



## **Gandhinagar Institute of Technology (012)**

### **Report of the First Day of Bridge Course**

24<sup>th</sup> July 2014

The toughest task for any learner ranging all fields of academia is to enter into the new body of knowledge leaving behind the dated ideas behind. In order to bridge this gap, one requires a paradigm shift from leading to the newer and better realm of knowledge. To fill this gap, GTU has introduced the bridge course in varied subjects for first semester engineering students. GIT has started bridge course in varied subjects for first semester engineering students on 24<sup>th</sup> July, 2014. It provides the learners an opportunity to enter into the domain of engineering with a swift move, by helping them understand the educational environment of the current trend.

#### **Report of the first day of bridge course (English)**

First of all in the first hour, the explanation was given regarding the importance of English language in Bridge course as it is the main language of instruction in higher studies. It plays a key role in strengthening students' communication skills' abilities so that they can successfully study their academic courses through the medium of English. It is helpful:

- To develop the reading skills required to understand written texts relevant to their needs;
- To develop the writing skills required to produce relevant written texts at the required competency level;
- To develop listening skills in order to understand relevant spoken texts;
- To develop fluent and accurate speaking skills to be able to interact appropriately at the required level;
- To develop critical thinking skills;
- To develop the skills of self-assessment and self-monitoring;
- To develop the skills of working in groups and as leaders while achieving learning goals.

In the second hour, to remove the fear and hesitation from the students, the activity of self introduction was conducted. Then the students were given freedom to ask questions to the faculty related to hobby, interest, likes-dislikes etc. Students were motivated and encouraged to speak in English. Students were asked to make a self-introductory chart in the next lecture.

### **Report of the first day of bridge course (Physics)**

The first lecture of the physics was begun with an introduction of the student with the inclusion of any one fundamental aspect of physics surrounded by the students. For e.g. the physics behind spectacles, Smart phones, Sound waves etc. All the basic information regarding topics to be covered as activity was also given. Numbers of students were having schooling in Gujarati medium. Once the discussion on different topics already studied was going on, all were actively involved in it. They were really enjoying the discussion in different languages. Students have presented their understanding of each topic up to their schooling and then they were taken to a little deeper in it with some visualisation and video examples too. The students have actively participated in all the discussions and enjoyed it too. All the necessary information was provided to the students. Student have appreciated the concept of bridge course and started their engineering endeavour in rainy surroundings at GIT. Students were eager to understand the things thoroughly which they have studied by visualization and video lectures.

### **Report of the first day of bridge course (Elements of Electronics lectures):**

The first lecture was more of an introductory session. In this session, students were provided the quick review of the basic quantities of the vast electrical field like current, voltage, power, E.M.F., energy etc. The electrical components like resistance, capacitor, inductor, diode, transistor, tester, Current continuity device, battery, fuse, M.C.B. etc were also demonstrated for their basic knowledge. The lecture was presented in such a manner that students were able to understand the basic concept regarding technical stuff. Technical videos regarding the basic electrical engineering were shown. Information regarding the activities that has to be carried out in further lectures was also given.

### **Report of the first day of bridge course (Calculus)**

After giving the general introduction of bridge course, the discussion of various activities, which are going to be done during bridge course, was discussed. It was followed by discussion about basic mathematics concepts, introduction to set theory with various examples, various sets of numbers like set of natural numbers, integers, rationales, real and complex numbers, introduction to relation with examples, various properties of relation, reflexive, symmetric, transitive etc. Discussion about function which includes definition of function, examples of functions, one-one function, onto function, domain, co-domain etc. was also discussed.

### **Report of the first day of bridge course (ICT)**

During first session on ICT student were given a brief introduction of bridge course and importance of the same. Subsequently following discussion took place.

- Isolated words Information and Communication and then assembled Information and Communication Technology.
- Overview of Syllabus Content
- Interactive session with students on the topic "Components of Computer System".
- Information about various kinds of Operating System.
- Introduction of various programming languages and its applications.

### **Report of the first day of bridge course (Library)**

As the normal teaching hours per week is 30 and bridge course content is scheduled for 28 hours, GIT students are required to spend the two hours in the library. The objective is to inculcate reading habits from the beginning. GIT library has large number of books of general interest and has subscribed good number of magazines. Students entered their details in the register before entering into RC. The session was begun with orientation of RC. Students were informed about the entry system of software, various sections like reference section, stack room, periodicals section etc. Further students were explained about how to use and search the resources available in RC through OPAC, and how to locate them physically. They were also made aware about the services like circulation, reservation etc and facilities like book bank, reprography etc. available in RC. Few of them used OPAC for searching the RC resources.