sc (mat)	B. Manasa
51	Chekkala Malliswari	B.Sc (mat)	C. malliswari
52	Chiriki Satya	B.Sc (mat)	Ch. satya
53	Chukka Ramya Sri	B.Sc (mat)	Ch. Ramya
54	Devada Lakshmi keerthi	B.Sc (mat)	D. lakshmi
55	Gedela Navya	B.Sc (mat)	G. Navya
56	Korri Devi	B.Sc (mat)	K. Devi
57	Korri Satya	B.Sc (mat)	K. Satya
58	Koram Reena	B.Sc (mat)	K. Reena
59	Miriyala keerthi	B.Sc (mat)	M. Keerthi
60	Panthadi Bhavani	B.Sc (mat)	P. Bhavani
61	Potsa Suryavathi	B.Sc (mat)	B. Suryavathi

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