

Program Name:	BACHELOR OF ARTS IN ENGLISH LANGUAGE
Qualification Level:	BACHELORS DEGREE 7
Department:	ENGLISH
College:	UNIVERSITY COLLEGE OF DAYER
Institution:	JAZAN UNIVERSITY
Academic Year:	20201-20202
Main Location:	<u>DAYER</u>
Branches offering the Program:	<ul style="list-style-type: none">● SAMTAH● DARB● ARDHA

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A. Implementation of Previous Action Plan

Considering the recommendations of previous year annual report, list the planned actions and their status.

Planned Actions	Responsibility of Action	Planned Completion Date	Level of Completion		If Not Completed	
			Completed	Not Completed	Reasons	Proposed Actions
1. Examination Committee	Organizing the process of the exams' question papers	01-10-2019	✓	----	N.A.	N.A.t
2. Rechecking and reviewing committee	Rechecking and reviewing the final examination answer scripts	01-10-2019	✓	----	N.A.	N.A.
3. Quality assurance Committee	To collect data to finish the Quality Standard task	15-09-2019	✓	----	N.A.	N.A.
4. Encourage faculty members in scientific research	To publish books, articles in journals and participate in conferences	Throughout the year	✓	---	N.A.	N.A.
5. Planning and Development committee	To organize training courses and workshops	15-09-2019	✓	---	N.A.	N.A.
6. Teaching and Learning committee	To achieve the requirements of teaching and learning at a high standard	15-09-2019	✓	----	N.A.	N.A.
7. Curriculum committee	Revising and organizing the syllabus of the courses according to learning outcomes	15-09-2019	✓	----	N.A.	N.A.

8. Students Counseling committee	explain to Ss the importance of the regulations of the university, college and department	15-09- 2019	✓	----	N.A.	N.A.
9. Quality standards committee	To complete the process of quality standards	23- 10- 2019	✓	----	N.A.	N.A.
10. KPI Committee	To collect and prepare data and reports that are related to quality standards	23- 10- 2019	✓	---	N.A.	N.A.

B. Program Statistics

1. Students Statistics (in the year concerned)

No.	Item	Results
1	Number of students who started the program	96
2	Number of students who graduated	NA
3	Number of students who completed major tracks within the program (if applicable)	
	a.	NA
	B	NA
	c.	NA
4	a. Number of students who completed the program in the minimal time	NA
5	a. Percentage of students who completed the program in the minimal time (Completion rate)	NA
6	Number of students who completed an intermediate award specified as an early exit point (if any)	NA
7	Percentage of students who completed an intermediate award specified as an early exit point (if any)	NA
Comment on any special or unusual factors that might have affected the completion rates: Addayer University College has started the program only this academic year, so there are no students who have graduated. All the points are not applicable to the college.		

2. Cohort Analysis of Current Graduate Batch

Student Categories	Total cohort enrollment	Withdrawn	Retained till year end	Not passed	Passed	Passing rate
Years						
	M	NA				

Three Years Ago	F						
	Total						
Two Years Ago	M						
	F						
Last Year	Total						
	M						
Current Year	F	96	1	95	0	95	99.75
	Total						

Comments on the results:

The result is satisfactory, Most of the groups in second semester scored around 100% marks. The college has just started with the NP and has managed to complete one year successfully with 2 levels, so the cohort analysis is presented just for one year that is 2019-2020. Although Addayer college doesn't have graduate batch hence the cohort analysis is not applicable for the college.

* add more rows for further years (if needed)

** attach separate cohort analysis report for each branch

3. Analysis of Program Statistics

(Including strengths, areas for improvement, and priorities for improvement)

Strengths :
College has achieved 100% this year. The retention rate is good. Students are much interested to opt for the new program of English department.
Areas for Improvement:
Admission criteria should be changed.
Priorities for Improvement:
Necessary Workshops should be given to students to improvise their standard in the beginning of the semester.

C. Program Learning Outcomes Assessment

1. Program Learning Outcomes Assessment Results.

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Performance Target	Results
Knowledge				
K 1	Display considerable understanding of the principles required for English language learning	95% direct 90% indirect	60%	25% exceed the target result
K 2	Demonstrate significant knowledge related to the texts, terminologies, theories, and practices in literature, linguistics and translation studies	95% direct 56% Indirect	60%	25% exceeded targeted result
K 3	Appraise academic relevance of linguistics and literature to	NA in the first 2 levels		

	the current and emerging trends			
Skills				
S1	Produce and revise texts with the help of theories and applications in English language, linguistics and literature	95% direct 56% indirect	60%	25% exceeded the targeted result
S2	Practice established methods of enquiry, investigation, and analyze required for research in English language and literature	100% direct 90% indirect	60%	40% exceeded
S3	Critically evaluate academic insights for problem solving	NA	NA	NA
S4	Utilize the tools of learning for exploring complex academic challenges of English language and its use	95% direct 56% indirect	60%	25% exceeded the targeted limit
S..				
Competence				
C 1	Foster an environment of independent learning through mutual consultations	NA	NA	NA
C 2	Display confidence, potentials for leadership and entrepreneurship	78% Direct 70% indirect	60%	18% exceeded from the targeted limit
C 3	Promote professionalism through effective English language communication and by applying multiple technological channels	100% direct 90% indirect	60%	40% exceeded the targeted limit
Comments on the Program Learning Outcome Assessment results.				
University college of Dayer has entered into the new course program this year only, and has completed just 2 levels this year. The Direct and indirect assessments are done only for these two levels, and not all the direct CLOs are applicable at this stage.				

* Include the results of measured learning outcomes during the year of the report according to the program plan for measuring learning outcomes

** Attach a separate report on the program learning outcomes assessment results for male and female sections and for each branch (if any)

2. Analysis of Program Learning Outcomes Assessment

(including strengths, Areas for Improvement:, and priorities for improvement)

Strengths :
<ul style="list-style-type: none"> Level criteria and students have achieved success attaining them through the courses they studied which were designed well on base of CLOs which were in correlation with the PLOs
Areas for Improvement:
<ul style="list-style-type: none"> Course materials and course plans must focus critically to evaluate academic insights for problem solving and collaborative learning.
Priorities for Improvement:
<ul style="list-style-type: none"> Following blended learning instead of giving more weightage to traditional learning.

D. Summary of Course Reports

1. Teaching of Planned Courses / Units

List the courses / units that were planned and not taught during the academic year, indicating the reasons and compensating actions.

Course	Units/Topics	Reasons	Compensating Actions
ENG111	None	NA	NA
ENG121	None	NA	NA
ENG131	None	NA	NA
ENG141	None	NA	NA
ENG112	None	NA	NA
ENG122	None	NA	NA
ENG132	None	NA	NA
ENG142	None	NA	NA

2. Courses with Variations

List courses with marked variations in results that are stated in the course reports, including: (completion rate, grade distribution, student results, etc.), and giving reasons for these variations and actions taken for improvement.

Course Name & Code	Variation	Reasons for variation	Actions taken
Gr.1 ENG.131 (First term)	High rate of failures.	Question paper was more of a placement exam and higher than the students level moreover, they were not from the questions sent by teachers sharing the course	-Questions are to be to the level of students. -Present teachers share of questions in the exam paper.
List. & Sp 1 ENG.111 (First term)	Mostly below average result C, D	Students less exposure to listening tracks only the ones they heard	More audio tracks as home work
Gr.1 ENG.131 (second term)	High rate of A & A+	The final assessment were assignments on Blackboard. Students had chances to copy and paste answers.	Final assessment to be in a form of pool questions which allows reasonable fare competition among students.
List. & Sp (2) ENG.112 (second term)	High rate of A & A+	The final assessment were assignments on Blackboard Students had chances to copy and paste answers.	Final assessment to be in a form of pool questions which allows reasonable, fare competition among students
Wr.(2) ENG. 122 (second term)	High rate of A & A+	The final assessment were assignments on Blackboard students had chances to copy and paste answers.	Final assessment to be in a form of pool questions which allows reasonable fare competition among students

Gr.(2) ENG. 132 (second term)	High rate of A & A+	The final assessment were assignments on Blackboard students had chances to copy and paste answers.	Final assessment to be in a form of pool questions which allows reasonable, fare competition among students
Reading (2) ENG. 142 (second term)	High rate of A & A+	The final assessment were assignments on Blackboard students had chances to copy and paste answers	Final assessment to be in a form of pool questions which allows reasonable, fare competition among students

3. Result Analysis of Course Reports

(including strengths, Areas for Improvement:, and priorities for improvement)

Strengths :
<ul style="list-style-type: none"> • The high rate in most courses indicates the good performance of staff using the e-learning teaching aids specially the black board.
Areas for Improvement:
<ul style="list-style-type: none"> • Listening and speaking as well as implicit grammar. • Reading skills, skimming and scanning.
Priorities for Improvement:
<ul style="list-style-type: none"> • Extra home work on listening tracks and videos or TV program. • Small groups of discussions • Graded lessons of explicit and implicate grammar lessons. • Increase of reading speed .

E. Program Activities

1. Student Counseling and Support

Activities Implemented	Brief Description*
Orientation week	The students are welcomed to attend various programs conducted during the first week. The guidance about the campus has been provided to the newly admitted students through power point presentations explaining all the locations in campus facilities such as Library, Cafeteria, and Gym etc.
Academic Guidance	The teachers help in adding and deleting the subjects According to the students' choice.
Academic advise	The teachers conduct meetings for the students to guide them where the students come up with their weaknesses. The students are divided among the faculty members to supervise.
Discipline	Students are well informed to go in pair with the college regulations.
Meeting of academic counselor	Brief introduction of academic counseling.
Group meeting/ Individual meetings	Meeting held between students and teachers [Academic counselor]

	Individual meeting to cater to the needs of the students regarding their absence issues and failures.
Comment on Student Counseling and Support **	
<ul style="list-style-type: none"> ➤ All the teachers were given some students for counseling and guidance. ➤ Academic guides took weekly meetings with the students and counselled them about the curricular and extracurricular activities ➤ In the initial stage of every term student are counselled and guided to add, and delete subjects. Teachers pay special attention to solve the issues and problems. 	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

2. Professional Development Activities for Faculty and Other Staff

Activities Implemented	Brief Description*
A reception for new comers	Name of the presenter: Activity management in cooperation with all departments
Training courses on {PLO} assessment	Dr. Ahmed Taha Dr Gamil Alimrani Dr Solomon Dr Essam Sha'aban Visitors conducted some training courses in assessing the PLO for the English Department Staff.
Training course on blackboard	Name of the presenter: Dr. ATIKA FARHAN Type of activity: How to use Black board for male staff Date: 23/10/2019
Training course on blackboard	Name of the presenter: Dr. ATIKA FARHAN Type of activity: How to use Black board for female staff Date: 17/10/2019
Workshop on Phonetics- Study of Sounds	Name of the presenter: Dr. SEETHA Type of activity: English club Date: 6/11/2019
Workshop on Teaching Methodologies	Name of the presenter: Dr. ROBINA MASUD Type of activity: Teaching activity Date:27/11/2019
Workshop on Self-learning	Name of the presenter: Dr. POOJA Type of activity: Teaching activity Date:20/11/2019
Workshop on The role of technology in teaching	Name of the presenter: Dr. Abulmajeed Alhansh Type of activity: Teaching activity Date:24/11/2019
Workshop on Steps of Effective teaching	Name of the presenter: Dr. Ali Alsubari Type of activity: Teaching activity Date:25/11/2019
Workshop in learning outcomes	Name of the presenter: Dr. Abdulrahman Altwi Type of activity: Teaching activity Date:5/12/2019
Training course in TESOL / TEFL Program	Completed by : Dr. SEETHA Type of activity: Training program Date: 7/ 1/ 2020
Training course in TESOL TEFL Program	Completed by: Dr Saima Naved Type of activity Training program

	Date: 1 st April 2019
Training course in TESOL TEFL Program	Completed by: Dr Amtul Raqeeb Type of activity Training program Date: 2020
Training course in TESOL TEFL Program	Completed by: Dr Aroosa Layaek Type of activity Training program Date: 2020
Training course in TESOL TEFL Program	Completed by: Dr Syeda Humera Type of activity Training program Date: 2020
<ol style="list-style-type: none"> 1. Attended Oxford University Press training session by Terrie Craddock 2. Attended training workshop by Dr. Ahmed Taha on “Assessment of program learning outcomes” 3. Training session : Cambridge MENA Online Experience 2020 (09-04-2020 to 21-04-2020) 4. Cambridge Assessment English (Webinars- February to April) <p>DELTA Module 1 (International House)</p> <ol style="list-style-type: none"> 5. Understanding language, methodology, and resources of teaching 	<p>Completed by: Dr Khursheeda Khatoon Mukhtar</p> <ol style="list-style-type: none"> 1. Dated: 30-09-2019 2. Date: 29-10-2019 3. Digital tools for improving speaking skills Date: 13-04-2020 <ul style="list-style-type: none"> ● From teaching learners to teacher learning Date: 15-04-2020 ● The practical approach to learning-oriented assessment Date: 20-04-2020 4. Digital resources in the classroom (date: 24-03-2020) <ul style="list-style-type: none"> ● Preparing students for Cambridge English qualifications, online (date: 15-04-2020) <p>Teaching mixed-ability classes</p> <p>DELTA Module 1 (International House) Understanding language, methodology and resources of teaching</p>
Comment on Professional Development Activities for Faculty and Other Staff **	
The staff members are taking initiations to upgrade their performance to groom the performance of students by uplifting themselves through the professional development.	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

3. Research and Innovation

Activities Implemented	Brief Description *
Research paper selected for annual conference, Al Qassim University (Dr. Khursheeda Khatoun Mukhtar)	First Theme: Quality Standards of Programs and E-Learning Courses Topic: Training Instructors to Apply the Quality Standards of Programs and E-Learning courses (acceptance letter and postponement letter attached)
Research done to receive a Degree of Doctor of Philosophy	Topic: Christology of Deepak Chopra in Connivance with Osho Rajnish and Annie Besant Date: 30-07-2019
DR. Ali Ahmed .M. Al Subari- Studies in literature and Language " Representation of Racial segregation and identity Crisis in Richard Wright's novel Black Boy"	Published in International Journal of Studies in literature and Language Vol.20. Issued.26 Feb.2020. ISSN 1923-1555 ISSN1923- 1563 www.cscanada.net
Dr. Abdulmajeed Abdulqader Alhanash and Fatima .J. Almalki, Canadian Social science" Obstacles that prevents better use of Information technology : A case study of university college – Aldaye- Jazan University "	Published in International Journal of Canadian Social science Vol.16. Issued.26 Feb.2020. ISSN 1712- 8056 ISSN1923- 6697 www.cscanada.net
Rabia Khalid .M. Khalid and Dr. Abdulbagi Babiker Ali, Ido-Asian Journal of multidisciplinary Research " The positive influence of Motivation on learner participation "	Published in Ido-Asian Journal of multidisciplinary Research Vol. 5. Issued. 2019. DOI: 10.22192/iajmr.2019.5.6.3 www.jpsscscientificpublications.com
Comment on Research and Innovation **	
The college staff is involved in the activities of research and innovation inside as well as outside the university spectrum to broaden the vision of research and innovation.	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

4. Community Partnership

Activities Implemented	Brief Description *
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Enhancing communication skills	1. Workshop on enhancing communication skills, presented By Dr. Aroosa..... & Annum Suhail. On 24th/10/2019
The educational and vocational counseling	2. Implementation of the educational and vocational counseling program to secondary school students, implemented by community service unit. In December 2019
Lecture on the art of dialogue	3. Lecture on the art of dialogue, Intermediate students by Dr. Inshirah Khidhir. On 30th /12/2019
Practicing hobbies to relieve stress	4. Practicing hobbies to relieve stress, presented by Dr. Inshirah Khidhir, to high school students. On 3rd /1/2020
Resisting extremist ideas	5. Resisting extremist ideas, smuggling (Ghat) and drugs through fine art and Arabic calligraphy. Presented by: Dr. Tanweer Ahmed Hindi Dr. Inshirah Khidhir Khadr. Ms. Saeeda Zribi. & Ms. Rasha Ahmed Date.....
The Seventh Coffee Festival	6. Participation in the Seventh Coffee Festival in Al-Dayer Governorate. Community Service Unit Dr. Abdul Majeed Al-Hanash Dr. Abdul Baqi Babiker Dr. Fatima Al-Tayeb. Dated- 29th/1/2020
Comment on Community Partnership **	
The University College of Addayer is taking its initiatives towards the community service, and doing its best to render services for the benefit of the community.	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

5. Analysis of Program Activities

(including strengths, Areas for Improvement:, and priorities for improvement)

Strengths :
The University College of Addayer has enthusiastic staff members who actively participate in the program upliftment activities for professional development, or research or innovation. Highly caliber staff members with lot of enthusiasm. High professional experts visit the department and conduct many training courses for the staff.
Areas for Improvement:
Raising the number of research and innovation can be done. More training workshops for quality assurance practices and preparing the staff for more cooperation in quality assurance requirements.
Priorities for Improvement:
More professional development programs, in order to cater to the required skills needed for the upliftment of the current program and quality work.

F. Program Evaluation

1. Evaluation of Courses

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations
ENG 111	LISTENING AND SPEAKING	Y	BB assignment	Nothing, as the student book match the level of students
ENG121	WRITING	Y	BB assignment	Students should not be allowed to use old books
ENG131	GRAMMAR	Y	BB assignment	Grammar book should match the standard of students.
ENG 141	READING	Y	BB assignment	Nothing, as the students book match the level of students.
ENG 112	LISTENING AND SPEAKING	Y	BB assignment	Nothing, as the student book match the level of students
ENG 122	WRITING	Y	BB assignment	Writing book should be as per the standard of students.
ENG132	GRAMMAR	Y	BB assignment	Basic grammar to be introduced at this level.
ENG142	READING	Y	BB assignment	Book should match the level of students

2. Students Evaluation of Program Quality

Evaluation Date :	Number of Participants:
Students Feedback	Program Response
NA [Addayer college has started the program this year itself.]	NA

* Attach report on the student's evaluation of program quality

3. Other Evaluations

(e.g. Evaluations by independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers))

Evaluation method : online Survey	Date: 10/4/2020	Number of Participants : 15
Summary of Evaluator Review	Program Response	
Strengths: <ul style="list-style-type: none"> All evaluated areas including course objectives, lecture planning, resources, assessment, and course benefit were positively evaluated to 3.4 The Library should have more resources 	Students enjoyed the course . Teachers enjoyed to teach the course. The virtual classes were a new way to learn and teach the students in their comfort zone. The books are as per the standards of students.	

Areas for improvement: <ul style="list-style-type: none"> ● New textbooks should be available in the library and bookstores. ● Old books should not be allowed in the class 	Proper surveillance should be there to check the students attendance.
Suggestions for Improvement: <ul style="list-style-type: none"> ● The Library should have more resources and reading material for references. ● There should be access of internet in the classroom always. 	More books needed More practice sheets And resources

* Attach independent reviewer's report and stakeholders' survey reports (if any)

4. Key Performance Indicators (KPIs)

List the results of the program key performance indicators (including the key performance indicators required by the National Center for Academic Accreditation and evaluation)

No	KPI	Target Benchmark	Actual Value	Internal Benchmark	Analysis	New Target Benchmark
1	Mission and goals		Not analysed	Not done		4
2	Programme management Quality assurance		Not analysed	Not done		3.5
3	Teaching and Learning		Not analysed	Not done		4
4	Students		Not analysed	Not done		4
5	Teaching staff		Not analysed	Not done		4
6	Learning resources, facilities and equipments		Not analysed	Not done		3.5
Comments on the Program KPIs and Benchmarks results : The program is still in first year and KPIs not analyzed and implemented yet.						

5. Analysis of Program Evaluation

(including strengths, Areas for Improvement: and priorities for improvement)

Strengths: None for now, as the KPI work has not been done by the KPI committee as they both have taken final exit.
Areas for Improvement: Proper KPI committee appointment should be done to execute the necessary actions.
Priorities for Improvement: Building a proper KPI committee with their job responsibilities.

G. Difficulties and Challenges Faced Program Management

Difficulties and Challenges	Implications on the Program	Actions Taken
Lack of motivation among students due to not entering the desired department	Less intake of students applying to the new department program	Encourage students with the vast opportunities in their future
Textbooks are not upto level of beginner especially grammar (1)	Increased rate of failure in grammar (1) course	Recommended the change of textbook
Lack of trained teachers in preparing CR , academic files and excel due to the college remote area and missing training sessions.	Teachers managed individually and separately and with no guidance	Recommendation of training in and off Addayer campus
Late execution of plans/actions by the course coordinators from main campus in Jizan	Teachers managed individually and separately and with no guidance	Carried on teaching the courses

*Internal and external difficulties and challenges

H. Program Improvement Plan

No .	Priorities for Improvement	Actions	Action Responsibility	Date		Achievement Indicators	Target Benchmark
				Start	End		
1	Teacher training	The teachers will be sent for the relevant workshops.	department	Aug. 2021/1	March 2021/2	Reports and certificates	3
2	Students workshop	Students will be guided and given workshops to improve their performance	department	Aug 2021/22	March 2021/22	Reports Students' satisfaction	4
3	Quality assurance training	Training regarding the quality work and maintaining the docs.	department	Aug 2021/2	March 2021/22	Quality assurances practices Reports Documents	4

I. Additional teachers' notes regarding the shift to E-Learning as a protective measure of COVID-19 pandemic:

NO .	ITME	COMMENTS
1.	Effects of E-learning methods	implemented during the 2 nd Sem.
a.	Effects on students	Good effect in general. E learning was introduced on a sudden note due to pandemic, Students and staff faced issues due to lack of e-learning training and practices. Methods implemented last semester helped the students to improve their technical skills.

		Few students weren't able to understand evaluation measures.
b.	Effects on learning outcomes of the courses	Learning outcomes were covered fully but assessment methods were a little unsatisfactory. The evaluation method should be the same for all the courses.
2.	Enhancement of E-learning methods implemented during the 2 nd Sem	
a.	Enhancement of teaching methods	Teaching through video and YouTube should be adopted. More focus on participation and group discussion Interactive method of teaching would help the most. Tracing 40- 60 Students would make it difficult. The smaller the group the best teachers can give. it should be 20-25 students. Improving access to digital technology for teachers and learners. Encouraging students to give feedback many times in one session to make the teaching more interactive and effective. Providing soft copy materials.
b.	Enhancement of evaluation measures	Prepare standard online tests With larger number of students in all the groups, it's difficult for the teacher to evaluate and give the review to all the students. So, if we make smaller groups and make the evaluation method the same for all the subjects, that would help a lot to achieve the outcomes. Evaluation method should include overall improvement of the students. Discussion time should be given after every lecture and the technical questions should be encountered just to avoid the copy and paste.
3.	Teaching staff satisfaction	
a.	Satisfaction with the E-Learning services offered by the college and the university	Staff are highly satisfied with the services offered during the 2 nd Sem
b.	Development of staff abilities and skills.	E-learning implementation leads to development of staff abilities and skills.
c.	Suitability of teaching methods.	Teaching methods were somehow suitable but not in a high degree.
d.	Satisfaction with the evaluation methods	Staff members were not satisfied with the evaluation methods implemented during the 2 nd Sem.

J. Report Approving Authority

Council / Committee	QUALITY ASSURANCE COMMITTEE
Reference No.	
Date	15/5/2020

J. Attachments :

- **A separate cohort analysis report for male and female sections and for each branch (NA)**
- **A report on the program learning outcomes assessment results for male and female sections and for each branch (if any) (NA)**
- **A report on the students evaluation of program quality (NA)**
- **Independent reviewer's report and other survey reports (if any) (NA)**
[Not applicable for now]