



# SACRED HEART COLLEGE (AUTONOMOUS)

Tirupattur – 635 601, Tamil Nadu, S.India

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Ready for  
Every Good Work

A Don Bosco Institution of Higher Education, Founded in 1951 \* Affiliated to Thiruvalluvar University, Vellore \* Autonomous since 1987

Accredited by NAAC (4<sup>th</sup> Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

## INTRODUCTION:

### Communicative English Bridge Course- Need of the Hour:

A bridge course in Communicative English for newly admitted students is conducted every year before the commencement of the first semester classes. It is coordinated by PG Department of English. The bridge course was conducted for five days (5/06/2023-09/06/2023) to all the first-year students of the college. The course was designed to equip the students with the necessary language skills required for academic and professional purpose and to enhance the English language skills of LSRW of the learners.

The Bridge course was organized for 1,301 students (713 from shift I, 588 from shift II) and around 145 Faculty members were involved to train the students. The text books were given to all the students which make them to learn better. The inauguration of the course was conducted in Kamarajar Arangam. It started with a prayer song. Rev. Dr. Praveen Peter SDB, Rector and Secretary of the college delivered the inaugural address. He has stated that everyone should acquire Communication Skills and learn to speak fluently in English for a bright future. The students were addressed by Rev. Dr. D Maria Antony Raj SDB, the principal of the college. He emphasized the importance of English language skills in the current competitive scenario and he stressed the point that Sacred Heart College has secured 42<sup>nd</sup> rank in NIRF. He stated that it's a proud moment for everyone and we should work hard to achieve the goal. Rev. Dr. K.A. Maria Arokiaraj SDB, Additional Principal spoke about the nuances of communication and its impact on society. The students were then taken through the syllabus and the learning objectives of the course.



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The Bridge Course was divided into five hours namely Department Hour, Writing, Reading, Tamil and Vocabulary hour respectively. Among these five hours writing hour was exclusively taken care only by Department of English and Language faculty members.

The Department Hour was conducted as part of the course, where the students were divided into smaller groups based on their departments. A faculty member was assigned at the department level to make the students to be aware of the responsibilities and skills they need to have and also conducted interactive sessions with the students and determined the language skills required for the specific departments. The students were given role-play activities that simulated a professional environment.

The Writing session focused on the development of writing skills among the students. Parallel writing was emphasized the most. The students were taught the various structural and stylistic elements of each type of writing and how to adhere to them. The session also focused on the grammar and vocabulary aspects of writing.

The Reading session focused on developing the reading skills of the students. The students were divided into small groups so individual attention can be given. The session comprised of reading comprehension passages followed by questions and discussions on each passage. The students were taught the art of reading between the lines and deriving the necessary inference from the passage. The session also focused on the development of vocabulary, and the students were taught various techniques to understand and remember the



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meaning of new words. Students were trained even in speaking through functional and situational dialogues.

Tamil session focused on the development of Tamil language skills among the students. Emphasis was laid on the importance of maintaining one's mother tongue and developing it simultaneously with other language skills. The session comprised of various activities such as essay writing, reading, and group discussions in Tamil.

The session on developing vocabulary focused on various techniques to improve one's vocabulary. Around 1000 daily used vocabularies were introduced and recollected through brain storming. The students were taught how to use context clues to determine the meaning of new words and how to memorize new words. The session also focused on the use of synonyms, antonyms, and writing the meaning for the given vocabulary in their first language to develop a better understanding of the words.

The Communicative English bridge course was a great success as it equipped the students with the necessary language skills required for academic and professional purposes. The course was well structured and organized, and the students enjoyed the various activities and sessions. It laid a foundation for the students in the process of learning. Thus, the Bridge course proves to be the best opportunity for the students to adopt themselves to the new academic and social environment.

Additional Principal