

A STUDY ON THE EFFECT OF BRIDGE COURSES ON STUDENTS AT TERTIARY LEVEL IN MADURAI CITY

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Abstract

During the previous 10 years, the significance of connecting with undergrad students in research exercises acquired reestablished consideration internationally. Undergrad students not exclusively ought to secure information about the results of past exploration done by others; they ought to likewise figure out how to start and do investigate themselves. Expected benefits of undergrad research exercises are that students figure out how specialists in the field work, think, and communicate and that students create their basic, logical, and imaginative reasoning abilities as well as their critical abilities to think. There appears to deprecate conflict on the significance of these likely merits. Bridge courses give a satisfactory establishment in the center applied science subject. Subsequently students face no hardships when college programs start. This course offers a better development stage for students than get themselves up prior to beginning the first semester. They would focus on undergrad studies

to beat hindrances between subjects educated at the pre-college level. Moreover, they will become familiar with a portion of the subjects in college beforehand. The bridge course fills in as a support for the new way. Prior to starting the fundamental year course, it will outfit students with data. Moreover, it will likewise give conviction through interactive and dynamic learning. Each Division is responsible for running its framework by making its prospectus. The bridge course is simply a beginning stage, not an objective. Establishments should follow up the bridge course consistently. Hence, this current study has been focused to give an outline on the effect of bridge courses on students at tertiary level.

Keywords: Bridging Gap, Potential Creation, Professionalism, Non-Scholastic Educational Program, Standard Identification, Guidance and College Adoption.

Introduction

As the world travel from the pre-university level towards the expert projects like designing,

the board, medication, pharmacology, nursing, news coverage, friendliness and so on, the showing system as well as the studying pattern goes through an intense change. Also, it is then, at that point, that the direction and hand-holding of the showing fraternity is substantially more expected than elsewhere. The utilization of Bridge Course comes into picture through this hand-holding stage for the recently accepted students. This course Bridges the hole from the Scholarly community towards the Business, through Industry significant, imaginatively planned educational program, zeroing in on the worldwide point of view of Education. The goal of the Bridge Courses is essentially engaged to help the sluggish students. It targets utilizing their acquiring abilities. The Bridge Courses likewise center on the understudy with various learning skills, scholastic guidelines and exhibitions. These courses help to carry back the sluggish students to the standard classes to the best of their potential who might have had fallen behind because of some or the other explanation. The substance is so developed, that the fearlessness of the students upgrades to confront questions/tests and make mindfulness about steady learning. As the name "Bridge Course" proposes, it is planned to work with the crossing over of the hole between the pre-university level and expert education.

In a college, a scholastic year for the most part begins with a bridge course in English. The span of these courses is differing from only a couple of days to a fortnight. It is chiefly planned to address the holes made by the country metropolitan gap, and the learning strategies

utilized in schools when students enter foundations of higher education. Bridge courses give students better groundwork for passage into college-level science courses, will cause them to have a solid sense of safety and arranged when they start their studies. At the college level, numerous bridge course programs are planned by teachers from numerous divisions, helping students in acquiring a more complete comprehension of major center ideas in science. Bridge courses are otherwise called establishment courses or preliminary courses. They help students in refreshing their abilities and information with the goal that they can satisfy the necessities for passage into their preferred degree program. These courses are planned remembering the necessities of the students.

Reviews of Related Literature

Chiteng Kot, Felly. (2018) have summarized their study as the scholastic readiness assumes a critical part in students' change to and movement through post-optional education. However, numerous students enter post-optional education without the information/abilities expected to scholastically succeed. To close the hole in scholarly arrangement and work with optional school graduates' progress to higher education, numerous establishments all over the planet have carried out preliminary projects otherwise called "establishment" or "bridge" programs. This study utilizes a semi exploratory plan (penchant score coordinating) to look at whether there is a distinction in scholastic execution between students who were confessed

to undergrad programs straightforwardly (without finishing a bridge program) and the people who finished a one-year bridge program. The study followed students' scholastic execution for up to seven semesters at a world class research university in Kazakhstan. After rectifying for determination inclination and adapting to student characteristics, the study discovered that the connection between undergrad affirmation course (whether immediate or through the one-year bridge program) relies upon students' field of study.

Singh, BN Balaji et al. (2014) have expressed their study as the dynamic climate, Education is assuming a vital part in the outcome of student's life. Research studies showed that pre-universities have a lesser accentuation on fundamental abilities like teamwork, using time productively, nonstop learning and free studying capacities. The assessment of students learning is estimated by quantum of imprints or credits and the result based learning is given lesser significance. Be that as it may, these abilities appear to be the more fundamental for outcome of students in higher education in universities. Crossing over the status hole of students and making progress from pre-university to first year university education is trying also affects their maintenance in the course for which they are enlisted. PES University has executed a one month bridge program for the undergrad the executives and register application students as a first achievement of student improvement programs with key spotlight on direction, inspiration, decisive reasoning, mindfulness, social

mindfulness, profession readiness, social obligation, interpersonal abilities and hands on exercises.

Eitemüller, Carolin & Habig, Sebastian. (2020) have done a study revealed as the preliminary or crossing over courses are far and wide and have a long practice at universities. They are intended to build students' scholastic progress specifically of students with low earlier information. The consequences of the study uncover that students with low earlier information figure out how to close their substance holes in only half a month and to change contrasts in earlier information prior to beginning their studies. Toward the finish of the first semester, crossing over course members accomplish altogether better test results than their individual students who didn't sign up for the connecting course. Notwithstanding, fundamentally students with high earlier information appear to profit from partaking in the more extended term. On account of students with low earlier information, support don't prompt better test results contrasted with students without investment. Discoveries of the study can give a premise to university educators as well as university improvement specialists to lay out university connecting courses as well as to streamline existing offers.

Bridge Courses at Tertiary Level of Students

Numerous universities and head organizations nowadays center around giving a primer knowledge on the course being proposed to the newbies through a course which plugs the holes between the assumptions and learning of the subjects being presented in a specific course,



which they satisfy through the Bridge Courses before the real learning begins. In this arising world it becomes basic for the educational foundations to condition their item a long time prior to sending off him/her into the undeniable learning mode. This molding sets them up to be scholarly prepared and not troubled by the course material. This provides them with a fair thought of the educational plan and its significance in the course. Taking into account what is going on the postponement in start the courses has become very typical. The universities are themselves found a lot of pendency like assessments, results, endorsements from the service, etc. This postpone kills the interest of the students enlisted for the courses. Accordingly, nowadays the chief foundations as well as the focal and state level universities have additionally started with granting the Bridge Courses in the new subjects being proposed to the students. This provides them with a brief look at the entire course and sets them up intellectually for guide to take to prevail in a specific course.

Bridge courses are progressed courses planned particularly for students taking a high level course interestingly. These courses offer the fundamental information on what we studied. Bridge courses can be considered as helpful data that can be given to students to give them crucial data about the significant subjects that will be educated to them soon. These courses center around the scholastics and improving the expertise expected to guarantee that the students are good to go for the following scholarly year. Bridge courses are uniquely planned with a mix of

various techniques with instruments including worksheets, exercises, tests, and interactive games. These abilities will help students in honing their perusing, composing, and their comprehension and legitimate and decisive reasoning. The bridge course's essential objective is to help students foster their cross disciplinary gifts. The educational program is planned so that the students gain a fundamental comprehension of the subject they will study in their forthcoming scholastic meeting. In this manner, it can't be viewed as a subject that will empower the less than ideal students to make up for lost time to major areas of strength for scholastically. Bridge course gives adequate chance to the students to study the fundamentals of the course and work with a smooth change to move from the past course to the current course. The objective of the bridge course is created to update the lower capability level to a higher capability level. This course is an alternative endeavor to facilitate the abilities of the ongoing class with the capabilities of the past class. This course can be for three, six or nine months. Bridge course would bridge the learning holes and fortifies specific crucial ideas. It is created to integrate a tweaked learning profile for every individual student and to tailor make their learning assets.

Analysis Part of the Study

Following are the results of major analyses done from the 100 students at tertiary level considering as respondents:

Table 1: Analysis on Students' Perception towards Bridge Courses offered by their Institutions

Statements	SA	A	N	DA	SDA
I believe my classmates taught me new things	45	31	10	9	5
I took part in class discussions	46	28	13	7	6
In this class, compared to my other classes, I spoke with the teacher more outside of the classroom	42	30	13	10	5
I collaborated with my classmates on projects or assignments outside of class	40	30	15	8	7
I was able to make connections between the concepts in this course and concepts from other disciplines thanks to the assignments in this course	43	30	11	15	1
The teacher assisted me in learning the material	44	27	12	10	7
This course inspired me to evaluate other people's media-related	45	26	13	10	6

thinking, claims, or conclusions					
I was able to apply theories and concepts from this course to real-world issues and novel situations	42	30	12	9	7
My confidence in my ability to evaluate academic material has grown as a result of this course (such as articles, theories, etc.)	44	38	13	3	2
This course gave me the chance to mentor or tutor other students	40	30	18	7	5

Source: Primary data

It is clear from the above table out of 100 respondents the majority of the respondents have opined 'strongly agree' for all the statements asked related to their perceptions on bridge course offered by their educational institutions.

Table 2: Respondents' Perception on after-effect of Bridge Courses at Tertiary Level

After-effects	Yes	No
Students and faculty alike must be familiar with unit-based skills	82 %	18 %
It has been determined that teaching students how to give and receive shift reports is a valuable skill	78 %	22 %
Both mentors and students should receive training on how to provide and receive feedback	76 %	24 %

It requires the support of the faculty to talk openly with students about expectations	81 %	19 %
Encouragement is needed for students to talk to mentors about expectations and performance	85 %	15 %
To capture more dynamic and helpful feedback on student performance, the feedback form needs to be revised	89 %	11 %
Training in skills is not very useful	92 %	8 %
More unit-based skills were requested	83 %	17 %
Becoming more at ease and assured in clinical practice	90 %	10 %

- ✓ Foster scholastic abilities and help the students in different subjects.
- ✓ Laying out a more grounded establishment in central science subjects, helping students beat any difficulties they might confront while progressing to college-level coursework.
- ✓ It helps students to think distinctively in their preferred field and consequently gets more opportunities.
- ✓ Furnishing students with better groundwork for entering college-level science courses, assisting them with feeling more sure and ready as they start their studies.
- ✓ Raise the degree of comprehension of students in essential subjects to work on them for additional scholarly work.

Source: Primary data

It is explored from the above table, out of 100 respondents, the majority of the respondents' opined 'yes' for various questions asked in after-effects of bridge courses offered by their educational institutions.

Benefits of Bridge Courses at Tertiary Level

There are various advantages to taking a bridge course prior to beginning college-level science courses.

- ✓ Bridge Courses is to help the sluggish students. It tries to utilize their abilities to learn Bridge Courses additionally center on the student with various abilities to learn, scholarly guidelines, and exhibitions.
- ✓ Crossing over courses are short, focused gaining courses that can reach out from a half year to one year.

There are various kinds of Bridge courses accessible and can be customized to each student's necessities. While some courses get ready students for a specific subject, others give workshops or addresses that cover using time effectively and study strategies. In spite of the fact that bridge courses are accessible for some subjects, for the most part students select them to study Maths and Science subjects. Numerous universities and driving organizations these days center around courses that give rudimentary understanding, acquiring an essential information regarding the matter to be learned, and simultaneously help to fill the learning hole, which they satisfy through the Bridge Courses before the genuine learning begins. Additionally, the Colleges and universities regularly offer bridge Courses to students going to move on from secondary everyday schedule moved on from secondary school. Some Bridge



Courses center on broad subjects like arithmetic, composing, perusing, and science. Other Bridge Courses might be centered on unambiguous subjects like designing or nursing. Indeed, even while going to a bridge course enjoys many benefits, there could likewise be impediments. Tracking down a program that meets your requirements, for example, could be testing, and the time responsibility expected to finish the course may be significant. Also, bridge courses can frequently be very cutthroat, and you might have to meet explicit least prerequisites to qualify. In that capacity, exploring each of your choices prior to going with a choice thoroughly is fundamental.

Conclusion

It ought to be noted in a restricting manner that the assessment occurred toward the finish of the connecting course and the students who had proactively exited the course didn't partake. In the present testing and dynamic climate, Education is assuming a critical part in the progress of student's life. Research studies showed that pre-universities have a lesser accentuation on fundamental abilities like teamwork, using time effectively, constant learning and free studying capacities. The assessment of students learning is estimated by quantum of imprints or credits and the result based learning is given lesser significance. Be that as it may, these abilities appear to be the more fundamental for outcome of students in higher education in universities. Crossing over the availability hole of students and making progress from pre-university to first year university education is trying also affects their maintenance in the course for which they are enlisted. An

alarmingly high level of late secondary school graduates are not ready to prevail in college-level courses, and the effect of this educational weakness is significant. Underprepared college students because a money related cost of signing up for medicinal courses, and states and citizens finance a large part of the general expense of formative education. Furthermore, underprepared students are less inclined to move on from college, consequently influencing their procuring potential and the country's monetary requirement for an all the more exceptionally educated workforce. One way to deal with reducing the requirement for formative education is secondary school bridge programs. These projects, which as a rule occur on a college grounds, give interventions that help designated students hope for, get ready for, and accomplish college enlistment.

In aggregate, the Bridge configuration was to a great extent fruitful in accomplishing its objectives, particularly in the rundown class and particularly in terms of developmental evaluation. Some restricted achievement was found in the board class in terms of decisive reasoning. In the two classes, the Bridge configuration was very fruitful in expanding developmental evaluation opportunities. For certain minor acclimations to further develop the board class, the ongoing Bridge configuration could undoubtedly be adjusted for capstone programs, matched courses in which all students take the equivalent courses, and courses inside the equivalent college or between colleges. It tends to be translated onto a wide assortment of existing courses with shifting enlistment without the courses being cross-

recorded or generally controlled at the regulatory level. A last highlight note is that however the Bridge project was planned explicitly to incorporate classes from various divisions, some portion of the plan can be removed and utilized piecemeal inside a solitary class. Education is rarely finished. Deep rooted learning is an idea that ought to be embraced to be in pace with the progressions in any field of study. Students were encouraged to make proactive strides in investigating different assets to upgrade their insight.

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