



National Accreditation Council for Teacher Education (NACTE), Islamabad.

Accreditation Standards, Elements and Indicators for Open & Virtual Institutions

To be Implemented from January 1, 2026.

Pre-requisite Document

1. Minutes of academic council in which the certain teacher education programme was approved
2. HEC's NOC is required for the MS/M.Phil. /Ph.D. programmes.

Standards	Elements	Indicators
<p>1. Curriculum Development and Implementation</p> <p>The curriculum is aligned with program objectives and NPSTs' needs, incorporating feedback from various stakeholders and technological advancements, while implementation plans prioritize a supportive learning environment, fostering engagement and self-regulated learning both inside and outside the classroom</p>	<p>1.1. Curriculum Development Process</p>	1.1.1 Curriculum development process includes formulation of the objectives of the program inline with vision and mission of the institute.
		1.1.2 Program objectives and courses/ course outlines are aligned with knowledge, skills and dispositions desired in National Professional Standards for Teachers (NPSTs) in Pakistan.
		1.1.3 The curriculum is approved by the statutory bodies.
		1.1.4 Curriculum revision is based on a need analysis of the following (feedback from teacher educators, feedback from prospective teachers, feedback from the employers i.e. provincial governments and private schools' organizations, advancements in the discipline/ research findings)
	<p>1.2. Curriculum Description of the Programme</p>	1.2.1. The curriculum document includes duration of the program i.e., number of years, semesters, credit hours and course outlines; and meet the minimum requirements of the Higher Education Commission.
		1.2.2. Curriculum includes break down of marks along with criteria for assessment of all curriculum aspects (midterm, final exam, sessional work including assignments, quizzes, practicum and presentation)
		1.2.3. Scheme of studies/Curriculum/ Course outlines have integration of ICT (LMS components, file, URLs etc) and suggest practical/hands on activities and are compatible with stipulated time of semester.



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		1.2.4. The curriculum or its course outlines provide lists of online resources/web sites and recommended books of recent editions for each course.
<i>1.3. Curriculum Implementation Plan (Course Transaction and Classroom Management)</i>	1.3.1.	Course coordination/allocation is done based on the qualifications, competence, consents and mutual collaboration of the teacher educators.
	1.3.2.	Schedule for online/hybrid interaction is prepared and notified well in time and disseminated / available to all concerned
	1.3.3.	Academic calendar for the implementation of all activities (e.g., start, orientation of students and end of semester, conduct of midterm and final term exams) is prepared & followed.
	1.3.4.	Curriculum (in soft or hard copy) is available on website/LMS/CMS.
	1.3.5.	Instructors maintain course files on LMS which include (attendance, course delivery plan along with other activities, assessments, assignments etc. On a template given by institution or on their own)
	1.3.6.	Instructors use tools to ensure timely feedback on prospective teachers' work (activities, assignments).
	1.3.7.	Instructors use variety of instructional tools & procedures in teaching learning process.
	1.3.8.	Instructors employ teaching learning strategies that inculcate desirable values in prospective teachers.
	1.3.9.	Teacher educators & Instructors coordinate to teach specific topics.
<i>1.4. Learning environment and Students' Engagement in Learning activities</i>	1.4.1.	Instructors foster a social environment that encourages teacher-student and student-student interactions inside and outside the class by using variety of tools embedded in LMS.
	1.4.2.	Instructors create a secure, confident, and motivating online/physical learning environment for prospective teachers.



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		1.4.3. Discussion & participation tools are integrated and being used by the instructors to create classroom environment for ensuring students'/prospective teachers' frequent participation in the form of discussion, activities for prospective teachers' groupwork and hands on activities.
<p>2. Teaching Practice</p> <p>Teaching Practice is strengthened through prospective teachers' training in classroom observation, lesson planning, and teaching through simulations and microteaching, with assistance and support of manuals and planners, coordination and organization for supervision ensuring alignment with evaluation criteria and maintaining detailed reports of experiences.</p> <p><i>(Not Applicable for MS/MPhil/PhD)</i></p>	<p>2.1 <i>In-house Preparation for Teaching Practice</i></p>	<p>2.1.1 Prospective teachers are educated/prepared for developing lesson plans, classroom observation and teaching in the classroom using simulations (Specimen lessons by teacher educators/instructors using certain method of teaching) and microteaching.</p> <p>2.1.2 Teaching practice manuals and lesson planners are available to prospective teachers (Template and duration of lesson plan/printed register/ diary/mechanism and guidance for planning lessons).</p>
	<p>2.2 <i>Planning, Organizing and Supervision of Teaching Practice.</i></p>	<p>2.2.1 A teacher educator is appointed to organize and coordinate teaching practice.</p> <p>2.2.2 Teaching practice manual is prepared and available outlining evaluation criteria for all aspects of teaching practice, accompanied by guidelines for teacher educators, school principals, cooperative teachers, and prospective teachers)</p> <p>2.2.3 Cooperative schools are designated and record is maintained.</p> <p>2.2.4 Teaching practice coordinator coordinate with cooperative schools, teacher educators/instructor and co-operative teachers well in time and share the following. Allocation of prospective teachers (List) with their detail information, Allocation of teacher educator/instructor as supervisors of teaching practice, Dates and duration of teaching practice, Teaching practice manual, Templates/ performs (separately printed) to get feedback and evaluation by school principal, and cooperative teacher)</p>



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	2.3 <i>Prospectives teachers' Experiences in Schools</i>	2.3.1 Prospective teachers are having the provision for uploading the teaching practice reports explaining their learning experiences, difficulties faced, support by supervisors, role of cooperative teachers.
	2.4 <i>Teaching Practice Portfolios</i>	2.4.1 Prospective teachers are provided with the instructions regarding preparation, submission & evaluation of the portfolios. 2.4.2 Teaching practice portfolios of prospective teachers contains schedule, lesson plans, feedback by supervisors, cooperative teacher, list of tasks activities performed during teaching practice.
3. Students' Enrolment and progression There is approved admission policy and mechanism to monitor the students' acquisition of knowledge, dispositions and skills.	3.1 <i>Admission policy and enrolment</i>	3.1.1 There is an adequate compliance of admission policy (Students-teacher ratio and meeting pre-requisites) approved by statutory body.
	3.2 <i>Acquisition of Competency</i>	3.2.1 There is a prevalence of mechanism to assess/monitor prospective teachers' acquisition of knowledge, disposition, and skills at regular intervals during period of study
3.2.2 Semester wise assessment ensures assessment of knowledge, disposition and skills of prospective teachers. (Question papers of midterm, final term and sessional activities are aligned with NPSTs.)		
4. Assessment of Prospective Teachers' Progression Assessment system ensures a clear, disseminated policy, alignment with program and	4.1 <i>Assessment policy for students' progression</i>	4.1.1 The assessment policy for prospective teachers' progression is documented and disseminated by uploading on LMS (i.e. assessment of students'/prospective teachers' progress through midterm & final exam along sessional work including assignments, quizzes, presentations etc and practicum with proper weightage)
		4.1.2 The assessment policy is based on the objectives of the programme



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course objectives with guidelines and weightage both for formative and summative assessment of dispositions and skills, grading scheme, inclusion of higher order learning assessment, catering stakeholder feedback, periodic revisions, and protection of prospective teachers' rights.		4.1.3	Instructors provide online feedback to the prospective teachers about the monitoring points of their progression.
		4.1.4	Quality improvement plans are developed, implemented and monitored.
	4.2 Alignment of policy and assessment practices	4.2.1	Alignment of assessment policy and assessment practices is evident
		4.2.2	Formative tests and summative examinations are aligned with course objectives and NPSTs.
		4.2.3	There is a suitable proportion of questions meant for assessment of higher order learning i.e. synthesis and analysis.
	4.3. Students' satisfaction with assessment procedures and practices	4.3.1.	There is a mechanism to seek feedback from the prospective teachers to know their level of satisfaction with assessment procedure and practices.
		4.3.2.	There is complete record of students'/prospective teachers' feedback about assessment procedures and practices.
		4.3.3.	A complete record of students' / prospective teachers' complaints about assessment procedures and practices with their follow-up is maintained.
	4.4. Integration of technology in assessment practices and procedures	4.4.1.	Tools are embedded in LMS to be used by instructors to assess the learning of the prospective teachers including the differential techniques if required for special needs.
		4.4.2.	Assessment data collected through tools embedded in LMS is maintained using appropriate information communication technologies.
	4.4.3.	Real-time/Instant feedback is provided through LMS/CMS to students / prospective teachers' on quizzes, tests, and assignments.	



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<p>5. Infrastructure and Learning Resources</p> <p>The program is provided with adequate and necessary facilities, infrastructure and learning resources to prepare teachers following the prescribed curriculum and providing opportunities to the students through sports activities to competence and showcase their skills.</p>	<p>5.1. Building</p>	5.1.1. The institution is housed in a Purpose-built independent building located in a hazard-free and echo-friendly environment and environment is conducive, open and harmonious.
		5.1.2. The building caters the need of special people (ramps etc.)
		5.1.3. The institution provides the facility of cafeteria for students and faculty.
		5.1.4. Washrooms facility is available for students and faculty and equipped with necessary facilities.
		5.1.5. There are adequate number of offices for HOD and faculty members
		5.1.6. There is a separate committee room/board room available for staff meetings.
		5.1.7. Hall/auditorium/seminar room is housed in the institution
		5.1.8. There is a staff room/faculty lounge for leisure and chit chat of faculty members
	<p>5.2. Learning Resources</p>	5.2.1. There is a smooth availability of internet for students and faculty.
		5.2.2. Learning Management System (LMS)/(CMS) etc. is there to provide a centralized platform for managing e-learning and training activities.
		5.2.3. There are adequate number of functioning smartboards/multimedia and classrooms/recording rooms etc are equipped with updated sound system along assistive digital tools if required for special needs.
		5.2.4. On-campus printing facility (Photocopier) is available.
	<p>5.3. Library</p>	5.3.1. The library is strategically located to be accessible to all teacher educators and prospective teachers.
		5.3.2. The library is functionally designed and managed by an adequate number of qualified, trained and professional staff.
		5.3.3. The library is furnished with well-designed furniture, proper storage, shelving and electronic equipment.
		5.3.4. The library comprises various types of information sources (i.e. print, non-print, electronic and digital materials).



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		5.3.5. There is evidence for the regular upgradation of library.
		5.3.6. The library collection includes all the recommended books mentioned in the syllabus / curriculum document of the program along all national documents related to teacher education.
<p>6. Management and Human Resources</p> <p>The institution maintains, develops and supports experienced leadership, qualified teacher educators and competent support staff to conduct the program through an inbuilt staff-development mechanism.</p>	6.1. Management	6.1.1. Program is managed by professionals with relevant qualification.
		6.1.2. Written policies and procedures are there for internal management/ operational activities.
		6.1.3. There is evidence for rules and regulations regarding all academic and administrative matters.
		6.1.4. Notified boards/committees are followed for all academic administrative matters of the program.
		6.1.5. There is evidence of adherence of rules, regulations, procedures and professional code of ethics.
		6.1.6. The annual calendar of the programme is available to all stakeholders.
		6.1.7. Management is supported by appropriate number of trained and competent support staff.
		6.1.8. There is a mechanism for self-assessment of the program.
		6.1.9. Evidence for the development, implementation and monitoring of improvement plan is there.
		6.1.10. The institution follows clearly defined policies and procedures regarding gender issues for selection, promotion, retention and other matters that affect teacher educators, staff and prospective teachers.
	6.1.11. The program is conducted in a conducive, open, and harmonious environment, free of discrimination.	
	6.2. Teacher Education Faculty	6.2.1. There is a formal appointment and placement policy for teacher educators.
		6.2.2. Appropriate/Adequate number of faculty members are recruited.
		6.2.3. There is evidence for the relevance of faculty members' recruitment w.r.t. qualification and specializations.



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		6.2.4. The programme implements an appropriate workload policy for different ranks including teaching, supervision of teaching practice and research.
		6.2.5. There is a mechanism for monitoring knowledge, skills, dispositions and performance of teacher educators.
		6.2.6. There is a mechanism for professional development of teacher educators and support staff
		6.2.7. Feedback to teacher educators is being provided.
	6.3. Monitoring and Evaluation of Teacher Educators and Support Staff	6.3.1. There is a prevalence of code of conduct, workload, TORs for teacher educators and support staff.
		6.3.2. Appropriateness of mechanism for monitoring and evaluation of support staff is there.
		6.3.3. The system has a mechanism to deal with noncompliance of code of conduct.
7. Research The program facilitates its educators and prospective teachers to undertake research, at the individual and institutional level, to promote the educational process.	7.1. Planning for students' research	7.1.1. There are notified guidelines for planning and conduct of students' research which include seeking consent by supervisor, allocation /approval of supervisor and topics, approval of external, time management and submission. (Applicable for MS/MPhil/PhD)
		7.1.2. The system has a formal mechanism for approving research topics by concerned bodies giving preference for addressing local, and national issues of teacher education in particular and education in general. (Applicable for MS/MPhil/PhD)
		7.1.3. There is a prevalence of a procedure for completion of student research.
		7.1.4. Template for Research proposal and Research report and its components is available online for research students.
		7.1.5. A record of completed research (soft or hard) is maintained. (Applicable for MS/MPhil/PhD)
		7.1.6. There is a prevalence of notified bodies/procedures for approval of research process. (Applicable for MS/MPhil/PhD)
		7.1.7. Availability / access to data analysis software to faculty and students is there.



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		7.1.8. Incentives for conducting and publication of research and conference presentation are there.
	7.2. Faculty research and incentives (Applicable to all Programmes)	7.2.1. Faculty is engaged and encouraged in conducting and dissemination of research.
		7.2.2. Funded research projects by individual or group of faculty members are being carried out.
		7.2.3. Number of publications and conference papers are available.
		7.2.4. Training of faculty for research related softwares by qualified professionals is being arranged.
	7.3. Use of research output	7.3.1. Evidence for use of research findings in curriculum revision
7.3.2. Evidence for use of research findings for teaching methodologies		
8. Community links and outreach The programme has link and interacts with its community to mutually support each other to develop and strengthen an equitable society.	8.1. Linkage with community	8.1.1. The programme has developed well thought out projects based on social needs and educational issues of the community.
		8.1.2. There are activities in the program where community members participate in the planning and implementation of projects (e.g. school community development plans, capacity building of teachers)
		8.1.3. Members of the staff, teacher educators and prospective teachers have active roles in the community development and outreach projects.