

English Language Center
General Foundation Program
Level 1 Course Outline

Colleges of Technology Moto

"Where Technology is Invented"

Vision

To be at the forefront of higher education institutions in technological education nationally and internationally.

Mission

To provide high quality learning ,training and research environment towards developing technological, innovative and entrepreneurial capabilities to meet the ever evolving social and economic needs

General Foundation Program aims to:

1. Help students to gain effective command of the required skills in English Language, Mathematics and Information Technology
2. Provide realistic learning opportunities for students to speak, listen to, read and write social, workplace and academic English confidently and effectively
3. Provide a solid foundation in English, Mathematics, and Information Technology to allow them to perform successfully in a variety of academic programs at a higher level
4. Equip students with the skills and attitudes to successfully participate in lifelong learning in their academic programs and future careers
5. Develop social competence by helping students to acquire teamwork and decision making skills
6. Develop academic competence which will include logical and abstract reasoning, problem solving, higher level cognitive and critical thinking

Level: 1		Academic Year: 2020-2021
English	No. of hrs/week: 18	Sem: 1
Pre-requisite(s): Scoring between 0- 30 % in the Placement Test.		

Level Course Objectives	
1.	Can understand and use in speech and writing familiar everyday expressions and basic phrases and sentences aimed at the satisfaction of needs of a concrete type
2.	Can introduce him/herself and others and can speak about and ask and answer questions about social, academic and work related activities.
3.	Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
4.	Manage time and accept responsibility according to OAAA GFP Standards # 6.2.1.

Level	Skill	No. of hours/week
1	Reading & Writing	10

Learning Outcomes

Note:

1. It is **not** a requirement to cover these L.Os/descriptors **in the given order**.
2. These learning outcomes **are benchmarked** with Common European Framework of Reference for Languages (CEFR)
3. These learning outcomes are mapped with Oman Academic Standards (OAS) for GFP.
4. Some L.Os cannot be met with the current L1 materials. Teachers may have supplementary materials to meet some of them.

Learning Outcomes for Reading	
L1R1	Can comprehend short simple reading texts in the region of 300 words

L1R2	Can comprehend short simple correspondence such as a simple email, SMS social media message or postcard
L1R3	Can recognise familiar names, words, and basic phrases on simple notices and posters in everyday situations
L1R4	Can get the gist of simple informational material
L1R5	Can understand short, simple descriptions
L1R6	Can identify the topics of short simple paragraphs which together constitute short simple reading texts of around 300 words
L1R7	Can scan short, simple passages and texts to extract specific information especially if there is visual support
L1R8	Can demonstrate possession of a narrow range of actively understood vocabulary
L1R9	Can use context clues to guess the meaning of occasionally occurring unfamiliar words in short, simple texts in the region of 300 words
L1R10	Can use with guidance a paper, online or digital English to English dictionary to find meaning and pronunciation of unknown vocabulary
L1R11	Can use pre-reading strategies to preview, activate prior knowledge, predict content of a text and establish a purpose for reading

Learning Outcomes for Writing	
L1W1	Can write simple phrases and sentences for a variety of basic purposes
L1W2	Can write simple sentences to give personal information
L1W3	Can write simple sentences to describe habits and routines
L1W4	Can write simple sentences to describe family life, places, hobbies and pastimes and vacation activities and to describe work and jobs
L1W5	Can write simple sentences describing self and other people, either real or imaginary
L1W6	Can write names, addresses, nationalities, occupations, dates and times, numbers and prices
L1W7	Can write short, simple messages or notes (SMS or social media message or postcard) and can write an email or a postcard of at least 75 words
L1W8	Can link sentences to form a short paragraph of at least 100 words using simple discourse markers such as 'and', 'but', 'because', 'or', 'so' and

simple punctuation

L1W9 Can use prewriting strategies to generate and develop ideas and to plan before starting to write

Delivery Plan: Reading Writing

Reading & Writing: 10 hours per week

Week	*Unit	Skill	Learning Outcomes	Supplementary Teaching Materials
1	One	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,5 (Describing self and other people),6,8,9	L.O5= L1WSMLO5 L.O6= L1WSMLO6A, L1WSMLO6B L1WSMLO6C L.O8= use Unit 3 Page.52-54 (<i>because</i>) and Unit 5 P88-89 (<i>and, but, or</i>)
2	One	RD	1,3,4,5,6,7,8,9,10,11	L.O3= L1RSML03
		WR	1,2,5 (Describing self and other people),6,8,9	
3	Two	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,3 (habits and routines),8,9	L.O3= use Unit 1 Page.15-18 and Unit 2 page.34-36
4	Two	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,3 (habits and routines),8,9	
5	Three	RD	1,2,4,5,6,7,8,9,10,11	L.O2= L1RSML02
		WR	1,2,4 (hobbies& pastimes),8,9	L.O4= L1WSMLO4B
6	Three	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (hobbies& pastimes),8,9	
7-PT	Three	RD	1,4,5,6,7,8,9,10,11	
		WR	1,4 (Describe family life),8,9	L.O4= L1WSMLO4A

8	Four	RD	1,4,5,6,7,8,9,10,11	
		WR	1,4 (Describe family life),7,8,9	L.O4= L1WSMLO4A
9	Four	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (Places hometowns),7,8,9	L.O4= L1WSMLO4C L.O7= L1WSMLO7C & L1WSMLO7D
10	Five	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (Places hometowns),7,8,9	
11	Five	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (vacation activities),5,7 (SMS, notes, emails),8,9	L.O4&5=L1WSMLO4&5 L.O7= L1WSMLO7A & L1WSMLO7B
12	Six	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (vacation activities),5,7 (SMS, notes, emails),8,9	1,2,4 (vacation activities),5,7 (SMS, notes, emails),8,9
13	Six	RD	1,4,5,6,7,8,9,10,11	
		WR	1,2,4 (vacation activities),5,7 (SMS, notes, emails),8,9	
14& 15	LEE			

Sources	
Text Books	Pathways Foundations Reading, Writing, and Critical Thinking
Reference Books	N/A
E-brary reference	N/A
Relevant Web Sites	www.cengage.com

Level	Skill	No. of hours/week
1	Listening & Speaking	8

Learning Outcomes

Note:

1. It is **not** a requirement to cover these L.Os/descriptors **in the given order**.
2. These learning outcomes **are benchmarked** with Common European Framework of Reference for Languages (CEFR)
3. These learning outcomes are mapped with Oman Academic Standards (OAS) for GFP.
4. Some L.Os cannot be met with the current L1 materials. Teachers may have supplementary materials to meet some of them.

Learning Outcomes for Listening	
L1L1	Can understand simple, standard speech which is carefully articulated, with sufficient pauses between phrases and or sentences to allow the idea to be processed
L1L2	Can understand words, phrases and simple sentences concerning family, hometown or village and life as a student
L1L3	Can understand simple questions, instructions and directions
L1L4	Can understand numbers, prices and times, including opening and closing times
L1L5	Can understand the language of basic greetings and leave- taking
L1L6	Can understand basic polite requests
L1L7	Can understand descriptions of simple routines and habits related to social life and to life as an employee or a student
L1L8	Can understand simple descriptions of people, places and things
L1L9	Can understand speech providing basic, concrete personal information
L1L10	Can demonstrate understanding of a short talk or conversation of two to three minutes related to everyday social activities, or to everyday employment or study- related activities

Learning Outcomes for Speaking/Pronunciation	
L1S1	Can use simple phrases and sentences to describe jobs, stages of academic study, places and people
L1S2	Can ask and answer simple questions related to jobs, stages of academic study, places and people and to simple activities.
L1S3	Can establish basic contact in social, employment or academic life by using the simplest everyday polite forms of greetings, farewells, introductions and thanks
L1S4	Can link words or groups of words with very basic connectors such as 'and', 'but', 'so', and 'then'
L1S5	Can maintain communication by expressing lack of understanding, or by asking for repetition, and by recognising errors and by having the confidence to repair errors
L1S6	Can give very simple directions supported by gesture such as 'it's upstairs'; 'she's downstairs'; 'it's over there'
L1S7	Can use simple sentences to describe everyday activities and some past activities of a social, work-related or study-related nature
L1S8	Can express wants, and make basic polite requests
L1S9	Can correctly say times, days, dates, give numbers and prices, and provide weights, measures and distances
L1S10	Can use intonation sufficiently well to indicate to the listener whether a statement is being made, or a question is being asked
L1S11	Can demonstrate a willingness to correctly distinguish between and produce phonemes problematic for Arabic speakers such as /b/ or /p/ and /g/ or /j/

Delivery Plan: Listening & Speaking

Listening & Speaking: 8 hours per week

Week	*Unit	Skill	Learning Outcomes	Supplementary Teaching Materials
1	One	Lis	1,2,3,4,5,9,10	L.O4= L1LSMLO4 L.O5=L1LSMLO5andL1SpSMLO3
		SP	1,2,3	
2	One	Lis	1,2,3,4,5,9,10	
		SP	1,2,3	
3	Two	Lis	1,2,3,4,5,6,7,8,9,10	L.O6= L1LSMLO6
		SP	1,2,6,7,11	L.O11= L1SpSMLO11A, L1SpSMLO11B
4	Two	Lis	1,2,3,4,5,6,7,8,9,10	
		SP	1,2,6,7,11	
5	Three	Lis	1,2,3,4,5,7,8,10	L.O4=L1LSMLO4&L1SpSMLO9
		SP	1,2,4,6,7,8,9,10	L.O4= use unit 3 page 52-53 & unit 5 page 88-89 from the Reading & Writing book
6	Three	Lis	1,2,3,4,5,7,8,10	
		SP	1,2,6,7,8,9,10	
7-PT	Three	Lis	1,2,3,4,5,7,8,10	
		SP	1,2,5,7,8,9,10	
8	Four	Lis	1,2,3,4,5,7,8,9,10	
		SP	1,2,5,7	
9	Four	Lis	1,2,3,4,5,7,8,9,10	
		SP	1,2,7	
10	Five	Lis	1,2,3,4,5,7,8,9,10	
		SP	1,2,7	

11	Five	Lis	1,2,3,4,5,7,8,9,10	
		SP	1,2,7	
12	Six	Lis	1,2,3,4,5,8,9,10	
		SP	1,2,7	
13	Six	Lis	1,2,3,4,5,8,9,10	
		SP	1,2,7	
14 & 15	LEE			

Note:

*RD: Reading, *WR: Writing, *Lis: Listening, *Sp: Speaking *SM: Supplementary Material

***Unit:**

- All listening and speaking activities (including grammar exercises) to be covered
- All reading activities to be covered
- Writing activities may be covered if time allows
- **Teachers must use the common supplementary teaching materials as indicated**

For the mapped Learning Outcomes, please refer to the *Mapping of Teaching Materials to CoTs' GFP L1 Learning Outcomes (English)* document.

Sources	
Text Books	Pathways Foundations Listening, Speaking, and Critical Thinking
Reference Books	N/A
E-brary reference	N/A
Relevant Web Sites	www.cengage.com

Grammatical Enabling Descriptors

CoTs' Learning Outcomes for Grammar

L1G1	Adjectives: common and demonstrative
L1G2	Adverbs of frequency
L1G3	Comparatives and superlatives
L1G4	Going to
L1G5	How much/how many
L1G6	I'd like
L1G7	Imperatives (+/-)
L1G8	Modals: can/can't/could/couldn't
L1G9	Past simple of "to be"
L1G10	Past Simple
L1G11	Possessive adjectives
L1G12	Possessive 's'
L1G13	Prepositions of place and time
L1G14	Present continuous
L1G15	Present simple
L1G16	Questions

L1G17	There is/are
L1G18	To be, including question +negatives
L1G19	Verb + ing: like/hate/love
L1G20	Articles and determiners
	Discourse Markers
L1G21	Connecting words: (and, but, because, or, so)
	Writing Conventions
L1G22	Simple punctuation (capital letters, full stops, question marks)

Level	Skill	No. of hours/week
1	General Study Skills	(embedded in Reading, Writing,)

Learning Outcomes for General Study Skills

L1GSS 1 Managing time and accepting responsibility to

- a. **Follow** the university policies on attendance and punctuality.
- b. **Bring** the required materials (pens, pencils, folder, etc) to class
- c. **Work** to imposed deadlines.
- d. **Organize** and **maintain** a portfolio of one's work with the help of the teacher.
- e. **Prepare** a feasible study schedule
- f. **Prepare and follow** a term planner noting key dates/events with the help of the teacher.
- g. **Complete** homework on time.
- h. **Continually revise** one's work.
- i. **Organize and maintain** a system of recording vocabulary.
- j. **Show** respect for teachers and others and their right to have a difference of opinion.

Delivery Plan: General Study Skills

Wk. No.	Learning Outcomes	Resources	Remarks
1	L1GSS1(a, b, c, d, e, f, g, h, i, j)	Awareness Program	
2	L1GSS1(a, b, c, d, e, f, g, h, i, j)	Introduction to the portfolio and the different parts	
3	L1GSS1(a, b, c, d, e, f, g, h, i, j)	*Vocabulary Log	
4	L1GSS1(a, b, c, d, e, f, g, h, i, j)	Rules and regulations	<i>Check portfolio contents</i>
5	L1GSS1(a, b, c, d, e, f, g, h, i, j)	Vocabulary Log	
6	L1GSS1(a, b, c, d, e, f, g, h, i, j)	Check portfolio	
7	L1GSS1(a, b, c, d, e, f, g, h, i, j)	Vocabulary Log	
8	L1GSS1(a, b, c, d, e, f, g, h, i, j)	Check portfolio	
9	L1GSS1(a, b, c, d, e, f, g, h, i, j)	Check and collect	<i>Collect portfolios</i>
10	<i>Return portfolios to students</i>		
11			
12	LEE		
13			

¹ GT teachers have to check students' portfolios each fortnight. Vocabulary log has to be checked on a weekly basis by listening and reading teachers and they have to put their signatures and the dates of checking students' work on every sheet. Marks should be sent to the GT teachers before the end of the semester.

Note:

*RD: Reading, *WR: Writing, *Lis: Listening, *Sp: Speaking *GS : General Study Skills *SM: Supplementary Material *GT: Group Tutor

*Unit: - **All reading activities to be covered**

- **Writing activities may be covered if time allows**

- **Teachers must supplement wherever indicated**

For the mapped Learning Outcomes, please refer to *Level 1 Mapping of Pathways to CoTs' GFP Learning Outcomes*.

Assessment Pattern: 2020-2021
Semester 1

Level 1							
Details	PT-Marks	Time	%	CA	Level Exit Exam - Marks	Time	%
Listening	25	30 min approximately	10	-	25	30 min approximately	12.5
Reading	25	60 min	10	-	25	60 min	12.5
Writing/Assignments	25	60 min	10	5	25	60 min	12.5
Speaking	-	-	-	-	25	7-10 min	12.5
Presentation	-	-	-	5	-	-	-
Book review	-	-	-	2			
Portfolio	Not Applicable	-	-	3	Not Applicable	-	-
In Class Marks				5			

Total		150 min approximately	30%	20%		160 min approximately	50%
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- All the exams will be timed as per the specifications given in the table above.
- On completion of the allotted time for all skills, the answer booklet/sheets has to be collected back from the students.
- To avoid /monitor/control students from cheating and committing fraudulent act, the group advisor will assign seat number to the student along with the seating plan.
- All the units covered before the Progress Test will be included in the test and the Level Exit Exam will include all the units covered during the semester.
- If a student fails the CA, but passes aggregate (LEE & CA), the student is considered as ‘passed’.

Essential Information to students on policies

Attendance Rules

- The General Foundation Program at English Language Centre applies the following attendance system:

Attendance:

- Attendance is taken on a regular basis at the beginning of each lecture and absence is recorded for all the courses.
- A student is suspended from the GFP, ELC if s/he does not show up for two consecutive weeks (ten working days) in all the registered courses without a valid reason.

Late Procedure

- Students must attend all classes on time.
- Students coming late to class after 10 minutes will be marked “late”. Being LATE for THREE times in a class will be considered as ONE class absence.
- After 15 minutes, the student will be allowed to enter the classroom and will be marked “**absent**”.
- If the student attempts to enter the classroom by force, he /she will be liable to disciplinary sanctions in accordance with the college rules and regulations.

Accepting Excuses Policy:

- Excuses must be submitted to the administration within 5 days from the date of issuance.
- The absence with valid excuses will not be deleted. These excuses will only be used to allow the student to take the assessed work.
- Students should not exceed the absence percentage allowed by the college to avoid being debarred from the exam.
- The College Council shall consider the excuses justifying the students' absence. The list of debarred students shall be determined.

Warning Counts:

Foundatoion - Total Hours of Warnings in Semester 1 (2020-21) - English إنذارات الغياب في الفصل الأول (2020-2021)									
Debarred المحرومين		Second Warning الإنذار الثاني		First Warning الإنذار الأول		Total English Hours	Number of Weeks (Semester 1)	English Hours Per Week	Level المستوى
Hours عدد الساعات	Percentage النسبة	Hours عدد الساعات	Percentage النسبة	Hours عدد الساعات	Percentage النسبة				
30	15%	20	10%	10	5%	198	11	18	1

Note: Each warning notice is issued after excluding the hours of absence with valid excuses.

Valid Excuses

The following are accepted as valid excuses:

- Official sick leave issued and stamped by government hospitals and **health centres**.
- Sick leaves from private clinics must be authorized by the government Health Centers.
- An official letter from the Wali, after it is authorized by the Head of Section (English Language Programs), regarding death of first degree relatives only.

Note: Other types of excuses will not be accepted.

- Excuses should be submitted to the Student Affairs staff (Registrar's office) within one week from the date of absence.

If submitted later, valid excuses will not be accepted by Student Affairs unless approved by HoS, ELP.

Plagiarism

1. Policy Statement

The Colleges of Technology are committed to keeping up with high standards of academic honesty and integrity among its staff and students by dealing pro-actively with cases of all forms of plagiarism. Staff and students are encouraged to use proper citations and acknowledgements to the work of others in respect of the principle of intellectual property.

4. a Instances of Plagiarism

Plagiarism occurs when other's work such as print material, images, audio-visual creations, computer programs, electronic materials, etc. are used without appropriate acknowledgement.

Plagiarism includes, but not limited to, the following:

- Copying full or part (paragraphs, sentences or significant part of a sentence) of other's work directly
- Copying from other's work with an end reference to the original source but without putting the copied text between quotation marks paraphrasing, summarising or rearranging words, phrases or ideas of other's work or / in-text citations.
- Copy-Paste of statements from multiple sources (electronic or print material)

- Presenting a work, done in collaboration with others, as independent work
- Using one's own work presented previously
- Borrowing Statistics from another person
- Fabricating data

Source: Direct quote from QD_ Plagiarism Policy_V2.1 pages 4 & 5


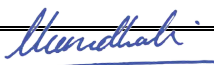
Examination Rules:

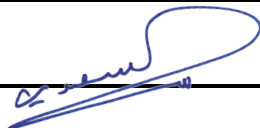

- Students without the college ID are NOT allowed to take the exam.
- Use of mobile phones and any other electronic gadgets inside the examination hall is NOT allowed.
- Copying, cheating, and any kind of malpractices on the examination are strictly prohibited. Immediate actions will be taken against violators.
- A small water bottle is allowed inside the exam hall.
- Students are not allowed to go out from the examination hall except in emergency situations (medical reasons).
- Students should not be allowed to leave the exam hall during the first 30 minutes of the actual time of the exam.
- Students who come after the listening track has started will NOT be admitted to the exam room. They will be admitted for the Reading and the Writing Exams. They need to submit a valid excuse in order to get the Listening exam later.

Source: ICT\ELC\ Exam Rules And Guidelines For Students\Sem. 3 AY 2018-2019 Version 1.0

Other Rules

1. Homework must be submitted on time. Teachers should write their feedback on the students' writing assignments.
2. Participation: Active participation in class is required.

Prepared & Agreed by:			
	Lecturers	Signature	Designation
Prepared by:	Nasser Sulaiman Ahmed AL-Shabibi		L1 Course Coordinator
Reviewed by:	Hamdoon Khalfan Saeed Al Handhali		HOS,C&TM

Agreed by:	Salem Nasser Saif Al Saadi		HOS,ELP
Date	October 13, 2020		
Approved by:			
Designation	Name	Signature	Date
HOC	Dr. Thuraya Khalifa Salim Al Riyami		October 13, 2020

Document History: 1

Revision	Date	Author/s	Amendments	Circulated to
1.1	07-04-10	Ms. Nasra Al Rahbi	Version 1 Authorized	ELC council, level 1 coordinator, teachers and students File copy
1.2	07-07-10	Mr. Joseph Chacko, Dr. Louise Strydom, Ms.Shazia Javaid and Nasra Al-Rahbi Internal Curriculum Development Committee	Version 1.2 authorized. (Revised the Learning Outcomes)	ELC council, level 1 coordinator, teachers and students File copy
1.3	05-01-11	Ms. Caroline, Mr. Hilal, Ms. Marina, and Ms Nasra		ELC council, level 1 coordinator, teachers and students File copy
1.4	25-04-11	Mr. Majeed Al-Rashedi		ELC council, level 1 coordinator, teachers and students File copy
1.5	27-4-11	Mr.Majed Al-Rashdi		ELC council, level 1 coordinator, teachers and students File copy
1.6	13-09-11	Mr.Majed Al-Rashdi	Revised based on the new course material in reading and writing and new learning outcomes 2010	ELC council, level 1 coordinator, teachers and students File copy

Document History: 2

Revision	Date	Author/s	Approval	Amendments	Circulated to
2.1	03-04-12	Mr. Benny Pallipadan Mr. Abdulrahman Mohammed	ELCC	Revised the template to accommodate D P s of all the skills in one document L Os are listed in the beginning of the D P	ELC administration, level 1 coordinator, teachers, students & File copy
2.2	05- 09 - 12	Mr. Benny Pallipadan (Level 1 Coordinator)	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
2.3	05- 01 - 13	Mr. Benny Pallipadan (Level 1 Coordinator)	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
2.4	26- 03 - 13	Mr. Benny Pallipadan (Level 1 Coordinator)	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
2.5	04- 09 - 13	Mr. Benny Pallipadan (Level 1 Coordinator)	ELCC	Revised according to the semester plan and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy
2.6	04-01-15	Ms. Nasra Al Habsi	ELCC	Revised according to the semester plan and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy
2.7	07-05-2015	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy

Document history: 3

Revision	Date	Author/s	Approval	Amendments	Circulated to
3.1	05-10-15	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and newly introduced material and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy
3.2	04-1-16	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and newly introduced material and the	ELC administration, level 1 coordinator, teachers, students & File copy

				suggestions from CQAC	
3.3	13-4-2016	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and newly introduced material and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy
3.4	20-9-2016	Mr. Muhammad Yasar Ahmed	ELCC	Revised according to the semester plan and newly introduced material and the suggestions from CQAC	ELC administration, level 1 coordinator, teachers, students & File copy

Document History 4

Revision	Date	Author/s	Approval	Amendments	Circulated to
4.1	7-9-2017	Susan Dina	ELCC	Revised based on the new learning outcomes and new course materials	ELC administration, level 1 coordinator, teachers, students & File copy
4.2	14-1-2018	Mr. Hamdoon Al-Handhali	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
4.3	20-4.2018	Mr. Hamdoon Al-Handhali	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
4.4	11.9.2018	Mr. Hamdoon Al-Handhali	ELCC	Revised according to the semester plan	ELC administration, level 1 coordinator, teachers, students & File copy
4.5	5.1.2019	Nasser Sulaiman Ahmed Al Shabibi	ELCC	Revised according to the semester plan /template	ELC administration, level 1 coordinator, teachers, students & File copy
4.6	21.4.2019	Nasser Sulaiman Ahmed Al Shabibi	ELCC	Amended as per the CA guidelines	ELC administration, level 1 coordinator, teachers, students & File copy
4.7	15.9.2019	Nasser Sulaiman Ahmed Al Shabibi	ELCC	Authrised version 4.6	ELC administration, level 1 coordinator, teachers, students & File copy
4.8	5.1.2020	Nasser Sulaiman Ahmed Al Shabibi	ELCC	Authrised version 4.6	ELC administration, level 1 coordinator, teachers, students & File copy

4.9	1.9.2020	Nasser Sulaiman Ahmed Al Shabibi	ELCC	Authrised version 4.6	ELC administration, level 1 coordinator, teachers, students & File copy
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