



GOVERNMENT COLLEGE OF TECHNOLOGY

Kohat Road Peshawar, Pakistan, 25000

Phone: +92 91 9212739

Email: GCT_Peshawar@kptevta.gov.pk

Website: www.gctpesh.edu.pk

Accredited with NAVTTC Islamabad



DEPARTMENT OF MECHANICAL ENGINEERING TECHNOLOGY

ANNEXURE-A

No.	Observation	Response
3.1	Criterion-1: Program Education Objectives (PEO's)	
3.1.3	<u>Are stakeholders involved in formulation and review of PEO's?</u> No particular evidence of stakeholders in formulation and review of PEO's has been observed. The area is weak and needs improvement.	As an affiliate institute, the formulation and review of PEO's is set to be addressed to the parent university that already has departmental Industry Advisory Board (IAB) and Academic council. However GCT's departmental IAB is already present and is in practice. (ANNEX-C and ANNEX-D)
3.1.4	<u>Is a process in place to evaluate attainment of PEO's?</u> A proper mechanism to evaluate and review of attainment of PEO's must be devised and KPI's should also be defined, clearly. The area is weak and needs improvement.	PEOs attainment mechanism is notified with 50% KPI in cohort level for the time. (ANNEX-E).
3.2	Criterion-2: Program Learning Outcomes (PLO's)	
3.2.4	<u>Are courses mapped to the PLO's?</u> Mapping of courses to PLO's is there but needs comprehensive improvement. The mapping must be discussed in the BoS/DQEC meeting in detail. The area is weak and needs improvement.	Needful is done. Courses mapped clearly.
3.2.7	<u>Is a process in place that applies assessment results to further refine the assessment mechanism, and/or redefine PLO's, leading to Continuous Quality Improvement (CQI) of the program?</u> No well-defined process at student and at cohort level exists. Possible corrective actions also need to be defined in detail. The area is weak and needs improvement.	CQI cycles notified. Future OBE tasks will be according to the relevant loop. (ANNEX-F)



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No.	Observation	Response
3.3	Criterion-3: Curriculum and Learning Process	
3.3.3	<u>Are students getting adequate exposure to Broadly Defined Engineering Technology Problems and Broadly Defined Engineering Technology Activities?</u> Broadly Defined Engineering Technology activities are extremely limited which will limit students' exposure to other fields of Mechanical Engineering Technology. Moreover PBL's and OELs are also limited. The area is weak and needs improvement.	Corrective measures taken. (ANNEX-G)
3.3.8	<u>Is there formal involvement of industry, and other stakeholders, in curriculum development and revision?</u> There is very less involvement of stakeholders in curriculum development and moreover, the curriculum review committee should be formulated for curriculum monitoring and implementation. This is a weak area that needs improvement.	Needful is done. However the committee is only departmental that can request to parent university for actual changes in curriculum. (ANNEX-H)
3.3.11	<u>Are students getting opportunities that invoke intuitiveness and originality of thought through 1) Problem Based Learning (PBL), 2) Design Projects (DP's), and 3) Open- Ended Laboratories (OEL's)?</u> There are limited opportunities for Problem Based Learning (PBLs) and Open Ended Labs (OELs). Therefore it requires more improvement. The area is weak and needs improvement.	Corrective measures taken. (ANNEX-G)
3.5	Criterion-5: Faculty and Support Staff	
3.5.3	<u>Is a formal mechanism in place for faculty training, mentoring, development of pedagogical skills (including OBE concepts), and implementation methodologies to ensure their professional growth? Some training aspects of such a development program are:</u> a. General aspects of lecture delivery include thorough preparation.	Corrective action taken by the department. (ANNEX-I)



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	b. Use of support systems during lecture delivery. c. Mode and means of efficient student-teacher interactions. d. Developing course files. e. Dedicated office hours and their effectiveness. f. Conducting effective quizzes, mid-term tests, final exams, and making semester system more transparent and effective. g. Lecture breakdown to ensure complete course coverage. h. Code of conduct and integrity issues. (Sexual harassment policy) i. Communication skills and ability to disseminate knowledge especially at the conceptual level. Limited training opportunities related to OBE are being provided to the faculty members. Moreover the training on Broadly Defined Engineering Technology Problems, Open-Ended Labs and Problem Based Learning should also be conducted on regular basis. The area is weak and needs improvement.	
3.5.6	<u>Is the faculty engaged in publications, research, and seeking sponsored projects from industry or donor agencies etc.?</u> Faculty's engagement in publications and research is very limited. The area is weak and needs improvement.	Departmental committee formulated. Needful is done. (ANNEX-J)
3.6	Criterion-6: Facilities and Infrastructure	
3.6.5	<u>Are effective counseling and career placement services provided to students?</u> Counselling services and career placement services are considered not sufficient. The area is weak and needs improvement.	Departmental committee formulated. Needful is done. (ANNEX-K)



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No.	Observation	Response
3.9	Criterion-9: Industry Linkages	
3.9.4	<u>Are there any industry-sponsored projects supervised by faculty, by outside professionals (or on-job trainers), and by faculty and professionals jointly?</u> No particular evidence has been found with regards to industry sponsored projects supervised by the faculty. The area is weak and needs improvement.	Departmental committee formulated. Needful is done. (ANNEX-J)