

NACTE Annual Report

2014-15



National Accreditation Council
for Teacher Education (NACTE), Pakistan

NACTE

Annual Report

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2014-15



National Accreditation Council for Teacher
Education (NACTE), Pakistan

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Executive Summary

National Accreditation Council for Teacher Education (NACTE) is authorized wide gazette of Pakistan notification #10-25/HEC/A&C/2004/2517 dated August 30-2007, to accredit teacher education programs offered by public and private sector institutions all over the country. Program accreditation is **MANDATORY** under Govt. /HEC rules. The institutions are required to apply for accreditation to the NACTE of all the teacher education programs offered by them. The accreditation process involves preparation of self evaluation report and submission of a set of 29 documents to NACTE by the concerned program of an institution. Desk analysis by NACTE and accreditation visit of the institution by the external evaluators, meetings, discussion and interviews with the faculty, students and stakeholders, concerned, data collection, analysis of data using special software developed by NACTE for this purpose and reporting in accordance with the benchmarks.

Program Accreditation is a process by which an educational institution seeks independent judgment to confirm that it substantially achieves its objectives and is generally equal in quality to comparable program/institution. The overall objective of accreditation process is to improve quality of higher education, identify strengths and deficiencies to improve and enhance capacity of institutions and upgrade infrastructure to achieve and sustain academic excellence. The Council ensures a uniform and transparent external evaluation and accreditation of teacher education programs.

The NACTE initiated formal accreditation of programs in 2011-12, when only six programs applied for accreditation. By the end of June 2014 NACTE had accredited 103 teacher education programs covering at least one program of all most all public and private sector universities. In the year 2014-15 NACTE had a plan to accredit 100 programs out of which 48 programs have been accredited till December 2014. NACTE has conducted two workshops for the external evaluators, one National in collaboration with Higher Education Commission, (HEC) and the other special one for the external evaluators from Baluchistan, at Quetta. The pool of external evaluators has now been extended to 104 available external evaluators from all over the country. About 27 evaluators have been laid off or not available. Likewise the website and data base of teacher education programs offered in the country are continuously updated.

The Council has also conducted eighteen awareness and orientation seminars and consultancy meetings for the capacity building of teacher education institutions in the year 2014-15. The seminars and meetings focused on accreditation standards, process and procedures, documentation and hosting of accreditation visits. The faculty members, support staff and the students of the teacher education institutions attended the seminars and workshops. The institutions/stakeholders considered these workshops much valuable in understanding the process of accreditation and appreciated the efforts of NACTE secretariat for organizing these seminars and workshops at their door step.

The mandate of NACTE is credit teacher education programs offered by public and private sector institutions. A list of all these programs is available in the report. It also includes reports of capacity building workshops and awareness seminars for the stakeholders and teacher education institutions organised by NACTE. The proceedings of the two Council meetings and reports of the workshops for external academic evaluators along with the province wise list of external academic evaluators are also part of the report. The Accreditation status of all Applicant programs, formation and efforts of the working groups on development of tools, process and procedures for distance and virtual modes of teacher education, M.Phil. and P.hD programs including achievements and future plan of NACTE are significant part of the report.

Introduction

Accreditation of teacher education is a system for ensuring the quality of academic programs offered by teacher education institutions at the National level. Defining what makes a quality teacher is considerably difficult but it is a fundamental question while designing a teacher education program. Therefore the features of a desired teacher were outlined in the form of National Professional Standards for Teachers in Pakistan by the Ministry of Education in Feb, 2009. Aligned with National Professional Standards for Teachers (NPSTP), NACTE developed a set of seven Standards and a conceptual frame work relevant to the various areas and activities of teacher education program named as the National Standards for Accreditation of Teacher Education Programs (NSATEP). These Standards serve as the bedrock for internal academic valuation (self evaluation) by the program and external academic audit by National Accreditation Council for Teacher Education (NACTE). It is authorized wide gazette of Pakistan notification#10-25/HEC/A&C/2004/2517 dated August30-2007, to accredit teacher education programs offered by public and private sector institutions all over the country. Program accreditation is **MANDATORY** under rules.

Quality Assurance

The use of the concept of “Quality Assurance” has traveled both geographically and across professional areas. It has become ubiquitous presence in the discussions on education. Yet, there remain diverse interpretations of how the concept should be translated into specific actions. Both conceptually and operationally, there remain differences, some subtler than others. The concept of quality is relatively new and owes its origin to the expanding industrialization and production models that specialized the activities of the workers in assembly lines or complex processes. In general terms, it refers to the maintenance of a pre-established level of quality in a service or product, usually by paying attention to every stage of the production and delivery processes.

The development of the concept of quality gained momentum and major thinkers began to present alternative positions. E.Deming in the 1920's¹ developed a “philosophy of quality, centered on creating joint organizational vision drawn towards quality by self-monitoring, self-triggered improvement, closing the skills gaps of workers and breaking communication barriers within the organization. In the same period P.B.Crosby² helped make quality a more tangible concept by defining what quality is? It is not a luxury, it is not intangible, and it is not unaffordable.

Upon the side as other authors expounded their positions and eventually the concept of quality generalized to other areas besides the industrial production of goods. The basic ideas survived and the dimensions defining quality in case of production were adopted for the provision of services. Both goods and services could be judged by their level of performance, the features or characteristics that supplement the basic performance, the reliability of the product or service, its conform an cetopre-set expectations, the durability or adequateness of the service and the ability to respond to providers and customers needs and complaints are some of the common dimensions taken into consideration. In the case of higher education the dimensions of reliability on the contents of education, the responsiveness and understanding of student needs, the access to staff, the competence of the staff, the degree of credibility generated by the institution, the fit of the infrastructure are also added to the dimensions of quality³.

In quality assurance mechanisms it is traditional to include steps such as self-evaluation, peer review, analysis of statistical information or indicators and comparing the institution's practices with best-practices of institutions that perform well⁴.

The underlying assumption is that the standards set for the institutions and the indicators with which those standards are assessed are factors that foster and indicate that quality education is taking place.

Quality Assurance of Higher Education in Pakistan

The number of universities in Pakistan has increased dramatically since its independence in 1947. By 2015 there are 162 universities (92 public 70 private) as compared to two that existed in 1947. Furthermore, the public sector was traditionally the major provider of higher education for

¹Deming, W.E. (1993). The New Economics Cambridge, MA: MIT Center for Advanced Engineering Study.

²Crosby, P. (1994). Completeness. New York, NY: Penguin Books.

³NAAC/COL (June, 2006). Quality assurance in Higher Education: An introduction. Available at: <http://www.naacindia.org>

⁴NAAC/COL (June, 2006). Quality assurance in Higher Education: An introduction. Available at: <http://www.naacindia.org>

the first half of the twentieth century, but this scenario has also changed drastically. By 2015, 45% of the Universities belong to the private sectors. The growth of the higher education institutions, complemented with an increase of the private sector, sets the stage for a wide range and types of education offered. The student population enrolled in these institutions is also probably more heterogeneous than in the past in terms of their knowledge and skills. If higher education institutions do not respond by establishing mechanisms to ensure that their students' population attains minimum standards of knowledge and skills, the dispersion of quality graduates will increase. This leads to an overall loss in educational quality and an increase of individuals inadequately prepared to face the dynamic and ever-changing demands of today's professions.

In response to the emerging needs, Pakistan intends to establish the quality assurance mechanisms to permit its institutions to continue serving the growing Pakistani population, while at the same time preventing further deterioration of educational quality. Conversely, Pakistan is attempting to revert the risks of educational expansion by setting trends of quality enhancement in higher education. The national executive body in charge of this initiative is the Higher Education Commission. It is authorised to create councils for the accreditation of institutions, including their departments, faculties and disciplines vide Ordinance No. LIII of 2002, Paragraph 10 Clause e, which states HEC will:

Set up national or regional evaluation councils or authorize any existing council or similar body to carry out accreditation of institutions including their departments, faculties and disciplines by giving them appropriate ratings. The Commission shall help build capacity of existing councils or bodies in order to enhance the reliability of the evaluation carried out by them.

Under this Ordinance the HEC created the **National Accreditation Council for Teacher Education (NACTE)** to develop the quality assurance mechanisms to accredit teacher education programs offered by all public and private sector institutions.

Quality Assurance in Teacher Education

In general terms, the concepts of teacher and quality assurance bring about the following definition of accreditation:

Accreditation of teacher education is a process of quality assurance where by a teacher education institution or program evaluates itself, is evaluated by a third party and develops a plan to improve in relation to predetermined standards. As a result of this process an institution is awarded a certificate that states its current status and testifies to its commitment for continuous improvement in relation to the predetermined standards.

The implication in this case is that quality assurance in teacher education should be developed in tandem with quality enhancement alternatives. This is compatible with the positions held by HEC⁶, according to which quality assurance is a continuous process of accountability and improvement that

commonly involves evaluation, assessment, and monitoring to guarantee improvement and ensures quality management, quality enhancement and quality assessment. In its Quality Assurance Manual for Higher Education in Pakistan⁷ HEC adopts the United Kingdom's Higher Education Funding Council's view defining Quality Assurance (QA) as,

The means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced⁸.

⁶ Presentation on Quality Assurance by HEC on March 22 of 2010 during Training Workshop for NACTE External Evaluators.

⁷ Batool, Z. & Qureshi, R. H. (date of publication not provided). Quality Assurance Manual for Higher Education in Pakistan. Islamabad: Higher Education Commission.

Available at: <http://www.hec.gov.pk/InsideHEC/Divisions/QALI/QualityAssurance/QualityAssuranceAgency/Documents/Quality%20Assurance%20Manual%20for%20Higher%20Education%20in%20Pakistan.pdf>

⁸ pg. 13 of Batool, Z. & Qureshi, R. H. (date of publication not provided). Quality Assurance Manual for Higher Education in Pakistan. Islamabad: Higher Education Commission.

National Accreditation Council for Teacher Education (NACTE)

Under the powers given in the Ordinance 2002 the HEC has constituted various councils to ensure the quality of education in their respective disciplines. It established the National Accreditation Council for Teacher Education (NACTE) as an autonomous body through a Federal Government notification in the gazette of Pakistan, Extra August 30, 2007 for ensuring the quality of teacher education programs in public and private institutions in Pakistan.

Composition of NACTE

The Council has representation of the Federal Ministry of Education, provincial departments of education, public and private sector universities offering teacher education programs, Pakistani and foreign prominent teacher educators and experts, HEC and the Planning Commission.

The Council consists of:

- a) The Chairperson
- b) The Vice-Chairperson
- c) Secretary Education, Government of Pakistan or his nominee not below the rank of Joint Educational Advisor (JEA).
- d) Secretary Education of each Provincial and AJK governments or their nominees not below the rank of Additional Secretaries.
- e) Six representatives from departments of Education of public sector universities (at least one from each province) to be appointed by the Chairperson HEC based on the recommendations of the Vice-Chancellors of relevant universities.
- f) One renowned teacher educator to be appointed by the Chairperson, HEC.
- g) One foreign expert with academic background in education & experience in Accreditation preferably from technologically advanced countries.
- h) Two representatives of the private teacher education institutions to be appointed by the Chairperson, HEC.
- i) One representative of Planning Commission nominated by the Deputy Chairperson Planning Commission.
- j) Director General Learning Innovation of HEC.
- k) Secretary to be appointed by the Council for a period of four years on such terms & conditions as the Council may determine.
- 2) The Chairperson of the Council may co-opt a member for a specific task. The member so co-opted may give his/her opinion in the meeting but will not be eligible for voting.
- 3) The Chairperson, Vice Chairperson and the members shall hold office for a period of four years and shall be eligible for reappointment. Commencement date of four year tenure will be effective from the date of joining the office. The tenure will be applicable for only Non-Official Members whereas the official members will be included by designation of the post.
- 4) The Chairperson, Vice-Chairperson and the members may be removed from the office by the Controlling Authority before the expiry of their term, on proven charges

of corruption, inefficiency, permanent disability or failure to attend three consecutive meetings without intimation in advance; provided that the affected person shall be given a reasonable opportunity of being heard in his/her defence.

Scope and Powers

- (1) All the existing teacher education degrees and postgraduate diploma programs shall be within the jurisdiction of the Council. Any new program in teacher education shall also be referred to the Council for the grant of accreditation.
- (2) The accreditation will be for specific degree programs and not for institutions.
- (3) Accreditation shall be mandatory for all relevant education academic programs offered by public and private sector institutions.
- (4) The Council shall assist and advise teacher education institutions in planning their academic programs.
- (5) The Council shall facilitate the intellectual development of prospective teachers (students) interested in pursuing the teaching profession and provide professional assistance to the concerned institutions.
- (6) The Council may consider the following aspects while framing norms and criteria for accreditation of degree programs in teacher education:-
 - (a) Overall scope of the program.
 - (b) Curricula/syllabi matching with the level of degree program.
 - (c) Approval of the program by competent authority of the institution.
 - (d) The requisite infrastructure.
 - (e) The faculty: number and qualifications.
 - (f) Level of compatibility with international standards and trends.
 - (g) Level of skills to be developed by the program.
 - (h) Student support services.
 - (i) Library facilities.
 - (j) Internship/practice teaching facilities.
 - (k) Facilitate for student activities and other amenities.
 - (l) Financial assistance/loan etc.
 - (m) Job placement of graduates.
 - (n) Market needs.

Jurisdiction of the Council

1. Teacher education degree programs will be considered for accreditation if they are offered by an institutions of higher learning in one of the following categories:-
 - a) Institutions chartered by the Federal Government or Provincial Government in the relevant field.
 - b) Institutions affiliated by the chartered universities or degree awarding institutions through the respective universities/institutes.
 - c) Institutions offering degree programs under affiliation/collaboration with foreign universities under the approval of HEC

d) When a multi-campus institution presents a program for accreditation, each campus will be considered as separate institution in the evaluation process.

Accreditation has, therefore, been made **Mandatory** in Pakistan for all teacher education programs leading to the award of degree by public and private teacher education institutions.

Functions of the Council

The following shall be the functions of the Council:

- (1) To develop & review policies and procedures for accreditation of teacher education programs.
- (2) To lay down criteria on which teacher education programs shall be assessed and equated.
- (3) To approve a list of academic auditors for different programs in accordance with the selection criteria to be framed by the Council for this purpose.
- (4) To constitute an Accreditation Committee (AC) to evaluate and cause academic audit of programs.
- (5) To consider the recommendations of the Accreditation Committee regarding accreditation of programs
- (6) To consider and make decision on any appeal with regard to accreditation.
- (7) To publish a list of ranking of teacher education programs.
- (8) To participate in the HEC Curriculum Development Committee on Teacher Education for which purpose it will have permanent representation on the said committee.
- (9) To promote intellectual development and understanding of subject areas in the teaching profession.
- (10) To collect, publish, and disseminate information and research findings on teaching profession and to facilitate the teacher education institutions for quality assurance.
- (11) To prepare guidelines and procedures for the orientation of academic auditors.
- (12) To prepare annual report on the activities of the Council and submit it to the Controlling Authority.

NACTE's Mission

NACTE's Mission is to ensure the conduct of high quality teacher education programs as an integral part of higher education through a sustained professional Internal Evaluation (self-evaluation) and External Academic Audit (accreditation visit).

NACTE's Vision

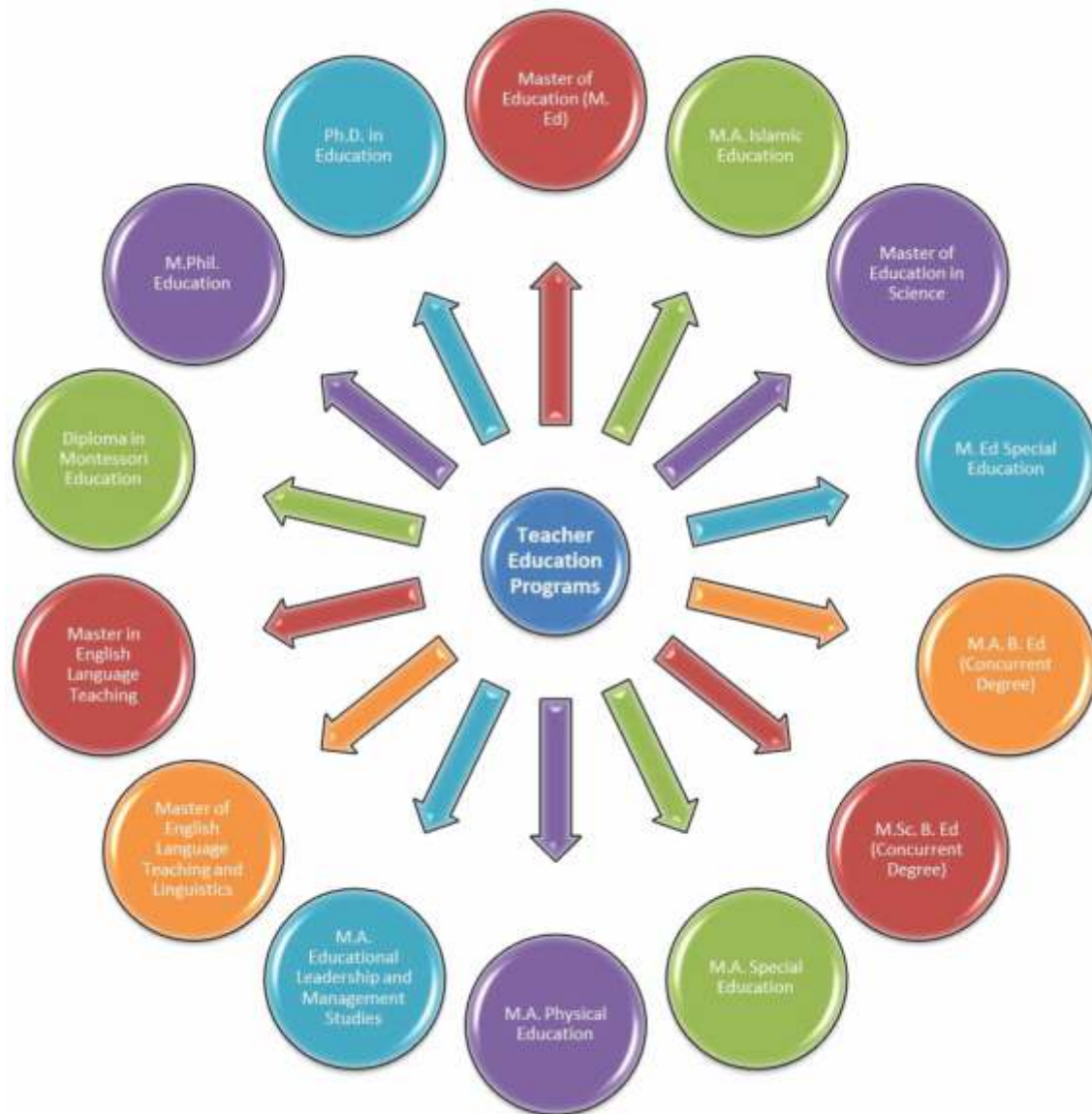
1. Assessment of all Teacher education programs in a systematic and recurrent manner.
2. Award accreditation levels based on objective, valid and transparent process and procedures.
3. Provision of assessment based concrete suggestions for improvement of program.
4. Help and support institutions for self-assessment.

Teacher Education in Pakistan

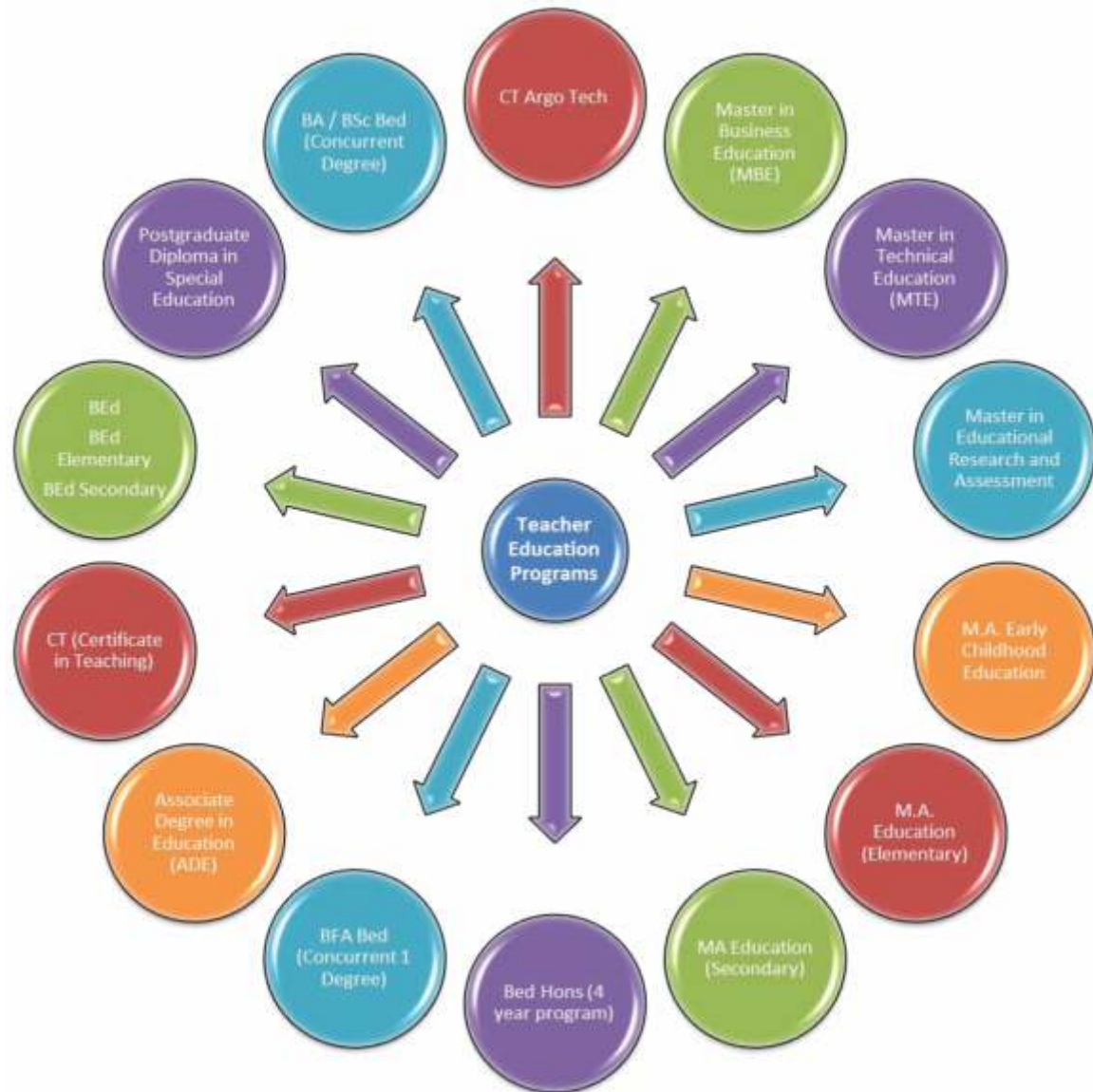
Teacher education system in Pakistan is quite complex and teacher education programs of diverse nature are offered through alternative models and modes. It has traditional post academic models and recent concurrent models from post-secondary to post-master level offered through formal, non-formal, virtual and sometimes private or external modes. Only the formal degree level programs, B.Ed./ equivalent and above, are offered through more than 460 institutions in Pakistan. The number of such programs exceeds more than 670. Another 78 institutions of all provinces/federal areas except Punjab offer CT, a one year post intermediate teacher education program. In this perspective ensuring quality of teacher education programs to provide quality teachers to the education system becomes much difficult but of paramount importance.



Teacher Education Programs Offered in Pakistan



Teacher Education Programs Offered in Pakistan



WORKSHOPS & SEMINARS

NACTE Workshop for External Evaluators (Islamabad)

National Accreditation Council for Teacher Education (NACTE) conducted a three days capacity building workshop on accreditation of Teacher Education programs. The workshop was organized by NACTE in collaboration with HEC. Thirty five evaluator From the private and public sector Teacher Education institutions of the country participated in the workshop. The purpose was to prepare a select group of external evaluators to conduct accreditation visits and provide guidance for accreditation preparation to the interested institutions.

Prof. Dr. Jianxian Zang was resource person for the event. While discussing the best practices of quality assurance in teacher education she also mentioned about the threats, challenges and incentives in motivating the institutions and stakeholders for accreditation.

Prof. Dr. Munwar S. Mirza discussed in detail the significant role of accreditation for quality assurance in teacher education. She said that quality assurance issues are the major concern

of today's education, particularly of teacher education in the country. It is for this reason that HEC has made accreditation mandatory for all teacher education program offered by public and private institutions in the country. Dr Irshad said, that quality of accreditation is directly related to the quality of evaluators and it was with this mind that the NACTE has taken an onerous task of empanelling the best prepared experts for the program accreditation in teacher education. The workshop focused on the accreditation Process, Procedures, Tools and documents of NACTE. The participants considered the working sessions particularly the hands on practice in groups and simulated form and teachers education institution for actual practice on Accreditation Tools and useful part of training.



The workshop program was well acknowledged by the participants and they appreciated the



efforts of the Council for organizing such a useful event for the capacity building of the evaluators. They described the workshop a great success and a much needed activity for the quality assurance of teacher education in the country. They appreciated the NACTE and its team for effective and efficient conduct of the event. In their opinion the workshop fully achieved its objectives. They were also pleased with academic and management aspects of the workshop.

Special Accreditation workshop on Teacher Education (Quetta)

A special workshop was organized by the National Accreditation Council for Teacher Education NACTE in collaboration with Education Department of University of Baluchistan at Quetta of for the training of senior educational personnel as External Evaluator of NACTE. Prof. Dr. Javed Iqbal, Vice-chancellor University of the Baluchistan said that the quality education has become synonymous with



economic & socio-cultural development of a nation. The quality requires specific actions & mechanism and accreditation is certainly one of the measures to achieve it. He was speaking as the chief guest at the opening ceremony of the Accreditation workshop for Affiliated Teacher Education Institutions of Baluchistan. As many as 25 Principals/Directors of private sector affiliated colleges of Baluchistan attended the program. Appreciating the efforts of NACTE Prof. Dr. Javed Iqbal said that being member of the pharmacy accreditation council, he would recommend such workshops for the pharmacy council. The workshop was designed to equip the participants with special skills needed for accreditation preparation. Dr. Irshad said that without necessary orientation, proper preparation can not be made and the institution may not prepare them for the accreditation. He said that so far more than hundred staff members of different Teacher Education institutions have benefitted from such workshops in 8 batches.



Orientation on Awareness Seminars and Workshop



Faculty of Education City University Peshawar



Faculty of Education Sarhad University, Peshawar



Faculty of Education Qurtuba University Peshawar



Faculty of Education & Affiliated Colleges AWKU, Mardan



Faculty of Education Fazaia College, Peshawar



Faculty of Education Meezan College Sawabi.



Faculty of Education PAF College of Education, Peshawar



Faculty of Education Federal Urdu University, Karachi



Special Training workshop for External Evaluators from
Baluchistan, Quetta



Faculty of Education Wah University, Wah Cantt



Faculty of Education AWKU, Mardan



Faculty of Education University of Karachi



Faculty of Education Sawabi.



Faculty of Education ANSIMardan



Faculty of Education Federal Urdu University, Karachi



Faculty of Education GC University, Faisalabad

Consultative Meetings

1. Meeting of the subcommittee: All Professional/Accreditation Councils, Lecture Hall HEC, Islamabad May26, 2014.
2. Meeting with Prof. Dr. Ghulam Farid, Technical Director (Policy), Pak Reading Project USAID, Islamabad on capacity building of NACTE and training workshop on accreditation for the staff of GCETs AJK April 10, 2014.
3. Meeting with Prof.Dr. Shahida Sajjad Dean of Federal Urdu University, Islamabad, For conducting orientation workshop on accreditation for private affiliated Teacher Education Institutions, October 31, 2013.
4. Meeting with Prof.Dr. Parvaz Anjum, Provincial Coordinator Sindh, Pak Reading Project USAID for conducting orientation workshops on accreditation for Sindh GCETs staff, January02, 2014.
5. Meeting with Registrar Abdul Wali Khan University, Mardan for conducting orientation workshop on accreditation for private affiliated Teacher Education Institutions, December 20, 2013.
6. Meeting with Prof.Dr. Shakir Ali Ghazali, Director Islamic University, Bahawalpur, RYK campus for conducting orientation workshop on accreditation, April 19,2014

COUNCIL MEETINGS

Minutes of the Ninth Meeting of the Council Held at Lahore on June 26, 2014



The 9th meeting of National Accreditation Council for Teacher Education was held on June 26, 2014 at Lahore. Following were present:

	Names	Designation
1	Dr. Munawar S. Mirza Prof. Emeritus	Chairperson
2	Muhammad Arif SSS,DCTE Rep., Secretary Education Government of KPK	Member
3	Mr.Abdul Malik Assistant Director Directorate of School Education Rep.Secretary Education, Government of Baluchistan,Quetta	Member
4	Mr.Raja Najeeb ur Rehman Director General,DCRD Rep., Secretary Education Government of AJK, Muzafarabad	Member
5	Dr. Riazul HaqTariq Prof. Emeritus GC,University, Faisalabad	Member
6	Prof.Dr. Ahmed Farooq Mashhadi Chairman, Department of Education BZU, Multan	Member
7	Prof.Dr.Umer Ali Khan Dean Social Sciences & Director, I.E.R Gomal University ,D.I.Khan	Member

8	Muhammad Rashid Dean, Faculty of Education Preston University, Islamabad	Member
9	Prof.Dr. Muhammad Ramzan Chairman Department of Education KIU,Gilgit	Member
10	Prof.Dr. ShahidaSajjad Federal Urdu University, Karachi	Member
11	Prof.Dr.Rasool Buksh Raisani Renowned Educationist	Member
12	Dr.Irshad Ahmad Farrukh Secretary(NACTE)	Member/Secretary



The meeting started with recitation from the Holy Quran. The Chairperson, Dr. Munawar Sultana Mirza welcomed and thanked the members for their participation in the meeting. She welcomed the new members and those who have been with the Council for the previous years. She acknowledged and appreciated the contributions and efforts of the Council members in furthering the quality of teacher education and accreditation process in the country. She solicited and expected the cooperation of the members for advancement of quality assurance and accreditation of teacher education programs throughout the country.

Dr.Mirza briefed the members about the efforts made by NACTE for the advancement of quality assurance and accreditation of teacher education programs. She also described the gigantic task ahead and the challenges including financial and human resources, faced by NACTE.

Dr.Riaz ul Haq Tariq expressed his concern about the low impact of teacher education on quality of school education. He referred to certain research findings of donor agencies revealing that performance of untrained teachers was better as compared to trained teachers. He also mentioned about the recruitment policy of Punjab Govt. where the professional education was not a pre requisite. Dr. Mirza said that impact of training is an old and unresolved controversy. With reference to recent teacher recruitment by the Punjab Government she elaborated that professional education was still a prerequisite and preference was mentioned for professionally qualified candidates in the said recruitment advertisement. She said it has been relaxed temporarily to meet the school needs with the condition for the new recruits to obtain a professional degree within two years of employment.

Dr. Riaz ul Haq Tariq proposed that NACTE should initiate researches on teacher education in Pakistan and publish reports on its status. He also suggested that NACTE should also organized National Conference on teacher education with the collaboration and financial support of HEC. The Chairperson endorsed the idea and appraised the members that research and publications is the most important task of the Council, but to this date it has not been materialized, firstly due to heavy task of developing and initiating an accreditation system, creating awareness and acceptability of the system. Secondly the financial constraints are the major deterrent. She suggested that some of the Council members being senior university professors may develop research proposals on teacher education. NACTE may facilitate and collaborate in the endeavor. She said that efforts will be made to hold a National Conference on teacher education by seeking funding from HEC.

While appreciating the efforts of the NACTE Dr.Umar Ali Khan said that, he was happy that teacher education institutions were coming up and presenting their programs for accreditation which it self is a major achievement. He said journey of quality assurance has just begun and the credit of this achievement goes to the Council, NACTE team in general, and to Dr Mirza and Dr.Farrukh in specific.

After the initial deliberations the Chairperson asked the Secretary to present the agenda. The secretary, Dr.Irshad Ahmad Farrukh,also thanked the members for their participation in the meeting and acknowledged the encouraging role of Council members in the accreditation process. He then presented the agenda items.

Item I: Approval of the Minutes of 8th Meeting

The Secretary NACTE stated that the minutes of the 8th meeting were mailed to all the members on June13, 2013.No comments were received from any member. Therefore,

the minutes may kindly be approved. Dr. Raiz-ul-Haq Tariq, new member of NACTE asked to provide the minutes of the 8th meeting to all the new members for their information before approval. The copies of the minutes were provided to all members. The members then approved the minutes of the 8th meeting dated June 7, 2013.

Item II: Progress Report

The activities carried out by the Secretariat since the eighth meeting of the Council were presented to the Council. The members appreciated the progress and efforts made by the secretariat to promote the cause of accreditation of teacher education programs and improve their quality in the country. They also appreciated the Chairperson for her participation and contribution at different forums for quality assurance and enhancement of teacher education.

Item III: Approval of New External Evaluators

The Council members were informed that in view of the huge number of teacher education programs, NACTE requires a strong and larger pool of external evaluators with representation from all provinces and areas. Accordingly, it had invited applications from the teacher educators. The Secretary presented the list of 16 new applicants in response to its web based advertisement.

The Council approved the names of 12 applicant teacher educators as NACTE External Evaluators. One name was approved subject to the verification of her Ph.D degree. Three applicants were found ineligible due to less experience or irrelevant subjects. (*Annex-1*)

The Council authorized that in future the Chairperson and Secretary of the Council may approve the names of the applicants provided they fulfill the prescribed criteria.

Item IV: Approval of the Award of Accreditation Levels

A soft version of data analysis, accreditation reports with a summary of accreditation levels, as recommended by the Accreditation Committee in its meeting on June 26, 2014 for 40 programs, in accordance with bench marks, was presented to the Council for approval.

The reports were prepared in bullet format in compliance to the decision made by the Council in its 8th meeting. The Council appreciated the hard work and contents of the reports prepared by secretariat, and approved the recommended level of accreditation of 40 programs. (*Annex-2*)

Item V: Declaring Accreditation Status

In the 8th meeting of the Council it was proposed that NACTE secretariat may be allowed to convey in anticipation of the Council's approval, the accreditation status of the concerned program/institution after approval by the Accreditation Committee. The proposal was not approved by the Council. The case was presented again rationalizing that meetings of the Council are held twice a year only. The accreditation cases remain pending for four to five months. This delay is against the spirit behind accreditation.

The Council authorized the Chairperson to get the approval of the Council members through circulation and, if no comments are received from the members within seven days the report will be considered as approved.

Item VI: Review of Accreditation Benchmarks

NACTE had accredited 63 programs by June 7, 2013. All programs had qualified for Y or Z levels and no program reached X level. It was mainly due to not qualifying two prerequisites i.e. 5.1.4 and 6.1.1 of X level of accreditation. It was proposed that both these prerequisite indicators may either be removed as prerequisite or replaced with some other indicator(s) of these standards. The Council after thorough discussion on the issue decided not to make any change in the benchmarks.

Item VII: Revision of Accreditation Fee

Keeping in view the financial constraints and to develop self-sustainability of the Council, the secretary proposed increase in the accreditation fee for the consideration of the Council. The Council approved the following fee rates for different categories of institutions, offering teacher education programs.

S#	Institutions	Accreditation Fee in Rs./Per Program	
		Existing	Proposed
1	Public Sector Colleges	50,000	75,000
2	Private Colleges	10,000	125,000
3	Public Universities	75,000	10,000
4	Private Universities	125,000	150,000
5	Degree Awarding Institutions	125,000	150,000

The new fee rates will be applicable w.e.f July 1, 2014.

Item VIII: Mobile Phone Allowance

Keeping in view the use of personal cell phones for official work and to facilitate the communication of the secretariat with its stakeholders, the Council was requested to approve mobile phone allowance upto Rs.1000/= per month, per person both for Chairperson and Secretary NACTE. The Chairperson refused to have the allowance and the Council therefore approved the allowance of Rs.1000/= per month for the secretary w.e.f July 1, 2014.

Item IX: Road Map of Degrees in Education

The Chairperson NACTE shared with the members the proposed road map of different degrees in education. This included duration, conditions, courses and entry qualifications for admission to different degrees leading to Ph.D. in Education. Members expressed that such a Road Map is need of the time, and approved it with minor changes for submission to HEC for approval. **(Annex3)**

Item X: Support of the Council Members in Facilitating the TEIs for Accreditation

The Secretary briefed the Council that NACTE secretariat is continuously persuading and making efforts to motivate the teacher education institutions to offer their programs for accreditation. In this context he mentioned his meetings with Vice Chancellors of different universities. Dr. Irshad told that NACTE had requested the Executive Director and DG, Quality Assurance Agency, HEC to advise the universities to get their program accredited on priority basis. As a result the Executive Director, Prof. Dr. Mukhtar Ahmad has written a letter to the Vice-Chancellors of the public and private universities advising them to get their programs accredited and those public universities should make it a condition for affiliation and its renewal. Letter were also written and mailed to the provincial Education Secretaries, with the request to direct the concerned institutions under their administrative control to apply for accreditation.

The Council decided that as role model the Council members should present the teacher education programs offered by their institutions for accreditation. They should also initiate media campaign by writing and disseminating about quality of teacher education, accreditation and role of NACTE.

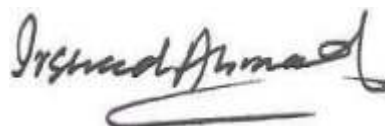


Item XI: NACTE Budget Estimates FY2014-15

The NACTE has prepared the budget estimates FY2014-15 for submission to the Higher Education Commission. In view of the increase in accreditation fee, the members asked the secretariat to revise the budget estimates FY 2014-15. The revised budget estimates are attached as **(Annex-4)**



Chairperson



Secretary

MINUTES OF THE TENTHS (10th) MEETING



The 10th meeting of National Accreditation Council for Teacher Education was held on February 24, 2015 at Islamabad. Following were present:

Sr. #	Names	Designation
1	Prof. Dr. Riaz ul Haq Tariq Prof. Emeritus GC, University, Faisalabad	Chairperson
2	Prof. Dr. Ahmed Farooq Mashhadi Chairman, Department of Education BZU, Multan	Member
3	Prof. Dr. Mumtaz Akhtar Dean Faculty of Edu.&Director, I.E.R, Punjab University, Lahore	Member
4	Prof. Dr. Umer Ali Khan Dean Social Sciences & Director, I.E.R Gomal University, D.I. Khan	Member
5	Prof. Dr. Muhammad Ramzan Chairman Department of Education KIU, Gilgit	Member
6	Prof. Dr. Shahida Sajjad	Member

Dean, Social Sciences
Federal Urdu University, Karachi

7	Dr. Muhammad Rashid Dean, Faculty of Education Preston University, Islamabad	Member
8	Prof. Dr. Muhammad Memon IED, Agha Khan University, Karachi	Member
9	Ms. Alia Shahid Additional Secretary Rep., Secretary Education Government of Sindh, Karachi	Member
10	Mrs. Aneela Hassan, SSS Rep., Secretary Education Government of Punjab, Lahore	Member
11	Mr. Raja Najeeb ur Rehman Director General, DCRD Rep., Secretary Education Government of AJK, Muzaffarabad	Member
12	Dr. Shaheen Khan Advisor LI Div. Rep. HEC, Islamabad	Member
13	Dr. Rafiqe Baloch DG, QAA, HEC, Islamabad	Invited
14	Mr. Nasir Shah Director, QAA, HEC, Islamabad	Invited
15	Dr. Irshad Ahmad Farrukh Secretary (NACTE)	Member/ Secretary

The meeting started with the recitation from the Holy Quran. Prof. Dr. Raizul Haq Tariq, the Chairperson briefly introduced himself and welcomed the members for sparing time to participate in the meeting. He said it was his first meeting as Chairperson of the Council; otherwise he has attended only the previous meeting of the Council as member, in June 2014. He thanked the participants and requested for their brief introduction. The Council members introduced themselves; they congratulated Dr. Raiz ul Haq Tariq and welcomed him to the position of Chairperson NACTE. The members also congratulated and welcomed Dr. Mumtaz Akhatr, Dean/Director Faculty of Education, IER University of the Punjab for joining as new Council member.

Before the start of the formal proceedings of the meeting, the members unanimously paid tributes to Dr. Munwar S. Mirza founder Chairperson of the NACTE for the efforts services and contributions, she and her team made to translate the dream of accreditation of teacher education programs in to reality. They said that Council acknowledges and would place on record the efforts and contributions of Prof. Dr. Munwar S. Mirza to initiate the process of accreditation in the country against all odds. The Council appreciated and acknowledged her leadership role in the development of National Accreditation Standards, Accreditation Tools, Process and Procedures, Piloting, Benchmarking and development of accreditation materials. The members emphasized that Council must continue seeking her guidance and advice in future also. The Council decided to send the relevant part of the meeting proceeding to Dr. Munwar Mirza to acknowledge her contributions and services as founder chairperson of the NACTE.



The Council members expressed their concern over the excessive affiliation of teacher education institutions by certain public sector universities and their further franchization by these institutions. Aneela Hassan from Punjab education department expressed her worries about the declining worth of Pre Service teacher education because of Poor quality of affiliated institutions which do not meet

the desired standards. She further stated that the stake holder consultations, unanimously recommended that Professional education should be imparted through regular system only due to poor instructions in private sector.

The Chairperson had a view that NACTE should hold a National Conference on quality related matters of teacher education in Pakistan in collaboration with some public Sector University. The members endorsed the views of the Chairperson. After the initial deliberations the Chairperson asked the Secretary to present the agenda. The secretary, Dr. Irshad Ahmad Farrukh, also thanked the members for their participation in the meeting and acknowledged the encouraging role of Council members in the accreditation process. He then presented the agenda items.

Item I: Approval of the Minutes of 9th Meeting

Minutes of the 9th meeting were mailed to all members on June 26, 2014. No comments have been received from any member in this regard. The minutes may therefore, be considered as approved.

Decision: *The Council approved the minutes of the 9th meeting.*

Item II: Progress Report

Since the 9th meeting of the Council, following activities were carried out:

1. Call for Accreditation to the Teacher Education Programs.

NACTE had invited applications from the TE's throughout the country to apply for accreditation of teacher education programs offered by them. Personal efforts were being made to peruse the programs / institutions to become applicants for accreditation but the response remained slow, although two Parents Alert by NACTE and three by HEC have been published in national newspapers and on NACTE/HEC websites.

2. Orientation Meetings and Workshops

Orientation meetings with the faculty of different Teacher Education Institutions were held on their request in the following Institutions:

- i. Faculty of Education Sarhad University, Peshawar
- ii. Faculty of Education & Affiliated Colleges AWKU, Mardan
- iii. Faculty of Education City University Peshawar
- iv. Faculty of Education Qurtuba University Peshawar
- v. Faculty of Education Fazaia College, Peshawar
- vi. Faculty of Education Meezan College Sawabi.
- vii. Faculty of Education PAF College of Education, Peshawar
- viii. Faculty of Education Federal Urdu University, Karachi
- ix. Faculty of Education, Agha Khan, Karachi
- x. Special Training workshop for External Evaluators from Baluchistan, Quetta
- xi. Special Training workshop for the Affiliated Colleges from Baluchistan, Quetta

3. Accreditation Visits and other tasks

4. Desk Analysis of Institutional Documents including Self Evaluation Report of fifty seven (57) Teacher Education Programs

5. Accreditation Visits of 48 Teacher Education Programs.

6. Data entry and analysis of 48 Teacher Education Programs.
7. Accreditation Reports of 48 Teacher Education Programs.
8. The development of data base of NACTE evaluators is a regular and continuous process. (Continue...)

International Projection of NACTE

Dr. Munwar S Mirza made projection of NACTE at the International Forums as under

- ESD standards in TE programs: Role of NACTE at World Conference on Education for sustainable development, Nagoya Japan, November 10-12, 2014.
- NACTE and ESD standards in TE programs at 8th biennial of International network of TEIs Yokoma, Japan, 14-17 November, 2014.
- Published article on Institutionalizing ESD standards in TE programs: Case study of NACTE, Pakistan in Applied Environmental Education and Communication.

Decision: *The council members appreciated the secretariat for the wonderful achievements, it made to promote the cause of accreditation of teacher education programs and enhance their quality in the country. It was emphasized that secretariat should continue and consistently publish Parents/Students Alerts.*

- *A paragraph on the issues and suggestions coming up during the accreditation visit may also be made part of the progress report.*
- *Surprise visits of the accredited program may also be initiated with one team member from Accreditation Committee/NACTE.*
- *The evaluation team for accreditation of M. Phil and Ph.D programs will consist of Professor /Associate Prof. of Education, headed by the senior member.*

Item III: Approval for the Award of Accreditation Level

NACTE has already awarded accreditation to 103 Teacher Education Programs. After analysis of the collected data the NACTE secretariat has prepared the reports and recommendations for the award of accreditation level to another 48 Teacher Education programs. The accreditation levels for each program in accordance with the bench marks have been recommended by the Accreditation Committee in its meeting held on (24th February 2015). The cases are placed before the Council for approval. **(Annex. 1 of Agenda)**

Decision: *The council unanimously approved the award of accreditation levels, to the visited programs as recommended by the accreditation committee.*

The chairperson was authorized to constitute a committee to revisit benchmark indicators and data collection process specifically for M. Phil and Ph. D education programs.

Item IV: Extension in Service of Secretary NACTE

Dr. Irshad Ahmad Farrukh was appointed as Secretary of the NACTE for a period of four years w.e.f. 01-11-2010. The period had expired on 31-10-2014. He was requested to continue his position till further order in anticipation of the approval by the Council on same terms and conditions. Formal approval of the Council is requested to allow Dr. Irshad Ahmad Farrukh to continue as Secretary of the Council for

the period of four years w.e.f. 01-11-2014 on existing terms and conditions.

Decision: *Extension in service of Secretary NACTE was granted for one year w.e.f. 25-2-2015.*

Item V: Salary in accordance with National Pay scales

The posts of the NACTE staff have been sectioned against National Pay scales but the pay is not fixed accordingly. There is disparity of pay among same grade employees. The council was requested to approve the fixation of the pay in accordance with the National Pay Scales. **(Annex. 2 of Agenda)**

Decision: *The case was deferred on the request of Mr. Nasir Shah Director QAA, to ensure uniformity among the four HEC established councils and to develop career path and permanent service structure for the employees of the Councils. The members accepted the constraint and difficulties of the NACTE secretariat and asked Director QAA to finalize the case as soon as possible but not later than two months.*

Item VI: Grant of Adhoc Relief Allowance-2014

The Govt. of Pakistan had allowed 10% increase in pay of the Govt. Semi Govt. /Corporation employees vide Govt. of Pakistan Finance Division Regulation Wing letter # F.No.1 (4) Imp / 2014-663 dated. Islamabad, the 7th July, 2014 **(Annex. 3 of Agenda)** The Council was requested to allow the same increase in the salaries of its employees w.e.f. July 01-2014.

Decision: *10% Adhoc relief allowance was allowed on existing pay w.e.f. July 01, 2014.*

Item VII: Support of the Council Members for Facilitation of Accreditation

Pursuant to decisions made in the last meeting of the council NACTE secretariat wrote letter to the Secretaries of the provincial/ area departments of education, requesting them to direct the teacher education institutions to apply for the accreditation of the programs offered by them. Applications are pouring slowly from public and private institutions. Necessary cooperation is not coming from the universities in spite of the letter written by Executive Director, HEC. The case is placed before the Council for devising further strategies.

Decision: *The council members will advocate, pursue and convince the teacher education institutions to step forward for accreditation of the programs. The members will present for accreditation, the programs offered by their own institutions. The secretariat will continue its efforts by communicating with the authorities and the institutions for accreditation of teacher education programs.*

Item VIII: Current Work with the permission of Chair.

Affiliation/Franchising of Teacher Education Programs:

The council observed with concern that certain universities are granting affiliation of teacher education programs to private institutions which are being franchised and leased out by these institutions. This practice is causing deterioration to the teaching profession and quality of the teacher education in the country. It requires strict and immediate actions by the NACTE concerned authorities.

Decision: *The Council resolved that affiliation of M. Phil and Ph.D education programs should be*

discouraged. Franchization must not be accepted in any case, the institutions violating the conditions must be banned. The HEC regulations for M. Phil and Ph.D education programs must be made applicable on affiliated institutions. Name of teaching institution, program (regular/weekend/part time) must be mentioned on the transcript. Transcript be made requirement for every degree attestation by HEC/Council.

Item IX: Accreditation of Distance and Virtual Teacher Education Programs:

There is a growing and pressing demand from the stake holders for the accreditation of distance & virtual teacher education programs. It has been noted that the AIOU alone is producing more than half of the teachers as compared to all formal institutions in the country. The virtual mode is also becoming popular among the teacher education students and the enrollment in these two modes is gradually increasing. To bring these modes of teacher education into accreditation, actions are needed on the part of NACTE for

- Modification/development of instruments and procedures for distance, virtual and weekend teacher education programs
- Piloting of the Tools and Procedures
- Training of two badges External Academic Evaluators for these modes of teacher education

It requires council to constitute a working group comprising of experts/NACTE, representatives and members from three non-formal modes of teacher education to take up the task.

Decision:*The council authorized the chairperson to constitute a working group to develop, adapt/modify, the tools, process and procedures to accredit the teacher programs offered through distance and virtual mode of education.*

The chairperson and secretary will have meetings with the Vice Chancellors of AIOU and Virtual University in this regard.

National conference on Quality Teacher Education

In the general discussion the Chairperson & members desired that NACTE should organize a National Conference on Quality of Teacher Education in Pakistan.

Decision:*A National Conference on Quality of Teacher Education in National perspective will be organized in collaboration with some Public sector university. The schedule & place will be finalized in consultation with the concerned university.*

Chairperson

Secretary

Working Paper for the Development/Modifications of Accreditation Tools and Procedures for Non-formal Modes of Teacher Education

In persuasion of decision made in the 10th meeting of the National Accreditation Council regarding agenda item XI. The Council prepared a working paper for the Development /Modifications of Accreditation Tools and Procedures for Non-formal Modes of Teacher Education and constituted a working group for the task. Another working group was also constituted to Developing criteria for Accreditation of M. Phil & Ph. D Edu. programs. The working paper and notifications of both groups are placed in the forth coming pages.

Quality education has become synonymous with economic & socio-cultural development of a nation. The growth of the Higher Education Institutions complimented with an increase of the private sector, has set a stage for a wide range and types of education. The heterogeneous student's population has made it obligatory for higher education to established systems to ensure the quality of their education and programs. It requires specific actions & mechanisms to be developed and placed by the concerned authorities. Higher Education Commission (HEC) being responsible for the quality assurance of Higher Education has institutionalized a quality assurance mechanism for teacher education in the country by establishing National Accreditation Council for Teacher Education (NACTE) as an autonomous body, through a Federal Government notification in the gazette of Pakistan, Extra August 30, 2007 Part (111) vide No. 10-25/HEC/A&C/2004/2517, responsible for the quality assurance and enhancement of teacher education in Pakistan.

NACTE's mission is to ensure high quality teacher education programs as an integral part of higher education through a sustained professional internal and external academic evaluation for accreditation and also extend quality support to facilitate teacher education institutions in their capacity building efforts on self improvement basis. NACTE is authorized to assess and evaluate the quality of the teacher education programs offered by all public and private sector colleges and universities, including the institutions offering the programs through distance and virtual modes of education.

Formal accreditation of teacher education programs started in 2011-12. Until this date NACTE has accredited more than 175 teacher education programs offered by private and public sector universities and colleges, all over the country. Another 75 plus programs are under process and NACTE is receiving accreditation requests with every coming day. The public and private sector institutions are gradually realizing the need of quality assurance of teacher education programs. The AIOU has formally requested the Council for the accreditation of their distance teacher education

programs. There is also a growing and pressing demand from the stake holders for the accreditation of distance & virtual teacher education programs. It has been noted that the AIOU alone is producing more than half of the teachers as compared to all formal institutions in the country. The virtual mode is also becoming popular among the teacher education students and the enrollment in these two modes is gradually increasing. Certain others public & private universities have also started distance teacher education as weekend programs.

A lot of work is needed on developing accreditation system for these modes of teacher education programs.

NACTE initially developed the process, procedures and instruments for the accreditation of formal TE programs with the technical and financial support of UNESCO. The work on the accreditation tools and procedures for the distance and virtual education programs remained suspended on account of various constraints including, shortage of time and non availability of human & financial resources. The continuously increasing number of non formal teacher education programs, make it imperative that the Council must address this pending work to modify/develop the accreditation system in accordance with the needs and nature of these programs. It would also require the training of external evaluators. In brief the tasks ahead require:

- Modification/development of instruments and procedures for distance, virtual and weekend teacher education programs
 - Piloting of the Tools and Procedures
 - Training of a badge of External Academic Evaluators for these modes of teacher education
- The accomplishment of these tasks may take 7-to 8 months and will require a team comprising of NACTE and members from these non-formal modes of teacher education.

The breakdown of the task, resources and logistics required are given as under

Task Breakdown:

1. Formation of working group
2. Review of the literature
3. Study visit (of a Distance Education Accreditation/Council/Body/Commission of any developed/developing country
4. Modification/finalization of National Accreditation Standards for Teacher Education Programs
5. 1st Draft of accreditation standards, process, procedure and tools
6. National Consultative Meeting, feedback and improvement
7. 2nd draft of accreditation standards, process, procedure and tools
8. Training of a group of 30 External Evaluators
9. Piloting of the accreditation process, procedure and tools at AIOU & Virtual universities
10. Data analysis, feedback , improvement of accreditation process, procedures and tools
11. National Consultative Meeting
12. Final draft of accreditation standards, process, procedure and tools
13. Approval of the National Accreditation Council

Formation of Working Groups

The Chairperson National Accreditation Council for Teacher Education (NACTE) Pakistan constituted a working group comprising of the following, to develop/modify Tools, Process & Procedures for accreditation of Distance and Virtual Modes of Teacher Education Programs.

- | | | |
|----|--------------------------------|----------------------|
| 1. | Prof. Dr. Rehana Masroor | Chairperson |
| 2. | Prof. Dr. Irshad Ahmad Farrukh | NACTE |
| 3. | Prof. Dr. Yasra Waqar | Virtual University |
| 4. | Prof. Dr. Azra Naseem | IED, Karachi |
| 5. | Mr. Zahid Majeed | AIOU |
| 6. | Dr. Huma Lodhi | UE, Township, Lahore |
| 7. | Ms. Uzma Shakoor | Coordinator NACTE |

An other working group comprising of the following was constituted by the Chairperson NACTE Pakistan to **Develop criteria for Accreditation of M. Phil & Ph.D Edu.** Teacher Education Programs

- | | |
|---|--------------------------|
| • Prof. Dr. Mumtaz Akhtar, IER, Punjab University | Chairperson |
| • Prof. Dr. Muhammad Memon, | Chairman BISE, Hyderabad |
| • Prof. Dr. Nasir Mehmood AIOU, Islamabad | |
| • Prof. Dr. Tayyaba Zarif | Dean of Edu. SBBU, |
| • Prof. Dr. Irshad Ahmad Farrukh, | NACTE |
| • Ms. Uzma Shakoor (Coordinator) | NACTE |

Meetings of the Working Groups

In the first meeting detailed presentations were given by Dr. Yasra Waqar of Virtual University and Mr. Zahid Majeed from AIOU Islamabad on virtual and distance modes of teacher education



respectively. The purpose was to provide basic information and orientation about these delivery modes of teacher education. The group had gathered and worked on International literature on accreditation of virtual and distance modes of teacher education. It was agreed to work within the basic framework of NACTE and not to replace the accreditation Standards their elements and indicators. However needed amendments additions may be made not effecting the existing context and spirit of the National Accreditation Standards.

The group reviewed all the indicators and elements of each standard. NACTE had provided the soft copy of template of 29 documents and set of tools to all members for their review in the light of edited copy of Accreditation Standards already mailed to them. The members will point out the needed changes, amendments and additions in the tools and requirements of evidences and their nature in the next meeting.



Dr Yasira waqar made indicator wise comparison of National Accreditation standards with the virtual programs. She mentioned the evidence required by NACTE for each indicator and the document to be produced by the program for the evaluation team. In her work she identified the indicators where change will be needed for the required document or evidence.

All the members of the groups participated in meeting, Dr. Muhammad Zafar Iqbal from UMT and Dr. Fouzia Naheed Kahwja from Hailey College of Banking and Finance Lahore, attended the meeting by invitation.

The meeting started with the recitation of holy Quran. The group in its meeting showed its concern regarding the continuously deteriorating status of educational research in the country particularly

the one conducted and presented for M. Phil & Ph. D degrees. The members discussed in detail the existing scenario and the measures for its improvement, particularly the criteria and benchmarks for accreditation of the Ph. D and

M. Phil Education Programs being offered by public and private sector institutions.

The group started its task by reviewing the accreditation standards and decided not to make any change in the titles. The members reviewed all indicators one by one, of all the standards and suggested necessary amendments and additions. NACTE has mailed the edited form of the standards to the members for further review.



The group decided to have separate tools for M. Phil & Ph. D programs, which will include necessary performance indicators and documentation required to ensure the quality of these high degree programs. The group will also reflect upon the performance criteria, nature of evidence and data collection procedures for accreditation of these programs.

WORK PLAN OF THE NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION FOR THE YEAR 2014-15

NACTE plans to undertake following activities during the financial year 2014-15:

1. **Accreditation Visits** of 80-100 teacher education programs.
2. **Two Workshops for External Evaluators.** There are more than 570 teacher education programs being offered in the country and the NACTE has a pool of only 110 external evaluators. About 27 are not available or have been laid off due to poor performance. Out of remaining 83 evaluators many of them could not find time out of their busy schedule. Present pool is in sufficient for the evaluation of all programs offered for accreditation. Atleast 70 more evaluators are required to be added to the existing pool. NACTE plans to conduct two workshops in this financial year as soon as funding is available.
3. **A conference on Quality Assurance and Accreditation** is planned to be conducted by the HEC in collaboration with the four councils .NACTE plans to be an active partner in the conduct of this conference.
4. **Two, one day awareness and orientation seminars,** Accreditation of Teacher Education programs is still in the beginning majority of the Teacher Education Institutions is not either aware or fully convinced of the accreditation of the Teacher Education programs offered by them. To make Teacher Education Institutions, media and others take holders aware of the significance of program accreditation NACTE plans to conduct at least two, one day awareness and orientation seminars, stake holders and for media persons and authorities controlling teacher education in next financial year as soon as funding is available.
5. **Two Meetings of the National Accreditation Council,** the council plans to hold two meetings of the council in the financial year 2014-15 for policy decisions.
6. **Four Meetings of the Accreditation Committee,** the council plans to hold four meetings of the accreditation committee for the review of data analysis, accreditation reports and recommendation of accreditation levels for different evaluated programs in the financial year 2014-15.
7. **Capacity Building of the Staff of Teacher Education Institutions:** NACTE intends to continue its consultancy and guidance services to the interested teacher education institutions for the capacity building of their staff regarding, documentation and preparation of accreditation. In this regard NACTE plans to hold consultancy and capacity building workshops for the staff of TEIs at Quetta, Karachi, Bahawalpur and Mardan.
8. **Development of plan of Accrediting Distance Teacher Education.** The council has submitted a working paper to PRP, USAID and another AIOU to develop, process, procedures and tools

for the accreditation of distance, virtual and week endteacher education programs. As soon as it's approved and funding is available NACTE will start working on the project.

9. **Teachers Accreditation:** NACTE is engage and plans to participate in consultative meetings, dialogues and discussion in collaboration with UNESCO involving the provincial authorities and other stake holders on the teacher's accreditation i.e. licensing and certification of Teachers in the country.
10. **National Conference on Quality of Teacher Education:** A National Conference on Quality of Teacher Education in National perspective will be organized in collaboration with some Public sector university. The schedule & place will be finalized in consultation with the concerned university.
11. **Publication of Parent Alert**
12. **Publication of Newsletter**
13. **Publication of Annual Report**
14. **Website Updating.**



National Accreditation Council for Teacher Education (NACTE)
Status of Accredited and Under Process
Teacher Education Programs

Sr. No	Institution Name	Program	Status
B.Ed.			
1	University of Baluchistan, Quetta.	B.Ed.	Y
2	Al-Hamad Islamic University, Quetta	B.Ed.	Z
3	Community College of Education, Quetta.	B.Ed.	Z
4	A.Q. College of Education, Quetta.	B.Ed.	Z
5	Tanzeem college of Education, Quetta.	B.Ed.	Z
6	Baluchistan College of Education, Quetta	B.Ed.	Z
7	Delbendin college of education, Quetta.	B.Ed.	UP
8	Al-hameed college Surab, Quetta.	B.Ed.	UP
9	The Career Hut IT, Quetta.	B.Ed.	Z
10	Vision College of Education, Quetta	B.Ed.	Z
11	Baluchistan College of BME & IT Quetta.	B.Ed.	UP
12	Baber IT Institute, Quetta.	B.Ed.	Z
13	Al-Hadeed T.T. College, Quetta.	B.Ed.	Z
14	Chilton College of Business & Commerce, Quetta	B.Ed.	UP
15	Azeem College, Pangoor.	B.Ed.	UP
16	Humdam college, Khuzdar.	B.Ed.	UP
17	Jhalawan College, Khuzdar.	B.Ed.	UP
18	Wipro College, Ziarat.	B.Ed.	UP
19	Baluchistan College of Education, Hub	B.Ed.	UP
20	Makran college, Turbat.	B.Ed.	UP
21	Noshki college of education, Noshki.	B.Ed.	UP
22	Baluchistan College of Education, Turbat	B.Ed.	UP
23	Al-Saleh College of Education, Usta Muhammad	B.Ed.	UP
24	Sarwan College of Education, Mastung	B.Ed.	UP
25	Mudam College of Education, Loralai	B.Ed.	UP
26	Abdul Wali Khan University, Mardan.	B.Ed.	Y
27	Shaheed Benazir Bhutto University, Peshawar	B.Ed.	Y
28	University of Haripur	B.Ed.	UP
29	Hazara University, Mansehra	B.Ed.	Y
30	Gomal University, D.I. Khan.	B.Ed.	Y
31	University of Science Technology, Bannu.	B.Ed.	Y
32	Sarhad University, Peshawar	B.Ed.	UP
33	City University of Science and Information Technology, Dalazk, Peshawar	B.Ed.	Y
34	Kohat University of Science and Technology	B.Ed.	Z

35	Qurtuba University of Science & IT, Peshawar	B.Ed.	Y
36	College of Education, PAF Air Headquarter , Peshawar	B.Ed.	X
37	Fazaia College of Education for Women, Peshawar	B.Ed.	Y
38	Meezan College of Education, Swabi.	B.Ed.	Y
39	ANSI Institute of Management and Sciences,Mardan.	B.Ed.	Z
40	Khattak Education Academy , Karrak	B.Ed.	Z
41	Pine Hills Institute of Business and IT, Abbottabad	B.Ed.	UP
42	U.E. Attock Campus	B.Ed.	Y
43	University of Sargodha.	B.Ed.	Y
44	Govt. College University, Faisalabad	B.Ed.	UP
45	Govt. College University, Faisalabad	B.Ed. Dis.	UP
46	U.E. Faisalabad Campus	B.Ed.	Y
47	U.E. Bank Road Campus, Lahore.	B.Ed.	Y
48	U.E. Township Campus, Lahore.	B.Ed.	Y
49	U.E. Lower Mall Campus Lahore	B.Ed.	Y
50	U.E. Okara Campus	B.Ed.	Y
51	U.E. Jauharabad Campus	B.Ed.	Y
52	U.E. Multan Campus	B.Ed.	Y
53	U.E. Vehari Campus	B.Ed.	Y
54	U.E. D.G. Khan Campus	B.Ed.	Y
55	Islamia University, Bahawalpur	B.Ed.	X
56	Bilquis Postgraduate College for Woman, PAF Nur Khan, Rawalpindi	B.Ed.	Y
57	Fazaia College of Education for Women, Lahore	B.Ed.	Y
58	College of Education, Basali Complex, Near Rawat, Rawalpindi.	B.Ed.	UP
59	Super Wing College, Gojar Khan.	B.Ed.	Z
60	APEX College, Chakwal	B.Ed.	Z
61	Ideal College of Education, Chakwal	B.Ed.	Z
62	Iqra College of Education, Sargodha	B.Ed.	Z
63	Ali Institute of Education, Lahore	B.Ed.	Z
64	Ali Post Graduate College, Rahim Yar Khan	B.Ed.	Z
65	Al- Barkat College of Education, Khan Pur	B.Ed.	Z
66	National Institute of Education, Chishtian.	B.Ed.	Z
67	Bright College, Haroonabad.	B.Ed.	Z
68	Grace College of Education, Bahawalnagar.	B.Ed.	Z
69	Iqra College of Education, Sadiqabad.	B.Ed.	Z
70	Shaheed Benazir Bhutto, University, Nawabshah	B.Ed.	Y

71	Shah Abdul Latif University, Khairpur.	B.Ed.	UP
72	University of Sindh Hayderabad	B.Ed.	Y
73	Federal Urdu University of Arts & Science And Technology, Abdul Haq Campus, Karachi	B.Ed.	Z
74	Federal Urdu University of Arts & Science And Technology, GulshanIqbal Campus, Karachi	B.Ed.	Not Allowed
75	Greenwich University, Karachi	B.Ed.	UP
76	Jinnah University (W), Karachi.	B.Ed.	Y
77	Indus University, Karachi	B.Ed.	Y
78	Iqra University Gulshan Campus, Karachi	B.Ed.	X
79	Institute of Education and Social Sciences, Hamdard Campus.	B.Ed.	Y
80	P.I.T.E., Nawabshah.	B.Ed.	Y
81	Notre Dame, Institute of Education (NDIE), Karachi.	B.Ed.	Y
82	FIES-Fatimiyah College, Karachi.	B.Ed.	Y
83	N.U.M.L., Islamabad	B.Ed.	Y
84	International Islamic University, Islamabad.	B.Ed.	Y
85	Preston University Kohat, Islamabad Campus	B.Ed.	UP
86	Govt. College of Education AfzaalPur, Mirpur , AJK	B.Ed.	UP
87	Khan Muhammad khan college of Education Bhimber, A.J.K.	B.Ed.	Z
88	Islamia College of Education, Sudhanuti, AJKB.Ed.		UP
89	Iqra University, Main Camps, Karachi	B.Ed.	UP
90	Ghazi College of Education, GI, Karachi	B.Ed.	Allowed
B.Ed.(Hons.)/BS Education Programs			
1	University of Baluchistan, Quetta.	B.Ed. Hons.	Y
2	SardarBahadur Khan Women University, Quetta	B.Ed. Hons.	Y
3	Lasbela University of Agriculture, Water & Marine Science, Uthal	B.Ed. Hons.	UP
4	Center for Education & Staff Training, University of Swat	B.Ed. Hons.	UP
5	University of Malakand	B.Ed. Hons.	UP
6	University of Peshawar.	B.Ed. Hons.	Y
7	University of Hazara, Mansehra.	B.Ed. Hons.	Y
8	University of Haripur	B.Ed. Hons.	UP
9	Fatima Jinnah Women University, Rawalpindi	B.Ed. Hons.	UP
10	University of Gujrat, Gujrat.	B.Ed. Hons.	UP
11	University of the Punjab, Lahore.	B.Ed. Hons.	Y

12	Lahore College for Women University.	B.Ed. Hons.	Y
13	Govt.College University, Faisalabad	B.Ed. Hons.	Y
14	Govt. College University, Faisalabad	B.Ed. Hons.Dis	UP
15	B.Z.U., Multan.	B.Ed. Hons.	Y
16	B.Z.U., Multan	B.S Edu.	Y
17	The Islamia University, Bahawalpur.	BS Edu.	Y
18	Forman Christian college, Lahore	BSc Hons.	X
19	Forman Christian college, Lahore	B.A Hons.	X
20	Shaheed Benazir Bhutto, University, Nawabshah	B.Ed Hons.	Y
21	University of Sindh Hayderabad	B.Ed. Hons.	Y
22	University of Karachi	B.S Edu.	Z
23	Sindh Madrassatul Islam University, Karachi	BS Edu.	X
24	Federal Urdu University of Arts & Science And Technology, Gulshan Iqbal Campus, Karachi	B.Ed. Hons.	Not Allowed
25	Iqra University, Gulshan Iqbal Campus Karachi	B.Ed Hons.	Allowed
26	I.B.A., Sukkur	B.Ed. Hons.	X
27	International Islamic University, Islamabad.	BS Edu	Y
28	University of Azad Jammu & Kashmir, Muzafferabad	B.Ed. Hons.	Y
29	Govt. College of Education, Afzalpur, Mirpur, AJK	B.Ed. Hons.	UP
30	Govt. College of Education, Afzalpur, Mirpur, AJK	BS Edu.	UP
31	Karakorum, International University, Gilgit.	B.Ed. Hons.	Y
32	Iqra University, Main Camps, Karachi	B.Ed. Hons.	Allowed
A.D.E. Programs			
1	Govt. College of Education, Quetta.	ADE	Y
2	Regional Institute of Teacher Education (F), Abbottabad.	ADE	Y
3	Iqra University, Karachi	ADE	Allowed
4	I.B.A., Sukkur	ADE	X
5	Govt. Elementary College of Education (W), Hyderabad.	ADE	Y
6	GCET-Female Rawalakot, Azad Kashmir.	ADE	Y
7	GCET-Female Muzafferabad, Azad Kashmir.	ADE	Y
8	Govt. College for Elementary Teachers, (M) Kotli, AJK	ADE	UP
9	Govt. College for Elementary Teachers, (F) Kotli, AJK	ADE	UP
10	G.C.E.T. (Male), Rawalakot , AJK	ADE	UP

11	G.C.E.T. (Male), Mirpur, AJK	ADE	UP
12	G.C.E.T. (Female), Mirpur, AJK	ADE	UP
13	G.C.E.T. (Male), Bagh, AJK	ADE	UP
14	G.C.E.T. (Female), Bagh, AJK	ADE	UP
15	G.C.E.T. (Male), Muzafferabad, AJK	ADE	UP
16	F.G. Elementary College, Skardu.	ADE	Y
17	Iqra University, Main Camps, Karachi	ADE	Allowed
M.Ed. Programs			
1	University of Baluchistan, Quetta.	M.Ed. M	Y
2	University of Baluchistan, Quetta.	M.Ed. E	Y
3	Al-Hamad Islamic University, Quetta.	M.Ed.	Z
4	Vision College of Education Quetta	M.Ed.	Z
5	Baluchistan College of Education, Quetta	M.Ed.	Z
6	Baluchistan College of Education, Hub	M.Ed.	UP
7	Baluchistan College of Education, Turbat	M.Ed.	UP
8	Shaheed Benazir Bhutto University, Peshawar	M.Ed.	Y
9	University of Peshawar	M.Ed.	UP
10	University of Haripur	M.Ed.	UP
11	Abdul Wali Khan University, Mardan.	M.Ed.	Y
12	Hazara University, Mansehra	M.Ed.	Y
13	Gomal University, D.I. Khan.	M.Ed.	Y
14	Sarhad University, Peshawar	M.Ed.	UP
15	City University of Science and Information Technology, Dalazk, Peshawar	M.Ed.	Y
16	Qurtuba University of Science & IT, Peshawar	M.Ed.	Y
17	University of Science Technology, Bannu.	M.Ed.	Y
18	University of Science and Technology Kohat.	M.Ed.	Z
19	ANSI Institute of Management and Sciences, Mardan.	M.Ed.	Z
20	Fazaia College of Education for Women, Peshawar	M.Ed.	Y
21	Meezan College of Education, Swabi.	M.Ed.	Y
22	Pine Hills Institute of Business and IT, Abbottabad	M.Ed.	UP
23	University of Sargodha.	M.Ed.	Y
24	Govt. College University, Faisalabad	M.Ed.	UP
25	Govt. College University, Faisalabad	M.Ed. Dis.	UP
26	Govt. College University, Faisalabad	M.Ed. Spl.	UP
27	Islamia University, Bahawalpur	M.Ed.	X

28	Bilquis Post Graduate College for Woman, PAF Nur Khan, Rawalpindi	M.Ed.	Y
29	Iqra College of Education, Sargodha	M.Ed.	Z
30	Ali Post Graduate College, Rahim Yar Khan	M.Ed.	Z
31	Bright College, Haroonabad.	M.Ed.	Not Accredited
32	National Institute of Education, Chishtian.	M.Ed.	Z
33	Grace College of Education, Bahawalnagar.	M.Ed.	Z
34	Iqra College of Education, Sadiqabad.	M.Ed.	Z
35	Shaheed Benazir Bhutto University, Nawabshah	M.Ed.	Allowed
36	Faculty of Education, University of Sindh.	M.Ed.	Y
37	Shah Abdul Latif University, Khairpur.	M.Ed.	UP
38	Hamdard University, Karachi.	M.Ed.	Y
39	Indus University, Karachi	M.Ed.	Y
40	Greenwich University, Karachi	M.Ed.	UP
41	Preston University Kohat, Islamabad Campus	M.Ed.	UP
42	Govt. College of Education, Afzalpur, Mirpur, AJK	M.Ed.	UP
MA Education/MA Spec. Education/ MA S.M./ M.B.E. Programs			
1	Sardar Bahadur Khan Women University, Quetta	MA Edu.	Y
2	PirMehr Ali Shah Arid Agriculture University, Rawalpindi	MA Edu.	UP
3	Fatima Jinnah Women University, Rawalpindi	MA Edu.	UP
4	Govt. College University, Faisalabad	MA Edu. M	UP
5	Govt. College University, Faisalabad	MA Edu. E	UP
6	University of the Punjab, Lahore.	MA Edu. Elm.	Y
7	University of the Punjab, Lahore.	MA Edu. Sec.	Y
8	University of the Punjab, Lahore	M.B.E	Y
9	The Islamia University of Bahawalpur.	MA Edu.	Y
10	B.Z.U., Multan	MA Edu.	Y
11	University of Wah, Wah Cantt.	MA Edu.	Y
12	U.M.T., Lahore.	MA Edu.	Y
13	U.M.T., Lahore.	MA Elm.	Y
14	U.M.T., Lahore	MA Spl.	Y
15	U.M.T., Lahore	A S.M. M	Y
16	Beaconhouse National University, Lahore	M.A Edu.	UP
17	Beaconhouse National University, Lahore	MA EPM	UP

18	Beaconhouse National University, Lahore	MA TESL	UP
19	Bilquis Post Graduate College for Woman, PAF Nur Khan, Rawalpindi	MA Edu.	Y
20	Govt. Post Graduate College (w) Khanewal	MA Edu.	Z
21	N.U.M.L., Islamabad	MA Edu.	UP
22	International Islamic University, Islamabad.	MA Edu.	Y
23	Preston University Kohat, Islamabad Campus	MA Edu.	Y
24	N.U.M.L., Islamabad	MA EPM	UP
25	Karakorum, International University, Gilgit.	MA Edu.	Y
MS/M.Phil Programs			
1	A.W.K. University, Mardan	M.Phil. Edu.	X
2	PirMehr Ali Shah Arid Agriculture University, Rawalpindi	M.Phil Edu.	UP
3	Fatima Jinnah Women University, Rawalpindi	M.Phil Edu.	UP
4	University of Gujrat, Gujrat.	M.Phil Edu.	UP
5	Govt. College University, Faisalabad	M.Phil Edu.	Y
6	Govt. College University, Faisalabad	M.Phil Edu. Dis.	UP
7	Lahore College for Women University.	M.Phil Edu.	Y
8	B.Z.U., Multan.	M.Phil Edu.	X
9	Beaconhouse National University, Lahore	M.Phil. Edu.	UP
10	Beaconhouse National University, Lahore	M.Phil. (T.S.E.L)	X
11	Beaconhouse National University, Lahore	M.Phil. (E.L.M.)	X
12	U.M.T., Lahore.	M.Phil. Edu.	Y
13	Shaheed Benazir Bhutto University, Nawabshah	M.Phil Edu.	Y
14	Federal Urdu University of Arts & Science And Technology, Gulshan Iqbal Campus, Karachi	M.Phil Edu.	
15	Iqra University, Karachi	M.Phil Edu.	Allowed
16	Institute of Business Management Karachi.	M.Phil Edu.	UP
17	International Islamic University, Islamabad	MS Edu.	Y
18	Preston University Kohat, Islamabad Campus	M.Phil. Edu.	UP
19	University of Azad Jammu & Kashmir, Muzafferabad	M.Phil. Edu.	UP

20	Shaheed ZA Bhutto, Institute of Science & Technology, Karachi	M. Phil ELM	UP
PhD Programs			
1	PirMehr Ali Shah Arid Agriculture University, Rawalpindi	PhD Edu.	UP
2	Lahore College for Women University.	PhD Edu.	Y
3	B.Z.U., Multan.	PhD Edu.	X
4	U.M.T., Lahore.	PhD Edu.	Y
5	Federal Urdu University of Arts & Science And Technology, Gulshan Iqbal Campus, Karachi	PhD Edu.	UP
6	Iqra University, Karachi	PhD Edu.	Allowed
7	Institute of Business Management Karachi.	PhD Edu.	UP
8	International Islamic University, Islamabad	PhD Edu.	UP
9	Preston University Kohat, Islamabad Campus	PhD Edu.	UP
10	Shaheed ZA Bhutto, Institute of Science & Technology, Karachi	PhD ELM	UP
IGC Programs			
1	Notre Dame, Institute of Education (NDIE), Karachi.	IGC	Y

UP: Under process

Allowed & Not Allowed: For Zero Accreditation

NACTE External Academic Evaluators

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11**	Prof. Dr. Wazim Khan	Qurtuba University Hayat Abad KPK, Peshawar	wazimng@yahoo.com	0333-9124579	091-5811051
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13*	Prof. Dr. Saeed Anwar	Faculty of Edu. Hazara Uni. , Mansehra	saeedan22@yahoo.com	0300-5791853	0997-414165
14*	Prof. Dr. Muhammad Saeed Khan	Faculty of Edu. Hazara Uni. , Mansehra	saeedagha03@yahoo.com	0300-8303638	
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Punjab					
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23***	Mrs. Samina Bukhari, Lecturer	University of Education, DG Khan	saminabukhari16@yahoo.com	0333-6470844	064-9260384
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Sindh					
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AJK					
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92*	Dr. Shahmsa Aziz	IIUI, Islamabad			
93*	Prof. Dr. Hamid Khan Niazi	AIOU, Islamabad	drhamidniazi@yahoo.com	0333-5185917	
94*	Prof. Dr. Naveed Sultana	AIOU, Islamabad	drnaveeda@gmail.com	0321-5006426 051-9250056	



National Accreditation Council for Teacher Education (NAECTE) Pakistan

www.nacte.org.pk



STUDENTS ALERT

BEWARE OF NON-ACCREDITED TEACHER EDUCATION PROGRAMMES

National Accreditation Council for Teacher Education (NAECTE) is a national organization authorized to accredit Teacher Education Programmes. Accreditation by NAECTE is Mandatory under Government rules for all Teacher Education Programmes offered by public and private sector all over the country. All the public and private institutions offering Teacher Education Programmes are informed to get their programmes accredited by NAECTE. The degrees of non-accredited programmes may not be recognized by NAECTE/HEC. This will not only affect the future prospects of the students and may cause embarrassment for the concerned institutions. In the larger interest of the public and institutions, it is necessary that any new Teacher Education Programme may only be initiated after complete observance of all prerequisites of NAECTE. The parents, particularly the students seeking admission in any Teacher Education Programme are advised to get admission in programmes, which are accredited OR in the process of accreditation by NAECTE. List of both is given below for information of parents, students and stakeholders, and is also available on our website.

List of Accredited Teacher Education Programmes and their Institutions

Name of Institution	Programmes	Name of Institution	Programmes
Abdul Wali Khan University, Mardan	BEd, MEd, MPhil	University of Sindh	BEd (Hons), BEd and MEd,
Hazara University, Mansehra	BEd (Hons), BEd, MEd,	University of Karachi	BEd (Hons)
S. Benazir Bhutto University, Peshawar	MEd PD and BEd PD	S. Benazir Bhutto University, Nawabshah	BEd (Hons), BEd, MEd, (E)
Gomal University, D. I. Khan	BEd and MEd	Jinnah University (W), Karachi	BEd
University of Science and Technology, Bannu	BEd and MEd	Indus University, Karachi	BEd and MEd
Kohat University of Science and Technology	MEd	Iqra University, Gulshan Campus, Karachi	BEd
ANSI, Institute of Mardan	BEd and MEd	Hamdard University, Karachi	BEd and MEd
University of Peshawar	BEd (Hons)	Notre Dame, Karachi	BEd and IGCE
RITE (F) Abbottabad	ADE	Fatimiyah Institute of Education, Karachi	BEd
Islamic International University, Islamabad	BS (Hons), BEd, MA Education	Provincial Institute of Teacher Education, Nawabshah	BEd
NUML, Islamabad	MS Education, PhD Education, BEd and MA Education	Govt. Elementary College (W), Hyderabad	ADE
Punjab University, Lahore	BEd (Hons), MA Elem. and Sec. MBE	Sukkur IBA	BEd (Hons), ADE
Islamia University, Bahawalpur	BS (Hons), MA Education, Sec. BEd, MEd	Ghazi Foundation, Karachi	BEd
University of Sargodha	BEd and MEd,	University of AJK, Muzaffarabad	BS (Hons)
All campuses of University of Education, Lahore	BEd	Karakrum International University, Gilgit	BS (Hons)
BZU Multan	BEd (Hons), MPhil, BS Education, MA Education	GCET (F), Rawalakot, AJK	ADE
GC University, Faisalabad	BEd (Hons), MPhil	GCET (F), Muzaffarabad, AJK	ADE
Lahore College for Women University	BEd (Hons)	KMK College of Education, Bhimber, AJK	BEd
UMT, Lahore	MA Education, MA Education ELM, MA Spl. Education, MSM Education, MPhil Education and PhD Education	Federal Girls Education College, Skardu	ADE
University of Wah	MA Education	University of Balochistan, Quetta	BEd (Hons), BEd, MEd, M&E
Bilquis College (W) PAF, Rawalpindi	BEd, MEd, MA Education	Sardar Bahadur Khan Women University, Quetta	MA Education, BEd (Hons)
Ali Institute of Education, Lahore	BEd Elem.	Community College, Quetta	BEd
Iqra College of Education, Sargodha	BEd and MEd	Govt. College of Education, Quetta	ADE
		Super Wing College, Gujran Khan	BEd
		Al- Barkat College of Ed. Khanpur	BEd
		Ali Postgraduate College, R Y Khan	BEd and MEd
Programmes under Accreditation Process			
Lasbela University, Lasbela	BEd	Government College University, Faisalabad	MA Education, BEd and MEd
AQ College of Education, Quetta	BEd	BZU Multan	MPhil and PhD
Baber IT Institute, Quetta	BEd	Arid Agriculture University, Rawalpindi	MSc Education, MPhil and PhD
Tanzeem College of Education, Quetta	BEd	Lahore College of Women University, Lahore	MS Education, PhD
Al-Hadeed TT College, Quetta	BEd	Forman Christian College (A Chartered University), Lahore	BSc Education (Hons)
Delbendin College of Education, Quetta	BEd		BA Education (Hons)
Al-Hameed College Surab, Quetta	BEd	Beaconhouse National University, Lahore	MA Education, MA ELM, MA ESL, MPhil ESL, MPhil Education, MPhil ELM
The Career Hut IT, Quetta	BEd	University of Gujrat	BEd (Hons) and MPhil Education
Balochistan College of BME, Quetta	BEd	College of Education, Rawalpindi	BEd
Chiltan College of Business and Commerce, Quetta	BEd	Iqra College of Education, Sadiqabad	BEd and MEd
Humdam College Khuzdar	BEd	Grace College of Education, Bahawalnagar	BEd and MEd
Jhalawan College, Khuzdar	BEd	Bright College, Haroonabad	BEd and MEd
Makran College, Turbat	BEd	National Institute of Teacher Education, Chishtian	BEd and MEd
Noshki College of Education, Noshki	BEd	Govt. College (W), Khanewal	MA Education
Azeem College, Panjgoor	BEd	Ideal College of Education, Chakwal	BEd
Wipro College, Ziarat	BEd	APEX College of Education, Chakwal	BEd
Al-Hamid Islamic University, Quetta	BEd and MEd	Fazlaia College, Lahore Cantt.	BEd
Vision College of Education, Quetta	BEd and MEd	Govt. College for Elementary Teachers (M), Kotli AJK	ADE
Balochistan College of Education, Quetta	BEd and MEd	Govt. College for Elementary Teachers (F), Kotli AJK	ADE
Balochistan College of Education, Hub	BEd and MEd	Govt. College of Education, Atzampur, Mirpur AJK	BEd, MEd, BEd (Hons), BS Education
Balochistan College of Education, Turbat	BEd and MEd	Govt. College for Elementary Teachers (M), Muzaffarabad	ADE
Mudam College of Education, Loralai	BEd	Govt. College for Elementary Teachers (M), Bagh AJK	ADE
Sarwan College of Education, Mastung	BEd	Govt. College for Elementary Teachers (F), Bagh AJK	ADE
Al-Saleh College, Usta Muhammad	BEd	Govt. College for Elementary Teachers (M), Mirpur AJK	ADE
University of Haripur	BEd, MEd, BEd (Hons)	Govt. College for Elementary Teachers (F), Mirpur AJK	ADE
Qurtaba University, Peshawar	BEd and MEd	Govt. College for Elementary Teachers (M), Rawalakot	ADE
Meezan College of Education, Swabi	BEd and MEd	Islamia College of Education, Sudhanutri	BEd
Fazlaia College (W) Peshawar	BEd and MEd	Federal Urdu University, Gulshan Campus, Karachi	BEd, BEd (Hons)
College of Education, PAF, Peshawar	BEd	Federal Urdu University, A. Haq Campus, Karachi	BEd
IER, University of Peshawar	BEd and MEd	Shah Abdul Latif University, Karachi	BEd and MEd
University of Malakand	BEd (Hons)	Sindh Madressatul Islam University, Karachi	BS Education
University of Swat	BEd (Hons)	Preston University, Islamabad Campus	BEd, MEd, MA Ed, MPhil and PhD
Kohat University Science and Technology	BEd	Pine Hills Business and IT, Abbottabad	BEd and MEd
City University, Peshawar	BEd and MEd	Karakrum International University, Gilgit	MA Education
Khattak Education Academy, Karak	BEd		

Prof. Dr. Munawar S. Mirza

Chairperson National Accreditation Council for Teacher Education (NAECTE) Pakistan

Phone # 042-99232492 | 051-90808155 | www.nacte.org.pk

This advertisement is intended as a Student/Parents Alert for information of student and their parents applying for admission in any Teacher Education Programme all over the country



PARENTS ALERT



National Accreditation Council for Teacher Education (NACTE) is a national organization authorized to accredit teacher education programs. Accreditation by NACTE has been declared mandatory under Government rules for all teacher education programs offered by public and private sector all over the country.

All the public and private institutions offering teacher education programs are required to get their programs accredited by NACTE because non-recognition of the degrees and graduates of such programs will not only affect the future prospects of the students but may cause embarrassment for the concerned institutions.

In the larger interest of the public and the institutions, it is necessary that commencement of any new teacher education program must only be initiated after complete observance of all prerequisites of NACTE. **The parents, particularly the students seeking admission in any teacher education program are advised to prefer the programs, which are accredited / in the process of accreditation by NACTE.** The list of both is given below for the information of Parents, Prospective Students and Stakeholders.

List of Accredited Teacher Education programs and their Institutions

Sr.#	Name of Institution	Programs	Sr.#	Name of Institution	Programs
1	International Islamic University, Islamabad	B.S.Edu., B.Ed M.A Edu	21	Faculty of Education, University of Sindh	B.Ed. Hons, B.Ed. & M.Ed
2	University of Balochistan, Quetta	B.Ed. Hons, B.Ed., M.Ed. Morn & Even.	22	Hamdard University, City Campus Karachi	B.Ed. & M.Ed
3	SBK Women University, Quetta	M.A. Edu. B.Ed. Hons	23	Jinnah Univ. For Women Karachi	B.Ed.
4	Govt. College of Education Quetta	ADE	24	Govt. Elem. College of Edu (W) Hyderabad	ADE
5	Community College of Education, Quetta	B.Ed.	25	PI TE, Nawabshah	B.Ed.
6	University of the Punjab, Lahore	M.A. Edu. Sec. & Elm. B.Ed. Hons	26	Notre Dame Institute of Edu. Karachi	B.Ed. & IGCE
7	BZU, Multan	B.Ed. Hons	27	FIES-Fatimiyah College, Karachi	B.Ed.
8	The Islamia University of Bahawalpur	M.A. Edu., B.Ed. Hons	28	University of AJK Muzaffarabad	B.Ed. Hons
9	University of Sargodha	B.Ed. & M.Ed	29	Karakoram International University, Gilgit	B.Ed. Hons
10	Bank Road Campus UE, Lahore	B.Ed.	30	GCET (F) Rawalakot AJK	ADE
11	Township Campus UE, Lahore	B.Ed.	31	GCET (F) Muzaffarabad Azad Kashmir	ADE
12	Vehari Campus, UE, Lahore	B.Ed.	32	Karakoram International University, Gilgit	B.Ed. Hons
13	Attock Campus, UE, Lahore	B.Ed.	33	F.G Elementary College Skardu	ADE
14	D.G Khan Campus, UE, Lahore	B.Ed.	34	Abdul Wali Khan Univ. Mardan	B.Ed. & M.Ed
15	Faisalabad Campus, UE, Lahore	B.Ed.	35	Gomal University, D.I. Khan	B.Ed. & M.Ed
16	Jauharabad Campus, UE, Lahore	B.Ed.	36	University of Peshawar	B.Ed. Hons
17	Lower Mall Campus, UE, Lahore	B.Ed.	37	University of Hazara, Mansehra	B.Ed. Hons
18	Multan Campus, UE, Lahore	B.Ed.	38	University of Science & Technology Kohat	M.Ed.
19	Okara Campus, UE, Lahore	B.Ed.	39	University of Science & Technology Bannu	B.Ed. & M.Ed.
20	Super Wing College, Gujar Khan	B.Ed.	40	ANSI Institute of Mang & Sc. Mardan	B.Ed. & M.Ed.
			41	RITE (F) Abbottabad	ADE

List of programs Under Accreditation Process

Sr.#	Name of Institution	Programs	Sr.#	Name of Institution	Programs
1	S. Benazir Bhutto, Uni. Peshawar	M.Ed. & B.Ed	18	Makran College, Turbat	B.Ed
2	Wipro College, Ziarat,	B.Ed.	19	Noshki College of Education, Noshki	B.Ed.
3	Azeem College, Panjgoor	B.Ed.	20	Delbemdin College of Education, Quetta	B.Ed.
4	AQ College of Education, Quetta	B.Ed.	21	Al-hameed College Surab, Quetta	B.Ed.
5	Tanzeem College of Edu. Quetta	B.Ed.	22	NUML, Islamabad	B.Ed. & M.Ed
6	Humdam College Khuzdar	B.Ed.	23	Shaheed Benazir Bhutto, Sindh	B.Ed. Hons. 4 years
7	Jhalawan College, Khuzdar	B.Ed.	24	The Career Hut IT, Quetta	B.Ed.
8	Babar IT Institute Quetta	B.Ed.	25	Indus University, Karachi	B.Ed. & M.Ed
9	BZU, Multan	B.S 4 Years, M.A Edu. M.Phil & Ph.D	26	The Islamia University, Bahawalpur	B.Ed. & M.Ed
10	Iqra College of Edu. Sargodha	B.Ed. & M.Ed	27	Ali Post Graduate College Rahim Yar	B.Ed. & M.Ed
11	Grace College of Education, Quetta	B.Ed. & M.Ed	28	National Institute of Education Chishtian	B.Ed. & M.Ed
12	Bright College, Haroonabad	B.Ed. & M.Ed	29	Al-Barkat College Khan Pur	B.Ed.
13	Hazara University, Mansehra	B.Ed. & M.Ed	30	UMT, Lahore	M.A Spl. Edu. & M.A. School Management
14	AWK University, Mardan	M.Phil	31	IER, Punjab University, Lahore	M.Phil
15	Iqra Uni, Gulshan Campus Karachi	B.Ed.	32	Al-Hadeed TT College, Quetta	B.Ed.
16	Ghazi College of Education GI Karachi	B.Ed.	33	Balochistan College of BME & IT Quetta	B.Ed.
17	Meezan College of Education, Swabi	B.Ed.			

Prof. Dr. Munawar S. Mirza

Chairperson National Accreditation Council for Teacher Education (NACTE)

Phone # 042-99232492, 051-90808155 www.nacte.org.pk

PID(0)No.926/13



Higher Education Commission Pakistan

Parent/Student Alert

CONFIRM ACCREDITATION OF DEGREE PROGRAMMES BEFORE ADMISSION

It has been noticed that degree programmes of some Universities are being initiated/continued without obtaining accreditation from the concerned Professional Council. Non-Recognition of such graduates by the Councils has a negative impact on the future of these students.

In the larger public interest, it is important that commencement of new professional programmes be only undertaken after complete observance of all the requirements prescribed by the respective councils. Parents/students are advised to confirm whether the degree programme of their interest is accredited by the concerned Council or not before taking admission in any programme.

List of Accreditation Councils	Web Link / Contact Numbers of the Councils
Pakistan Engineering Council	www.pec.org.pk 051-2870192 / 2871271-ext 241
Pakistan Medical and Dental Council	www.pmdc.org.pk ; pmdc@pmdc.org.pk 051-9106151-54
Pakistan Veterinary Medical Council	www.pvmcregistration.net 051-9262108
Pakistan Nursing Council	www.pnc.org.pk 051-9255804 / 9255097
Pakistan Council for Architects and Town Planners	www.pcatp.org.pk ; registrar@pcatp.org.pk 021-34523129 / 34541099
Pharmacy Council of Pakistan	www.pharmacycouncil.org.pk 051-9204191 Fax No. 051-9218995
Pakistan Bar Council	pakbarcouncil@yahoo.com 051-9206805
National Council for Homeopathy	nchpakistan@gmail.com 051-9258142 Fax 051-9257115
National Council for Tibb	registrar.nch@hotmail.com 051-9240074-75 / 9243605
National Agriculture Education Accreditation Council	www.naeac.org 051-90802681
National Business Education Accreditation Council	www.nbeac.org.pk 051-90800206-7
National Computing Education Accreditation Council	www.nceac.org 051-5151437 Ext. No. 241
National Accreditation Council for Teacher Education	www.nacte.org.pk 042-99232025, 99232492, 051-90808155, 90808156

Dr. Mohammed Rafiq Baloch
Director General (Quality Assurance Agency)
Higher Education Commission
Sector H-9, Islamabad
Tel: 051-90402703, Fax: 051-90402700
For further information kindly contact hquddus@hec.gov.pk

www.hec.gov.pk

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RIAZ AHMAD, SAQIB, GOHAR & COMPANY
Chartered Accountants**AUDITORS' REPORT TO THE COUNCIL MEMBERS**

We have audited the annexed balance sheet of the **National Accreditation Council for Teacher Education - Higher Education Commission** as at **June 30, 2014** and the related income and expenditure account and cash flow statement together with the notes forming part thereof (here-in-after referred to as the financial statements), for the year then ended.

Management's Responsibility for the Financial Statements

It is the responsibility of the management to establish and maintain a system of internal control, and prepare and present the financial statements in conformity with the cash receipts and expenditure incurred basis of preparation as described in note 2.1 to the annexed financial statements.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the auditing standards as applicable in Pakistan. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting policies used and significant estimates made by the management, as well as evaluating the overall presentation of the financial statements. We believe that our audit provides a reasonable basis for our opinion.

As described in note 2.1, the financial statements have been prepared on the cash receipts and expenditure basis of accounting, which is a comprehensive basis of accounting other than the generally accepted accounting principles.

Opinion


In our opinion the financial statements present fairly, in all material respects, the cash receipts and expenditure of the **National Accreditation Council for Teacher Education - Higher Education Commission** for the year ended **June 30, 2014** on the basis of accounting as described in note 2.1 to the statements.

Other Matter Paragraph

Without qualifying our opinion, we draw attention to the fact that last year financial statements are un-audited.

Lahore:

03 NOV 2014


Riaz Ahmad, Saqib, Gohar & Co.
Chartered Accountants
Muhammad Ali Rafique *Rafique*



A Member of AGN International Ltd. Accountants Global Network - International Association

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www.rasgco.com E-mail: rasgjr@rasgco.com
Corporate Office at Karachi & Regional Office at Islamabad

**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION
HIGHER EDUCATION COMMISSION
BALANCE SHEET
AS AT JUNE 30, 2014**

		2014	2013
			Un-audited*
	Note	----- Rupees -----	
ASSETS			
Non current assets			
Property and equipment	3	403,464	403,464
Current assets			
Cash and bank balances	4	14,970,049	8,705,679
		<u>15,373,513</u>	<u>9,109,143</u>
FUNDS & LIABILITIES			
Funds			
General Fund		14,945,049	8,705,679
Fixed Assets Fund		403,464	403,464
		<u>15,348,513</u>	<u>9,109,143</u>
Current liabilities			
Audit Fee		25,000	-
Commitment and Contingencies			
	5	-	-
		<u>15,373,513</u>	<u>9,109,143</u>

The annexed notes from 1 to 8 form an integral part of these financial statements.

Raghu

Ismat Ahmad
SECRETARY

Munir Ahmad
CHAIRPERSON

**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION
HIGHER EDUCATION COMMISSION
INCOME AND EXPENDITURE ACCOUNT
FOR THE YEAR ENDED JUNE 30, 2014**

		2014	2013
			Un-audited*
	Note	Rupees	Rupees
INCOME			
Grant from HEC		1,000,000	4,000,000
Income from accreditation fee	6	9,107,313	1,362,500
Bank profit		741,149	30,000
		<u>10,848,462</u>	<u>5,392,500</u>
EXPENDITURE			
Salaries		2,139,272	1,986,392
Meetings and Events		220,990	473,554
Honorarium and T.A./D.A. of external evaluators		1,295,509	1,562,583
Stationery & Postage		195,955	201,456
Advertisement		209,820	-
Membership Fee		-	67,746
T.A./D.A. of NACTE members		278,370	124,800
Audit Fee		25,000	46,715
Telephone and Internet Charges		110,271	119,874
Miscellaneous		49,501	74,305
Bank Charges		84,404	87,945
		<u>4,609,092</u>	<u>4,745,370</u>
Surplus for the year		<u>6,239,370</u>	<u>647,130</u>
Reserves balance brought forward		8,705,679	8,058,549
Reserves balance carried forward		<u><u>14,945,049</u></u>	<u><u>8,705,679</u></u>

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The annexed notes from 1 to 8 form an integral part of these financial statements.


SECRETARY


CHAIRPERSON

**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION
HIGHER EDUCATION COMMISSION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014**

	2014	2013 Un-audited*
	<i>— Rupees —</i>	
CASH FLOW FROM OPERATING ACTIVITIES		
Cash received from/as:		
Cash received from HEC	1,000,000	4,000,000
Income from Registration	9,107,313	1,362,500
Bank Profit	741,149	30,000
	<u>10,848,462</u>	<u>5,392,500</u>
Cash paid to/as:		
Salaries	2,139,272	1,986,392
Meetings and Events	220,990	473,554
Honorarium and T.A./D.A. of external evaluators	1,295,509	1,562,583
Stationery & Postage	195,955	201,456
Advertisement	209,820	-
Membership Fee	-	67,746
T.A./D.A. of NACTE members	278,370	124,800
Audit Fee	-	46,715
Telephone and Internet Charges	110,271	119,874
Miscellaneous	49,501	74,305
Bank Charges	84,404	87,945
	<u>4,584,092</u>	<u>4,745,370</u>
Net cash generated from operating activities	<u>6,264,370</u>	<u>647,130</u>
CASH FLOW FROM INVESTING ACTIVITIES	-	-
CASH FLOW FROM FINANCING ACTIVITIES	-	-
Increase in cash and cash equivalents during the year	6,264,370	647,130
Cash and cash equivalents at beginning of the year	8,705,679	8,058,549
Cash and cash equivalents at end of the year	<u>14,970,049</u>	<u>8,705,679</u>

The annexed notes from 1 to 8 form an integral part of these financial statements.

Ragu


SECRETARY


CHAIRPERSON

**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION
HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2014**

1. THE COUNCIL AND ITS OPERATIONS:

National Accreditation Council for Teacher Education is established under Higher Education Commission to assure Teacher Education degree program in educational Institutions with defined standards. The accreditation of degree programs in the Teacher Education is looked after by the council through overall scope and structure of the program, curricula, requisite, infrastructure, faculty, compatibility with international standards, skill development, student support, laboratory facilities, student activities, financial aid, assistance and job placement of graduates.

2. SIGNIFICANT ACCOUNTING POLICIES

2.1 Statement of compliance

The financial statements have been prepared under cash receipts and expenditure incurred basis of accounting, which is a comprehensive basis of accounting other than the generally accepted accounting principles.

2.2 Accounting convention

These financial statements have been prepared under "historical cost convention" and do not reflect the impact of specific price changes and the general level of prices.

2.3 Grants received

The Grants from the Government of Pakistan have been accounted for on receipt basis. Specific grants received for specific projects are included in the specific fund accounts maintained for the purpose.

2.4 Property and Equipment

Property and equipment have been stated at cost. Assets donated have been stated at nominal amount i.e. Re. 1/- only. No depreciation on fixed assets is charged.

Maintenance and normal repairs are charged to receipts and payments account as and when incurred. Major renewals and improvements are capitalized.

2.5 Taxation

The council enjoys tax exemption under the umbrella of HEC. Thus, no charge of tax is provided for in the accounts for the period.

Raza

2014 2013
Un-audited*
----- Rupees -----

3. **PROPERTY AND EQUIPMENT**

Furniture & fixture	111,330	111,330
Computer equipment	292,134	292,134
	<u>403,464</u>	<u>403,464</u>

4. **CASH AND BANK BALANCES**

Cash in hand	10,000	10,000
Cash at bank- Saving account	14,960,049	8,695,679
	<u>14,970,049</u>	<u>8,705,679</u>

5. **COMMITMENT AND CONTINGENCIES**

Approximate expenses ranging from Rs. 6 to 7 million for 75 programmes will be incurred in the next financial year against current year's income from registration.

6. **INCOME FROM ACCREDITATION FEE**

Approximate expenses ranging from Rs. 6 to 7 million for 75 programmes will be incurred in the next financial year against current year's income from registration.

7. **DATE OF AUTHORIZATION FOR ISSUE**

These financial statements were authorized for issue on 03-Nov-2014 by the Management.

8. **GENERAL**

- i) Figures in the financial statements have been rounded off to the nearest rupee.
- ii) Corresponding figures have been re-arranged, wherever necessary, for the purpose of comparison.
- iii) Last year financials were not audited by a Chartered Accountant firm. *Rajeev*

Issued Ahmad
SECRETARY

Munir Ali
CHAIRPERSON

NACTE in Picture 2014-15











National Accreditation Council for Teacher Education NACTE, Pakistan

