GOVERNMENT COLLEGE OF TECHNOLOGY
Kohat Road Peshawar, Pakistan, 25000
Department: BS Electrical Engineering Technology

The Registrar,
National Technology Council (NTC),
Islamabad.

Subject: SUBMISSION OF CORRECTIVE ACTIONS AND IMPLEMENTATION PLAN.

Reference: NTC letter No. NTC/12/01/AV, dated 29-10-2025

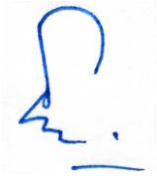
Respected Sir,

With reference to the above subject and the quoted letter, it is submitted that an Accreditation Inspection Committee (AIC) was constituted by the National Technology Council (NTC), vide letter No. NTC/12/01/AV, dated 29-10-2025, to conduct the Accreditation Visit of Government College of Technology Peshawar (GCTP) on November 06-07, 2025, for the BS Electrical Engineering Technology program.

In light of the observations raised by the Committee during the said visit, the College has thoroughly reviewed each observation and formulated the corresponding corrective actions and implementation plan, as detailed in the enclosed report.

It is, therefore, respectfully requested that the enclosed Corrective Actions and Implementation Plan may kindly be reviewed and accepted, and the College's compliance towards the accreditation requirements of the BS Electrical Engineering Technology program be favorably considered.

Enclosure: Corrective Actions and Implementation Plan (as attached)



Principal
Government College of Technology,
Peshawar

GOVERNMENT COLLEGE OF TECHNOLOGY
Kohat Road Peshawar, Pakistan, 25000
Department: BS Electrical Engineering Technology

CORRECTIVE ACTIONS AND IMPLEMENTATION PLAN

No.	Criteria	NTC Observation	Corrective actions	Responsible body
3.2.4	*Are courses mapped to the PLO's?*	Mapping of PLOs to courses through CLOs are carried out but needs major improvements. Some PLOs are mapped to only 2 or 3 courses, which are very few. All PLOs shall be mapped with a minimum of 05 courses. The SIT constitute major portion any BE Tech Program which are left un-mapped with PLOs. The labs courses are not explicitly mapped with PLOs.	*CLO–PLO mapping has been comprehensively revised, ensuring each PLO is mapped with a minimum of five courses, including laboratory and SIT courses. And recorded in SAR-2026(updated)*	DOBE Committee/Program Team
3.2.5	*Are teaching, learning and assessment methods appropriate, and support attainment of PLO's?*	Teaching methodologies encompass necessary areas such as good content, and appropriate time-line management. Direct assessments are adequate but indirect assessments such as students' feedback and faculty course	*Direct and indirect assessment mechanisms, including student feedback and Faculty Course Review Reports, have been strengthened, with SITs, OBE/OEL and PBL incorporated into PLO assessment and CQI.*	DOBE Committee/Program Team

No.	Criteria	NTC Observation	Corrective actions	Responsible body
		review reports are inadequate so it is recommended for enhancement so that summative assessment could be carried out. SITs need to be included in PLOs (direct as well as indirect) assessment and attainment. The were very few evidence of OEL and PBL.		
3.2.6	*Are well-defined Key Performance Indicators (KPIs) in place to assess, and evaluate, attainment of PLO's at student, and cohort levels?*	Assessment process is defined with KPIs of 50% for individual and also 50% at cohort level for direct assessments. The cohort level KPI threshold needs to be increased to 60% inline with NTC Guidelines However, indirect assessment is not taken care of in the attainment of PLOs. Further, SIT is not being considered for the attainment of PLOs which is a compromise on the spirit of the program.	*The cohort-level KPI threshold has been increased from 50% to 60% in line with NTC guidelines, and the revised KPI has been updated in the SAR.*	DOBE Committee/Program Team

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3.3.9	*3.3.9. Are other aspects of students learning, such as tutorials, seminars, workshops etc., in place?*	The frequency of training, seminars, workshops, etc. is quite low that needs to be enhanced. The industrial exposure to students was also observed to be ineffective and insufficient.	*The issue already taken with high-up's for the required training, seminars, workshops, and industrial exposure activities will be further strengthened and improved shortly to ensure effective student learning and professional development..*	KP-TEVTA
3.3.10	*3.3.10. Do students have exposure to verifiable practical learning through Supervised Industrial Training (SIT) programs, with formal feedback mechanism from the employer? A good SIT program must ensure that: a. The SIT is in consonance with the curriculum. b. The SIT is robust and well-designed. c. There is an HEI monitoring system in place.*	Practical learning through SIT is being practiced and there is an OBE based assessment and evaluation mechanism for SITs. However, the SIT assessments needs to me made more robust. with input from all stakeholders (industrial supervisor, viva committee, SIT coordinator, etc.).	*SIT is already being practiced through supervised industrial training with OBE-based assessment and maintained learning logbooks. The assessment and evaluation mechanism has been further strengthened through formal feedback from industrial supervisors and other relevant stakeholders.*	Already done ***Annex-VII***

No.	Criteria	NTC Observation	Corrective actions	Responsible body
	d. Training logbooks are maintained.			
3.3.11	*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)?*	Based on the available evidence for the subject program, PBL and OEL are offered to a limited extent, yet they don't qualify the required level of complexity. The designed labs are simple, showing hardly any attribute of complexity in most cases. Design Projects are quite superficial and lacks depth in terms of technical knowledge and implementation approach.	*The implementation of PBL, Design Projects, and OEL is under consideration, and necessary improvements will be implemented shortly.*	DOBE Committee/Program Team
3.4.3	*Is there a policy framework to provide off-class academic counseling through Faculty, Research Assistants (RA's), Teacher Assistants (TA's), or Graduate Assistants (GA's), by holding scheduled*	Although counseling hours were reported to be assigned. However, no proper policy to provide off-class academic counselling through TAs, RAs and GAs is available. The counseling hours need to be displayed outside concerned	*The department will implement the Student & Off-Class Academic Counseling Policy below, covering both office hours for TAs/RAs/GAs and a formal student counseling/advisory system.*	DOBE Committee/Program Team Policy Annex-VIII

No.	Criteria	NTC Observation	Corrective actions	Responsible body
	tutorials, and problem-solving sessions etc.?	faculty/staff office as well.		
3.4.4	*Are student counselors designated, and available, to advise or counsel students regarding academic or career matters, and provide assistance in dealing with their health, financial, emotional and spiritual problems?*	No counselling relating to students' guidance beyond academic and technology related matters was witnessed. There is a dire need to strengthen it by assigning advisors from faculty for each batch to address students' various problems. The counseling hours need to be displayed outside concerned faculty/staff office as well.	*The department will designate 2–3 faculty members per batch as Student Advisors/Counselors, formally notified at the start of each academic year.*	DOBE Committee/Program Team Policy Annex-VIII
3.4.7	*Is completion of courses evident from course files, and from student feedback? Course file must include: Lecture breakdown for entire semester. Schedule of monthly/mid-term tests and final examination. Breakdown of laboratory*	Although course-files are maintained by almost all faculty members, some piece of information was missing in many folders. There was no record of rescheduled classes and details of office-hours for tutoring etc. The number of quizzes	*The Course review report preform already in Annex-V adopted and handover to faculty for adoption from the current semester*	DOBE Committee/Program Team

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	experiments pertaining to the course and record of successful conduct. Samples of best, worst, and average answer sheets, along with the question paper of each exam, quiz, and homework. Record of make-up classes for any unscheduled holiday/s. Details of office hours for tutoring etc. Recommendation and suggestions related to the course for the next session.	and assignments were quite a few ensuring improper CLOs coverage. In some of the folders, the course review reports were contradictory to the evidence available in the folder via quizzes, mid-term, and final examinations. Recommendations/ suggestions by the faculty for next semester were not found in the course-folders.		
3.4.8	*Is there verifiable evidence of students' participation in national and international technology exhibitions, competitions, and similar events, and does the Program facilitate student participation?*	There was hardly any evidence for facilitation of students' participation in national or international technology exhibitions, projects-competition, symposia etc. Limited activities	*The issue has be taken with KP-TEVTA management with true spirit and enthusiasm*	KP-TEVTA

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		were observed for learning opportunities outside the College including industrial visits, recreational visits etc.		
3.5.5	*Is the faculty workload reasonable, generally, and adjusted favorably for those pursuing higher studies, as per HEC/NTC guidelines?*	A limited number of faculty members are involved in research and publications. The HEI provides an incentive of cash award to encourage faculty publications. However, sponsored and funded projects are not there. They need to be more proactive at seeking industry or some agency projects for further publication and industry-academia collaborative culture.	*The issue has be taken with College management and IMC with true spirit and enthusiasm*	KP-TEVTA
3.6	Criterion-6: Facilities and Infrastructure			

No.	Criteria	NTC Observation	Corrective actions	Responsible body
3.8	Criterion-8: Continuous Quality Improvement (CQI)			
3.8.1	*Is the CQI process well documented and institutionalized at all levels (e.g., PEO's, PLO's and CLO's)?*	The department has partially defined and documented CQI process at various levels including PEOs, PLOs and CLOs but it needs to be improved and consistent. There is a need to provide further training and seminars for the faculty/ staff in this regard.	*Some of the faculty members trained as per Annex-IX and cascade training mechanism adopted for further faculty training in this regard.*	KP-TEVTA
3.8.5	*Is there improvement in faculty publications, R&D, and consultancy activities since the last AIC visit?*	No improvement was found. Thus, there is room for improvement in terms of consultancy activities and engaging in R&D.	*The issue taken with high-up's for improvements*	
3.9	Criterion-9: Industry Linkages			
3.9.1	*Is there an active Industrial Advisory Board (IAB), Industrial Advisory*	The Industrial Advisory Board consists mostly of Govt sector members. It is	*1. The department will strengthen the involvement of the Governing Board/Board of*	DOBE/PT

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	Committee (IAC), or Industry Liaison Office (ILO)?	advisable to conduct IAB meetings on a regular basis and enhance the IAB by integrating industry experts who may serve as potential employers for graduates of electrical engineering technology. This adjustment aims to refine the curriculum to align with industry needs, ensuring a holistic representation of industry perspectives. Additionally, it will foster stronger connections between the academic program and potential employers.	*Studies in academic and quality-related matters.* *Regular meetings will be conducted to review program performance, PEOs, PLOs and CLOs.* *Recommendations from relevant stakeholders will be systematically documented and incorporated into the CQI process.* *Feedback from industry and other stakeholders will be used to improve curriculum and graduate competencies.*	
3.9.3	*Are there opportunities for students to acquire industrial experience via Internships and Supervised Industrial Training (SIT)?*	The internships and supervised industrial trainings mechanism needs to be formalized at the department level and properly documented. The system of check and balance between students	*The internship and Supervised Industrial Training (SIT) mechanism is already fully implemented and properly documented at the department level.* *Students are provided*	DOBE/PT

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		should be strengthened while performing the internship as per spirit of program objectives. A proper mechanism of student placement in industry for internship and other industrial exposure in relevant fields should be maintained. This can be achieved by expanding the network of industry partnerships, actively seeking internship opportunities for students, and providing comprehensive support and guidance throughout the internship process.	*opportunities for industrial placements and relevant practical exposure through established industry linkages.* *A proper system of supervision, monitoring, assessment, and student support is already in practice.* *The department is continuously working to* ***expand its network of industry partnerships*** *to provide additional internship opportunities.* *Further industry linkages are being developed to enhance students' industrial exposure and practical competencies.*	
3.9.4	*Are there any industry-sponsored projects supervised by faculty, by outside professionals (or on-job trainers), and by faculty*	The absence of evidence showcasing faculty members supervising sponsored projects is noted. Industrial projects hold significant value,	*The department is committed to initiating industry-sponsored projects jointly supervised by faculty and industry professionals.* *The matter has been taken up with the*	DOBE/Institute/KP-TEVTA

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	and professionals jointly?	not only enriching the professional growth of faculty members but also cultivating robust collaborations between academia and industry. Although there are currently no industry-sponsored projects in progress, the faculty has shown a wish to secure such opportunities through dedicated efforts.	*higher authorities for necessary approval and facilitation.* *The department will strengthen industry linkages to identify and secure suitable sponsored projects. Faculty members will be encouraged to participate in the supervision and execution of such projects.*	
3.9.5	*Are there opportunities for faculty members to get involved in design, supervision and consultancy roles with the industry in execution of industrial projects?*	College has the capacity to facilitate, having ample equipment and expertise. However, no faculty member is involved in design, supervision and consultancy roles with the industry in execution of industrial projects. This is a weak area that needs improvement.	.*Faculty members will be encouraged to participate in industrial design, supervision, and consultancy assignments.* *Industry linkages are being expanded to identify suitable consultancy and collaborative opportunities.*	KP-TEVTA