



# NACTE ANNUAL REPORT 2017-18



**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 #1025/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 Government and 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 completion and submission of a set of 27/29 documents by the institution for the concerned program and 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 and reporting in accordance with the Accreditation Standards and benchmarks.

Accreditation is a process by which an educational institution seeks and independent judgment to confirm that it substantially achieves its objectives and is generally equal in quality to comparable institutions. The prime objective of accreditation is to improve quality of higher education, enhance capacity of institutions and upgrade infrastructure to achieve and sustain academic excellence. NACTE has ensured a uniform and transparent external evaluation and accreditation of teacher education programs in the country.

NACTE initiated formal accreditation of programs in 2011, when there were only six applicant program for the accreditation. However, with the continuous efforts and persuasion of NACTE members and staff by the end of June 2018, it had accredited more than 350 teacher education programs covering at least one program of almost all public and private sector universities. NACTE is expected to accredit at least 100 more programs from all over the country by the end of year.

NACTE until this time has conducted nine National & International capacity building workshops for the external evaluators with the financial support of HEC, UNESCO, Pre-Step and USAID. The pool of external evaluators has now been extended to 250. The Council signed a letter of understanding (LOU) with Pakistan Reading Project, PRP (USAID). The Council managed eleven, three days' capacity building workshops for about hundred public sector teacher education institutions on process and procedures of accreditation. The institutions were also supported with accreditation literature and soft copy of training materials.

The Council has also conducted twenty seven awareness and orientation seminars and meetings to provide guidance and assistance to the teacher education institutions without any charges for the capacity building of their faculty for preparation of accreditation of the programs being offered by them.

The seminars and meetings focused on accreditation standards, process, procedures and protocols of the NACTE and necessary documentation and hosting the accreditation visits by the institutions. 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 steps.

Prof. Dr. Irshad Ahmad Farrukh  
Secretary NACTE

## COUNCIL MEMBERS

1	Prof. Dr. Raizul Haq Tariq	Chairperson
2	Vice Chairperson	Vacant
3	Prof. Dr. Irshad Ahmad Farrukh	Secretary
4	Prof. Dr. NB Jumani	International Islamic University, Islamabad
5	Dr. Waqar un Nisa	Shaheed Benazir Bhutto (W) University, Peshawar
6	Prof. Dr. Cusrow J. Dubash	Forman Christian College University Lahore
7	Prof. Dr. Mumtaz Akhter	Punjab University, Lahore
8	Prof. Dr. Muhammad Ramzan	Karakorum International University, Gilgit
9	Dr. Amjad Reeba	University of Peshawar, Peshawar
10	Prof. Dr. Shagufta Shahzadi	University of Karachi
11	Dr. Niaz Muhammad Aijaz	Sarhad University, Peshawar
12	Dr. Shaheen Khan	LID Higher Education Commission, Islamabad
13	Prof. Dr. Rasul Buksh Raisani	Ex VC, University of Baluchistan, Quetta
14	Prof. Dr. Patt Fewel	Foreign Expert on Accreditation
15	Rep of Planning Commission Pakistan	Pak Secretariat Islamabad
16	Secretary Education	Federal Govt. Islamabad
17	Secretary Education	.Govt. of Baluchistan, Quetta.
18	Secretary Education	Govt. of Punjab, Lahore
19	Secretary Education	Govt. of KPK, Peshawar
20	Secretary Education	Govt. of Sindh, Karachi
21	Secretary Education	Govt. of AJK, Muzaffarabad





**Prof. Dr. Raizul Haq Tariq**  
Chairperson  
NACTE



**Prof. Dr. Irshad Ahmad Farrukh**  
Secretary  
NACTE



**Prof. Dr. Rasul Buksh Raisani (Late)**  
Member  
Ex VC, University of Baluchistan, Quetta



**Dr. Shaheen Khan**  
Member  
Higher Education Commission



**Prof. Dr. Mumtaz Akhter**  
Member  
Punjab University, Lahore



**Prof. Dr. NB Jumani**  
Member  
IIUI



**Prof. Dr. Sugfta Shaahzadi**  
Member  
University of Karachi



**Prof. Dr. Muhammad Ramzan**  
Member  
KIU, Gilgit



**Dr. Waqar un Nisa**  
Member  
SBBU, Peshawar



**Dr. Amjad Reb**  
Member  
University of Peshawar, Peshawar



**Prof. Dr. Cusrow J. Dubash**  
Member  
Forman Christian College, Lahore



**Dr. Niaz Muhammad Aijaz**  
Member  
Sarhad University, Peshawar



Secretary School Education  
Member  
Govt. of Baluchistan, Quetta



Secretary School Education  
Member  
Govt. of Punjab, Lahore



Secretary School Education  
Member  
Govt. of KPK, Peshawar



Secretary Education  
Member  
Govt. of Sindh, Karachi



Secretary School Education  
Member  
Govt. of AJK



Secretary (CAD)  
Member



Deputy Chairman, Planning,  
Commission  
Member



Prof. Dr. Patt Fewel  
Foreign Expert

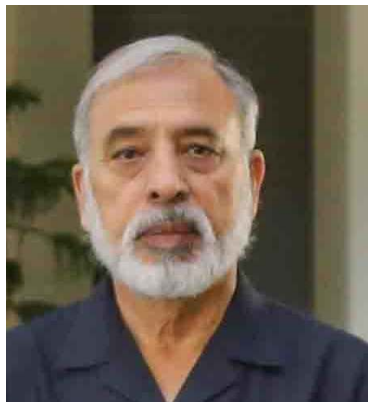


Vice Chairman  
Vacant

## SECRETARIAT STAFF

1	Prof. Dr. Irshad Ahmad Farrukh	Secretary
2	Ms. Uzam Shakoor	Sr. Research Officer
3	Mr. Muhammad Zakria	Accounts Officer
4	Mr. Muhammad Usman	IT Expert / Admin Officer
5	Mr. Attiq Ur Rehman	DEO / Assistant
6	Mr. Hafiz Muhammad Kamran	DEO / Assistant
7	Mr. Muhammad Fardoos Khalil	Office Boy
8	Mr. Azmat Ali	Office Boy

## SECRETARIAT STAFF



**Prof. Dr. Irshad Ahmad Farrukh**  
Secretary, NACTE



**Uzma Shakoor**  
Sr. Research Officer NACTE



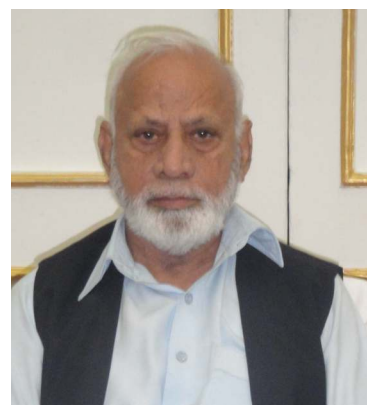
**Muhammad Usman**  
IT Expert NACTE



**Muhammad Kamran**  
DEO/Assistant



**Attiq ur Rehman**  
DEO/Assistant



**Muhammad Zakira**  
Account officer



**Fardoos Khalil**  
Office Boy



**Azmat Ali**  
Office Boy



## INTRODUCTION

This report is intended to provide information about the formal framework within which NACTE is operating and the status of accreditation of Teacher Education Programs in Pakistan. Accreditation in teacher education formally started as a system to ensure the quality of Pre-Service Teacher Education Programs offered for producing graduates by the teacher education providers in the country. It is considerably much difficult to specify and enlist the competences that make a good quality teacher. This is the most important and fundamental question which comes across while planning and designing a teacher education program. It was for this reason that the competencies of a desired teacher were outlined in the form of National Professional Standards for Teachers in Pakistan by the Ministry of Education.

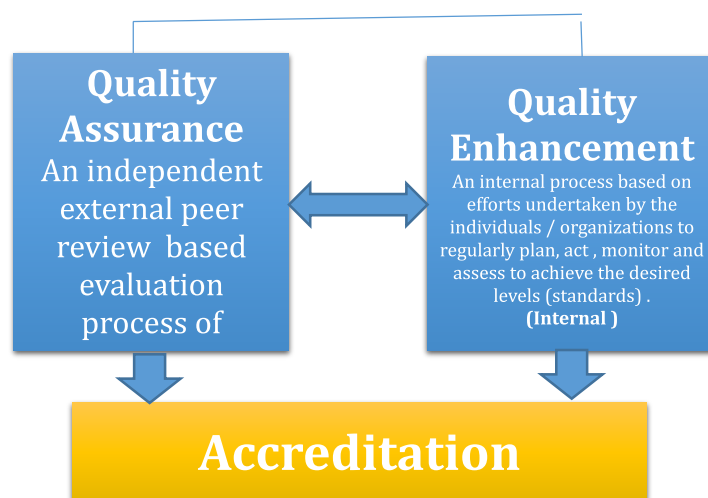
Aligned with National Professional Standards for Teachers (NPSTP), NACTE developed Conceptual Framework and a set of seven Standards, relevant to different components, areas and various activities of teacher education programs named as the National Standards for Accreditation of Teacher Education Programs (NSATEP). These seven Standards serve as the bedrock for internal academic evaluation (self-assessment) by the program itself and external academic audit by the council. National Accreditation Council for Teacher Education (NACTE) has been assigned the responsibility to accredit teacher education programs offered by public and private sector institutions all over the country.

Program accreditation is MANDATORY under HEC and NACTE rules. The basic purpose of accreditation is to facilitate, guide and assist the teacher education institutions for the quality improvement of the programs and enhance capacity of the institutions and upgrade infrastructure to achieve and sustain academic excellence. The National Accreditation Council for Teacher Education has ensured a uniform and transparent external evaluation and accreditation mechanism of teacher education programs in the country. To strengthen this mechanism, NACTE has consistently organized capacity building workshops for its external academic evaluators & staff of teacher education institutions. NACTE has continuously organized awareness & orientation workshops and seminars for its stakeholders and general public. Training workshops for the capacity building of its external academic evaluators is a regular feature of NACTE. The secretariat is providing free consultancy services to the applicant teacher education institutions by providing them guidance and facilitation regarding preparation for program accreditation. NACTE is the associate member of The Asia Pacific Quality Network Shanghai China. It has also permanent membership of HEC's National Curriculum Review Committee (NCRC) on teacher education.

## QUALITY ASSURANCE

The concept of “Quality Assurance” is not a new concept. In the recent times it has traveled both geographically and across professional areas. The term has become ubiquitous presence in the discussions on all areas of education. It is a relative term and no specific agreed definition is available. 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 have 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 of a service or product, usually by paying attention at every stage of the production and delivery processes.

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

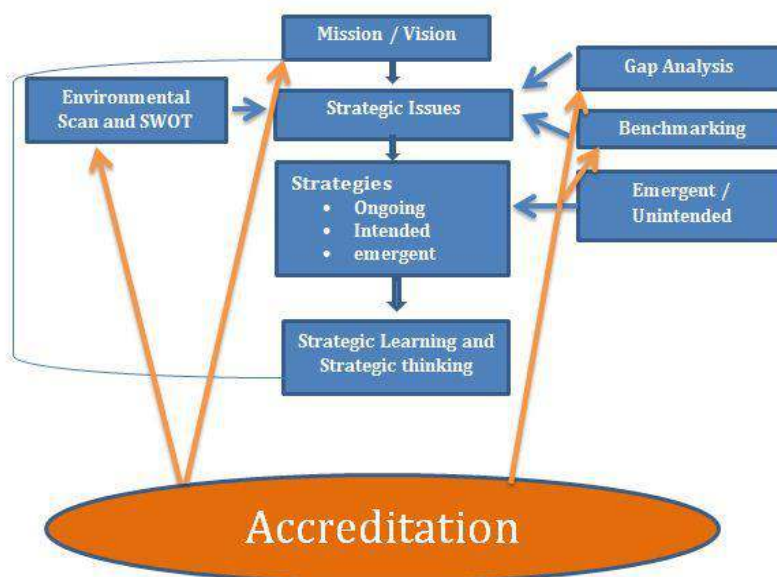


The other authors expounded their positions and eventually the concept of quality, generalized to other areas besides the industrial production of goods. The basic ideas survived and the dimensions defining quality in case of production were adopted for the provision of services also. Both goods and 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 conformity to pre-set expectation standards, 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 now taken into consideration.

In the case of teacher education, the dimensions like, reliability of the contents of the courses, its delivery the responsiveness and understanding to the student needs, their access to staff and teachers, the competence of the teachers, the inter-personal relations, the evaluation system the degree of credibility generated by the institution, the fit of the infrastructure, the financing of education, the development of research culture and community relation and outreach are also added to the dimensions of quality.

## QUALITY ASSURANCE OF HIGHER EDUCATION IN PAKISTAN

The number of universities in Pakistan has increased considerably since its independence in 1947. By 2017 there were 192 universities (114 public 78 private) as compared to two that existed in 1947. Furthermore the public sector was traditionally the major provider of higher education for the first half of the twentieth century, but this scenario has changed drastically. By 2018, 41% of the Universities belonged to the private sector. 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's population enrolled in these institutions is also probably more heterogeneous than in the past, in terms of their knowledge, interest and skills. If higher education institutions do not respond by establishing mechanisms to ensure that their student 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 in-adequately prepared to face the dynamic and ever-changing demands of today's profession



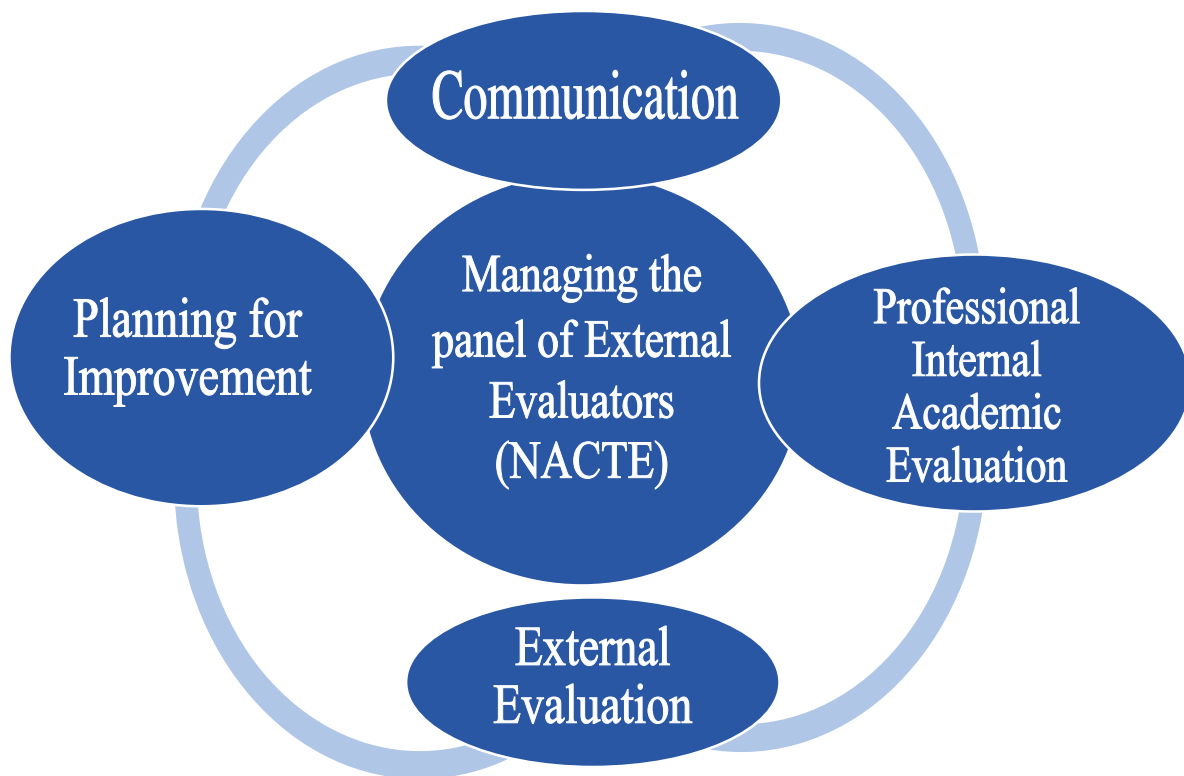
In response to the emerging needs, Pakistan has established the quality assurance mechanisms that permit its institutions to continue serving the growing Pakistani population, while at the same time preventing further deterioration of educational quality. Conversely, Pakistan is attempting to revert the risks of educational expansion by introducing and setting the trends of quality enhancement in higher education. The organization responsible of this initiative at National level is the Higher Education Commission, Pakistan. HEC vide Ordinance No. LIII of 2002, Paragraph 10 Clause e, was authorized to "set up National or Regional Evaluation Councils or authorize any existing council or similar body to carry out Accreditation of institutions including their departments, programs, faculties and disciplines by assigning them appropriate ratings. The Commission committed to assist the capacity building of existing councils and bodies to enhance the reliability level of the evaluation carried out by them.

The HEC under this ordinance established five Accreditation Councils, including the National Accreditation Council for Teacher Education (NACTE). The Council developed the quality assurance Standards process and procedures, and mechanisms to accredit the teacher education program offered by all public and private sector institutions in the country.

## QUALITY ASSURANCE IN TEACHER EDUCATION

In general the concept of quality assurance combined with teacher education brings about the following definition of accreditation:

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



The implication in this case is that quality assurance in teacher education must be developed in tandem with quality enhancement alternatives. This is compatible with the positions held by HEC, according to which quality assurance is a continuous process of transparent accountability and improvement that commonly involves evaluation, assessment, monitoring and guidance to guarantee improvement and ensure quality management, quality enhancement and quality assessment.



## TEACHER EDUCATION PROGRAMS IN PAKISTAN



## EXTERNAL EVALUATORS WORKSHOPS

One of the most important function of the National Accreditation Council for Teacher Education (NACTE) is to ensure the quality of teacher education programs offered by all public and private sector institutions, through sustained professional internal academic audit and external evaluation. The number of institutions offering bachelor or higher degree teacher education programs are more than 475 scattered all over the country and the number of the programs being offered by these Institutions exceeds 675. NACTE has accredited more than 350 teacher education programs and about 100 accreditation requests are under processes. Although NACTE has accredited more than 350 teacher education programs and about 100 accreditation requests are under processes. More accreditation requests are also anticipated in coming times. NACTE had a pool of 250 trained External Evaluators to evaluate teacher education programs for award of accreditation. It therefore requires at least to double the number of external Evaluators from different provinces and areas. The new evaluators need training on the conduct of accreditation procedure and tools, as they play a pivotal role in the rating process their professionalism is of critical importance in assuring transparency and building confidence among the teachers education institutions and others take holder keeping and huge task of accreditation of such a large number of programs. NACTE needs a large pool of trained evaluators to facilitate the accreditation process.



### **Workshop for External Academic Evaluators 9-11 November 2016 Hotel Margala, Islamabad**

National Accreditation Council for Teacher Education (NACTE) therefore conducted a three days capacity building workshop 9-11 November 2016 and 18-20 April 2017, at Hotel Margala, Islamabad, for its prospective External Academic Evaluators. The workshop was jointly organized by HEC & NACTE. Thirty participants from private and public sector Teacher Education institutions of the country participated in each workshop. The purpose was to prepare a select group of External Academic Evaluators to conduct accreditation visits and provide professional guidance to the interested teacher education institutions regarding accreditation preparation. Dr. Riaz ul Haq Tariq, Dr. Irshad Ahmad Farrukh, and Ms. Uzma Shakoor contributed as resource persons. The workshop focused on the accreditation Process, Procedures, Tools and documents of NACTE.

The objectives of the workshop were to enable the participants to understand the:

- Share Accreditation status of teacher education in developing / developed countries.
- Share Accreditation process and external evaluation procedures followed by developing/ developed countries.
- Provide orientation about NACTE, its scope and functions.
- Provide orientation about Accreditation Standards, Processes and Procedures, particularly of External Evaluation.
- Make the participants familiar with the Accreditation Tools.
- Put Hands-on practice for using the Accreditation Tools.
- Share the formalities of conducting the External Evaluation.



Dr. Riaz ul Haq Tariq, Chairperson, NACTE gave a detailed presentation on the Accreditation, Quality and Graduate Attributes: A case of Pakistan's Higher Education. He said quality issues are of major concern for today's higher education in the country. He was worried about the deteriorating status of Pakistan's education and research at higher level as compared to the SAARC countries of the region.

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 preparing best experts for the program accreditation in teacher education. Discussing the best practices of quality assurance in teacher education he mentioned about the threats, challenges and incentives in motivating the institutions and stakeholders for accreditation.





The program was well acknowledged by the participants and 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. The Chairperson Dr. Riaz ul Haq Tariq thanked the participants for their interest and HEC for their all-out support and contributions.





## List of 4<sup>th</sup> and 5<sup>th</sup> External Evaluator Workshop 2017-18

S.#	NAME	INSTITUTION
<b>Punjab</b>		
1	Mrs. Tanveer Iqbal	IER, Punjab University, Lahore
2	Mr. Abir Naqvi	IER, Punjab University, Lahore
3	Dr. Muhammad Afzal Rtd.	Provincial Education Dept.
4	Dr. Muhammad Nadeem	Govt. SE College, Bahawalpur
5	Dr. Tahir Mehmood	IER, Punjab University, Lahore
6	Dr. Abid Hussain	IER, Punjab University, Lahore
7	Dr. Cusrow J Dubash	Forman Christian College Lahore
8	Dr. Muhammad Amin	University of Education, Lahore
9	Dr. Ijaz Ahmad Tatla	University of Education, Lahore
11	Dr. M Nadeem Anwar	University of Sargodha
12	Mr. M Uzair ul Hassan	University of Sargodha
13	Dr. Farhana	Fatima Jinnah (W) University, Rawalpindi
14	Dr. M Bashir Gondal	University of Gujrat, Gujrat
15	Dr. Bashir Hussain	Bahaudin Zakria University, Multan
16	Mr. Aurangzaib Rehman, Rtd.	Joint Educational Advisor
17	Mr. M. Afzal Shahid	Cluster Training Support Center Gujranwala
18	Mr. Tariq Shakoor	UMT, Lahore
19	Dr. Muhammad Bashir	University of Sargodha
20	Dr. Kaukab Ara	Baliqus College, Nur Base Rawalpindi
21	Dr. Zahida Habib	University of Education, Lahore
<b>Sindh</b>		
22	Ms. Syeda Tasneem Fatima	Fedral Urdu University, Karachi
23	Ms. Nusrat Ali	Dadabhoy Institute of Higher Education, Karachi
24	Dr. Muhammad Saleem Khan	Dadabhoy Institute of Higher Education, Karachi
25	Ms. Salma Nazir	Dadabhoy Institute of Higher Education, Karachi
26	Mr. Abdul Sattar Gopang	University of Sindh Hyderabad Sindh
27	Mr. Zubair Ahmad	University of Sindh Hyderabad Sindh
28	Mr. M. Nawaz Sheikh	GECE, (M) Larkana Sindh
29	Mr. Shahid Parveez	GECE, (M) Larkana Sindh
30	Mr. Abdul Hafeez Khuhro	GECE, (M) Larkana Sindh
31	Mr. Ashique Hussain Memon	GECE, (M) Larkana Sindh
32	Prof. Dr. Tayyaba Zarif	Shaheed Benazir Bhutto University, Nawabshah

33	Dr. Zaira Wahab	Hmadrad University, Karachi
34	Dr. Iffet Sultana	Iqra University, Karachi
35	Dr. Najmunnisa Khan	SZABIST, Karachi
36	Dr. Nasreen Hussain	IOBM, Karachi
<b>KPK</b>		
37	Dr. Nadeem Khan	IER, University of Peshawar
38	Dr. Niaz Muhammad Aajiz	Sarhad University of Science & Tech. Peshawar
39	Dr. Khisro Kaleem Raza	Sarhad University of Science & Tech. Peshawar
40	Dr. Hanifullah Khan	Qurtuba University of Science & Tech. Peshawar
41	Dr. Ishtiaq Hussain	IER, University of Science & Tech. Kohat
42	Dr. Amjed Reba	IER, University of Peshawar
<b>Balochistan</b>		
43	Dr. Muhammad Riaz	College of Education, Quetta
44	Dr. Sajida Noureen	University of Baluchistan, Quetta
45	Mr. Niaz Muhammad	Govt. College of Education, Quetta
<b>Federal</b>		
46	Dr. M Naeem Tariq	Directorate of Navy Education, Islamabad
47	Dr. Muhammad Zafar Iqbal	International Islamic University, Islamabad
48	Ms. Fouzia Ajmal	International Islamic University, Islamabad
49	Dr. Hukam Dad	NUML, Islamabad
50	Mr. Shahzad Ahmad	Federal College of Education, Islamabad
<b>Gilgit Baltistan</b>		
51	Dr. Muhammad Ramzan	Karakorum International University, Gilgit
52	Dr. Sadarurdin Qutoshi	Karakorum International University, Gilgit
<b>AJK</b>		
53	Dr. Batool Atta	University of Azad Jammu & Kashmir, Muzaffarabad
54	Ms. Asma Zia	University of Azad Jammu & Kashmir, Muzaffarabad

## Refresher Training Workshop for External Academic Evaluators 17-20 April 2018 Hotel Margala, Islamabad



National Accreditation Council for Teacher Education (NACTE) conducted its first kind of a four days' refresher training workshop for NACTE external academic evaluator on 17-20 April 2018 at Hotel Margala, Islamabad, for its pioneer batch of External Academic Evaluators. The workshop was jointly organized by HEC & NACTE. NACTE had also invited other HEC's established councils to briefly explain their accreditation process to the audience. Thirty participants from private and public sector Teacher Education institutions of the country participated in the workshop. The purpose was to recall the work and training of a select group of External Academic Evaluators to

conduct accreditation visits and provide professional guidance to the interested teacher education institutions regarding accreditation preparation, for this NACTE divided the pool of thirty into three different groups and visit three different institutions for the hands on practice by creating the real scenario for the accreditation visit. The workshop focused on the accreditation Process, Procedures, Tools and documents of NACTE.



The objectives of the workshop were to enable the participants to understand the:

- Share Accreditation status of teacher education in developing / developed countries.
- Share Accreditation process and external evaluation procedures followed by developing/ developed countries.
- Provide orientation about NACTE, its scope and functions.
- Provide orientation about Accreditation Standards, Processes and Procedures, particularly of External Evaluation.
- Make the participants familiar with the Accreditation Tools.
- Put Hands-on practice for using the Accreditation Tools.
- Share the formalities of conducting the External Evaluation.



The program was well acknowledged by the participants and 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. The Chairperson Dr. Riaz ul Haq Tariq thanked the participants for their interest and HEC for their all-out support and contributions.





## Four Days Refresher Training Workshop for NACTE External Academic Evaluators April 2018

S.#	NAME	INSTITUTION
<b>Punjab</b>		
1	Dr. Mumtaz Akhter	IER, Punjab University, Lahore
2	Dr. Muhammad Abiodullah	IER, Punjab University, Lahore
3	Dr. Ummara Sehar	IER, Punjab University, Lahore
4	Dr. Fouzia Khawja Rtd.	IER, Punjab University, Lahore
5	Mr. Muhammad Ishafaq Baig Rtd.	Provincial Edu. Dept. Punjab
6	Dr. Iftikhar Ahmed Baig	University of Lahore
7	Dr. Muhammad Dilshad	Bahaudin Zakria University, Multan
8	Dr. Muhammad Ramzan	Islamia University, Bahawalpur
9	Dr. Nasreen Akhter	Islamia University, Bahawalpur
10	Dr. Akhtar Ali	Islamia University, Bahawalpur
11	Dr. Riffat u Nisa	University of Sargodha
12	Dr. Muhammad Sarwar	University of Sargodha
<b>Sindh</b>		
13	Dr. Saleha Parveen	University of Sindh Hayderabad
14	Dr. Aslam Kamboh	University of Sindh Hayderabad
15	Mrs. Uzma Murad	University of Sindh Hayderabad
16	Dr. Farida Lodhi	Layari University, Karachi
<b>KPK</b>		
17	Dr. Safdar Rehman Ghazi	Bannu University of Science & IT, Bannu
18	Dr. Muhammad Iqbal Majoka	Hazra University, Hazra, Mansehra
19	Dr. Saeed Khan	Haripur University, Haripur
20	Dr. Umar Ali Khan	Preston University, Kohat
<b>Baluchistan</b>		
21	Mrs. Shahnaz Akhtar Rtd.	University of Baluchistan, Quetta
22	Dr. Ijaz Ahmad Rtd.	University of Baluchistan, Quetta
23	Mr. Muhammad Saeed Rtd.	Provincial Edu. Department, Quetta
<b>Federal</b>		
24	Dr. Shamsa Aziz	International Islamic University, Islamabad
25	Dr. Azhar Mahmood	International Islamic University, Islamabad
26	Dr. Sufiana Khattoon	NUML, Islamabad
27	Dr. Naveed Sultana	Allama Iqbal Open University, Islamabad
28	Dr. Zahid Majeed	Allama Iqbal Open University, Islamabad
29	Prof. Dr. Hamid Niazi	Preston University, Islamabad Campus
<b>Gilgit Baltistan</b>		
30	Dr. Khalid Mehmood	Karakorum International University, Gilgit

## Orientation and Awareness Seminars

<input type="checkbox"/>	Faculty of Education, City University Peshawar	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, Sarhad University, Peshawar	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, Qurtuba University, Peshawar	<input type="checkbox"/>
<input type="checkbox"/>	Bilquis Postgraduate, Collage for Woman, PAF, Nur Khan, Rawalpindi	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, Dadabhoy Institute of Higher Education, Karachi	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, SZABIST, Karachi	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, Wah University, Wah Cantt	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, Preston University, Karachi	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, Shah Abdul Latif University	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, Preston University, Karachi	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, University of Haripur	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, University of Wah, Wah Cantt	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, Sarhad University, Peshawar	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, Institute of Business Management (IoBM), Karachi	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, NUML Islamabad	<input type="checkbox"/>
<input type="checkbox"/>	Faculty of Education, (MUST), Mirpur, AJK	<input type="checkbox"/>

## COUNCIL MEETINGS

### Council Meetings:

Three meetings of the NACTE were held during last one and a half year.

The 13<sup>th</sup> meeting of the council was held on December 30, 2016 in Islamabad. it was attended by ten members. The Council members were informed about the sad demise of the mother of Prof. Dr. NB Jumani. The Council offered Fateha for departed soul. They also congratulated Prof. Dr. Mumtaz Akhter, & Dr. Irshad Ahamd Farrukh for performing Hajj. The agenda items were taken up and the decisions were made.

The 14<sup>th</sup> meeting of the council was held on August 09, 2017 at council's office Islamabad. Eleven members were present in the meeting. The Chairman HEC, Dr. Mukhtar Ahmad, joined the council meeting for some time. He was much concerned about the quality of education in general and teacher education in particular, in the country. He mentioned about the steps being taken by HEC against certain institutions for their malpractices and below quality education. Dr. Mukhtar appreciated the work of NACTE and emphasized not to compromise on quality of education and assured his all-out and continues support for HEC established councils. The chairperson and council members thanked Dr. Mukhtar Ahmad for his support and brief unscheduled visit. The agenda items were taken up and the decisions were made.

The 15<sup>th</sup> meeting of the NACTE was held on February 14, 2018 in LID hall HEC H-8 Islamabad. this meeting was attended by twelve members. The Council members were informed about the sad demise of Prof Dr. Rasul Buksh Raisani in January 2018. The members expressed their grief and sorrow for Dr. RB Raisani who



deprived them of his company and selected the eternal abode in Jannan; a respectful and caring soul, who was a cementing force for keeping the colleagues together. The members also acknowledged the services and contributions of Dr. Raisani, made in different capacities for the development of education and promotion of accreditation and quality of education. The members were told that Dr. Mumtaz Akhter, Dean Faculty of Education IER, University of the Punjab and the member of the council has also faced the similar anguish, because of the death of her father. The council members offered Fateha for the departed soul and prayed that may Allah be kind on the beauteous and virtuous souls, pardon their transgression and weaknesses and grant them the highest place in Jannah. The members give courage and patience to their aggrieved families to bear this irreparable lose. The agenda items were deliberated upon and



decision were finalized. The Council expressed its concern over the continuous absence of ex officio of the council from the meetings. as no ex officio members, the provincial and federal secretaries of education



or their representatives attended any of the three meetings except the 14<sup>th</sup> meeting where a Deputy Secretary from Punjab Education Department, who was present in the meeting.

### Condolence of Dr. RasulBuksh Raisani

NACTE were saddened to know the sad demise of Dr. R.B Raisani, your great father ex Vice Chancellor of the University of Baluchistan and honorable member of this Council. Dr. Raisani dedicated his whole life for the cause and development of education in each position he served. He always made great contributions till he breathed last, which will be remembered for a long times to come. Dr. Raisani was a thorough gentleman, good friend and re- known educationist. The Council sincerely acknowledges his contributions and services; he made to promote the cause of accreditation and quality of education.



### Meetings of the Working Group

The working group on Development/Modifications of Accreditation Tools and Procedures for Non- Formal Modes of Teacher Education has reviewed the National Standards for Accreditation of Teacher Education Programs and related literature on accreditation relevant to their tasks. It has also deliberated upon the Tools and worked on the needed changes and modifications in the concept map. It is hoped that the group will recommenda this year.



finalize its task and tions in the end of



## Capacity Building Workshops for Public Sector TEI's

NACTE in collaboration with PRP, successfully conducted eleven three days' capacity building workshops for teacher educators of public sector institutions on accreditation process and procedures and preparation.



The folders of workshop material, provided by the NACTE were prepared and distributed by PRP. All the logistic arrangements and financial management was made by PRP. NACTE was responsible for academic inputs. The participants considered the workshops a great success and stated that it has achieved all the desired objectives. They described it as much needed event that helped them to better understand the concept of accreditation and its process. The participants appreciated the role of the NACTE team for the efforts and contributions they made to enrich their capacity to ensure and enhance the quality of teacher education.



## Orientation and Guidance of Teacher Education Institutions

Orientation was provided to the faculty of the following Teacher Education Institutions at their campus regarding accreditation process, procedures, tools and documentation:

- i. Faculty of Education, Newport Institute of Communication & Economics, Karachi
- ii. Faculty of Education, Dadabhoy Institute of Higher Education, Karachi
- iii. Faculty of Education, Sarhad University, Peshawar
- iv. Ongoing consultancy support and guidance to the teacher education institutions through email and phone regarding all aspect of accreditation.



- i. Faculty of the Preston University Karachi
- ii. Faculty of Education DG Khan University, DG Khan.
- iii. Faculty of the Lahore University Sargodha Campus,

- v. Staff of College of Education Gilgit.
- vi. Faculty of Education, Sindh Institute of Management & Technology, Karachi.
- vii. Faculty of Education Wah University, Wah,
- viii. Staff of College of Education Sakardu.
- ix. Faculty of Education SBK, Quetta .
- x. Faculty of Education UOB, Quetta.
- xi. Faculty of Education, University of Turbat.
- xii. Faculty of Education, Institution of Southern Punjab, Multan.
- xiii. Ongoing consultancy support and guidance to the teacher education institutions through email and phone regarding different aspects of accreditation



### Revisiting of Accreditation Benchmarks

Since its establishment NACTE, is following a policy of continuous review and improvement of its policies, procedures, tools and materials on the bases of feedback from its stakeholders to improve the conduct of external evaluation of teacher education programs for accreditation purposes. It was in this context that the Council has revised and approved the benchmarks recommended by the expert committee for different levels of accreditation in 2010-11. Around 226 programs have been awarded different accreditation levels according to previous benchmarks .The Council has notified and disseminated the new benchmarks for all its stakeholders which will be applicable to the accreditation request received after February 2018 applications.

### Allocation of Seats in Teacher Education Institutions

There is no specific system of allocation of seats for different teacher education programs in private and public sector institutions. The admission in different programs is made and seats are allocated without defining any criteria particularly for the affiliated programs. The admissions remain continued till the conduct of semester examinations. The secretariat has requested HEC to notify the Council representation in concerned committees to monitor the number of seats and registration of the admitted students in teacher education programs including M. Phil & Ph.D.





## Revision of Accreditation Fee

The present schedule of accreditation fee for different categories of institutions offering teacher education a program was revised in the year 2013-14. It needed a fresh review in view of the revised TA/DA rules, financial constraints of the Council and increasing inflation and zero financial assistant by HEC since 2012-13.

The other accreditation councils are charging up to Rs.300,000/ per program. It is estimated that the average cost of two days' visit of three External Evaluators to accredit one teacher education program, is around Rs. 100,000/=

This is in addition to the expenditure incurred on staff salaries, recent recruitments, activities like data entry and analysis, training workshops, meetings, advertisements, printing of the material and routine functions of the Council. Keeping in view the financial constraints and to develop self-sustainability of the Council, the accreditation fee has been revised w.e.f. August 09 2017. The existing and proposed rates for different categories of institutions, offering teacher education programs:



S#	Institutions	Accreditation Fee in Rs. / Per Program	
		Existing	Proposed
1	Public Sector Colleges	75,000	100,000/=
2	Private Colleges	125,000	150,000/=
3	Public Universities	10,000	125,000/=
4	Private Universities	150,000	175,000/=
5	Degree Awarding Institutions	150,000	175,000/=

## Standard Based Teacher Education

It is globally accepted that teacher is the central figure in the education system of any society and it has become a near proverbial that no nation can rise above the level of its teachers. Since the introduction of accreditation teacher education five years ago, not even a single teacher education program has got the W level of accreditation. The percentage of program having X level of accreditation is around 7%. It is no denying fact that status & quality of teachers and teaching is declining gradually. NACTE being responsible for the quality of teacher education has therefore planned to work for the initiation of standard based evaluation to teacher country.

The council appreciated the constitute a comprising of 10 keeping in view of public and education provinces. Dr. BN nominated as

working group and was authorized to constitute the committee to prepare a working paper for initiating standard based teacher education on experimental basis and also explore the resources to execute the plan.



teaching and improve the education in the

members idea and decided to working group to 15 members, the representation private teacher institutions from all J u m a n i w a s convener of the

## National Forum on Teacher Education

The Learning Innovation Division (LID), HEC, Islamabad and National Accreditation Council for Teacher Education (NACTE), Pakistan have jointly organized Consensus Building Forum on Teacher Education, Pakistan held on May 14-15, 2018 at LID Lecture Hall, Islamabad. The Higher Education Commission (HEC), Learning Innovation (LI) Division has conducted a two-day National Forum



on Teacher Education in collaboration with National Accreditation Council for Teacher Education (NACTE) with an aim to improve the professional grooming of teachers. Dr Riaz-ul-Haq Tariq, chairperson, NACTE graced the occasion as chief guest. It was attended by around 35 participants including Deans, Directors and Chairpersons of public and private sector teacher education departments, apart from HEC and provincial education authorities. The forum was conducted by Dr. Irshad Ahmed Farrukh, assisted by Ms. Uzma Shakoor of NACTE.

An other forum was organised on the same issue by NACTE and AIOU at Allama Iqbal Open University.



The deans, Directors and chairpersons of teacher education institution of participated in the forum Dr. Mehmood ul Hassan Butt advisor to chairman HEC, VC, AIOU Dr. Shahid Siddiqui, Dr. Munawar S Mirza and Dr. Irshad Ahmed Farrukh address ed the forum on the key issues of teacher education in Pakistan. The forum was conducted by Dr. Nasir Mehmood Dean Faculty of education AIOU.

The purpose of these forums was to address the significant issues of teacher education focusing on how to prepare quality teachers, conduct ideal weight-age of content and improve professional grooming. The forums also brought under consideration two prevailing issues, including varying employment and induction policies and practices across provinces and the models and pathways of pre service teacher preparation.





## Accreditation Visits

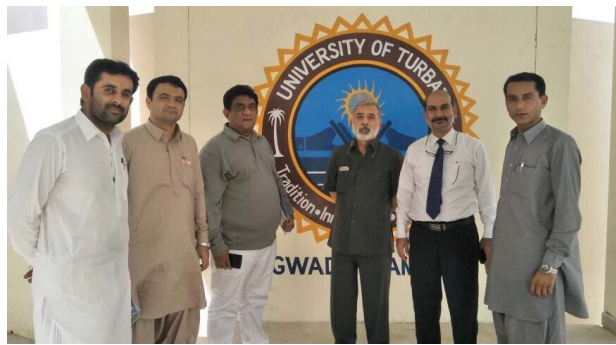
All the nations of the world are increasingly focusing on producing quality human resource for their survival in the rapidly growing competitive world. Accreditation is a process of officially recognizing



someone as having a particular status or being qualified to perform a particular activity. Accreditation is and endorsement agency that the adequate to meet a adequate to graduates who for entry to the profession and are begin teaching. ensure quality of education visited.



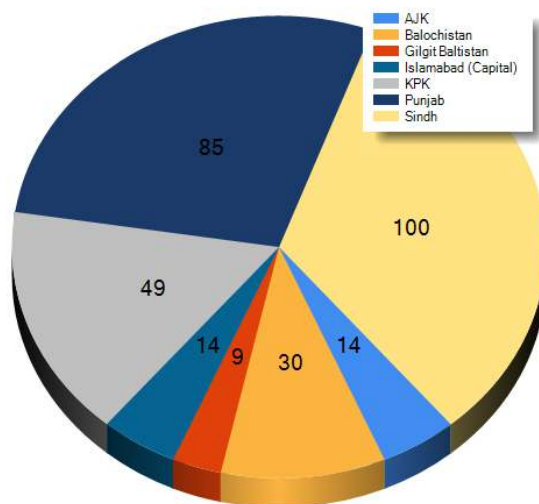
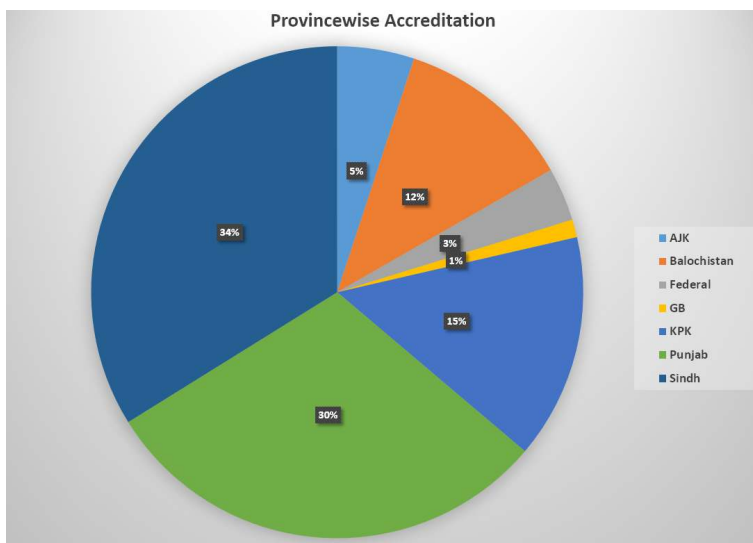
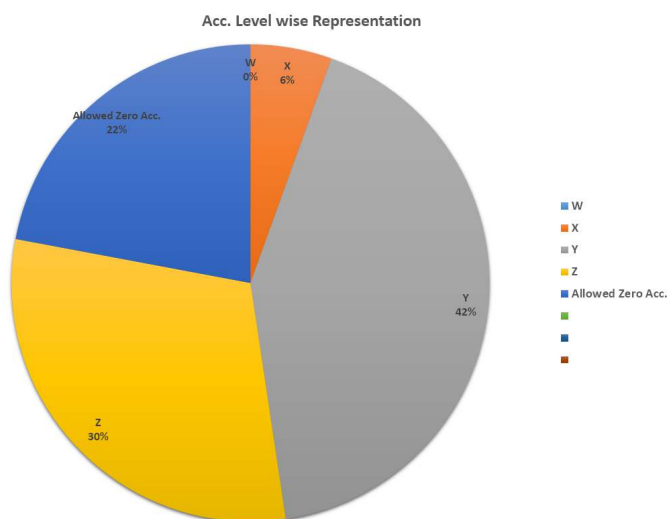
by an external program is its objective, it's provide meet standards teaching competent to NACTE to teacher programs has



NACTE made 108 accreditation visits throughout the country. Province wise breakup is given in the forth coming pages.



## Graphic Presentation of Teacher Education Accreditation



## Status of Accredited Teacher Education Programs (July 2016 - June 2018)

S.No	Institution	Program	Status
1	Bilquis Postgraduate Collage (W) PAF, Nur Khan, Rawalpindi	ADEB.	Zero Accreditation
2	Bilquis Postgraduate Collage (W) PAF, Nur Khan, Rawalpindi	Ed. Hons.	Zero Accreditation
3	Bilquis Postgraduate Collage (W) PAF, Nur Khan, Rawalpindi	M. Phil Education	Refused Accreditation
4	University of Gujarat, FJ Campus, Gujrat	M. Phil Education	Deferred
5	Pir Mehar Ali Shah, Arid Agriculture University, Rawalpindi	Msc. Education	Zero Accreditation
6	Pir Mehar Ali Shah, Arid Agriculture University, Rawalpindi	M. Phil Education	Zero Accreditation
7	Pir Mehar Ali Shah, Arid Agriculture University, Rawalpindi	Ph. D Education	Zero Accreditation
8	Ali Institute of Education, Lahore	M. Ed.	Zero Accreditation
9	Fatima Jinnah Women University, Rawalpindi	B.Ed. Hons.	Zero Accreditation
10	Sargodha University, Sargodha	B.Ed. Hons.	Zero Accreditation
11	Fatima Jinnah Women University, Rawalpindi	B.Ed. Hons.	Y
12	Fatima Jinnah Women University, Rawalpindi	MA Education	Y
13	Lahore College for Women University, Lahore	B.Ed. Hons.	Y
14	University of Education, Township Campus, Lahore	B.Ed. Hons.	Y
15	University of Gujarat, FJ Campus, Gujrat	B.Ed. Hons.	Y
16	University of Wah, Wah Cantt.	MA Education	Z
17	Fatima Jinnah Women University, Rawalpindi	M. Phil Education	Zero Accreditation
18	University of Wah, Wah Cantt.	MS Education	Refused Accreditation
19	Sarhad University, Peshawar	M. Phil Education	Y
20	Sarhad University, Peshawar	Ph.D Education	Y
21	Shaheed Benzir Bhutto Women University, Peshawar	ADE	Zero Accreditation
22	Shaheed Benzir Bhutto Women University, Peshawar	B.Ed. Hons.	Zero Accreditation
23	Shaheed Benzir Bhutto Women University, Peshawar	MA Education	Zero Accreditation
24	Shaheed Benzir Bhutto Women University, Peshawar	MS Education	Zero Accreditation
25	Kohat University of Science and Technology, Kohat	B.Ed. Hons.	Z
26	University of Peshawar	M.Ed.	Y
27	SBBWU Peshawar	B.Ed.	Y
28	SBBWU Peshawar	M.Ed.	Y
29	University of Haripur, Haripur	M.Ed.	Y
30	University of Peshawar	B.Ed. Hons.	Y
31	Preston University Kohat Campus, Kohat	B.Ed. (1.5)	Zero Accreditation
32	Preston University Kohat Campus, Kohat	M.Ed.	Zero Accreditation
33	Preston University Kohat Campus, Kohat	B.Ed. Hons.	Zero Accreditation

34	University of Haripur, Haripur	B.Ed. Hons.	Zero Accreditation
35	University of Haripur, Haripur	M. Phil Education	Zero Accreditation
36	University of Turbat, Turbat	M.A Edu.	Zero Accreditation
37	University of Turbat, Turbat	B.Ed. Hons.	Zero Accreditation
38	University of Turbat, Gawadar	B.Ed. Hons.	Zero Accreditation
39	Jinnah University, Karachi	B.Ed. Hons.	Zero Accreditation
40	SBBU, Karachi	B.Ed. Hons.	Zero Accreditation
41	Newport Institute of Communication & Economics, Karachi	M.Ed	Y
42	Newport Institute of Communication & Economics, Karachi	B.Ed	Y
43	Dadabhoy Institute of Higher Education, Karachi	B.Ed. Hons.	Zero Accreditation
44	Preston University, Karachi	B.Ed. Hons.	Zero Accreditation
45	Preston University,	B. Ed. (2.5 years.)	Zero Accreditation
46	Karachi Preston University, Karachi	M. Ed.M.	Zero Accreditation
47	Dadabhoy Institute of Higher Education, Karachi	Phil Education	Deferred
48	Karachi University	B.Ed. Hons.	Y
49	Sindh University, Jamshoro	B.Ed. Hons.	Y
50	Shah Abdul Latif University, Khairpur	B.Ed. Hons.	Y
51	GECE (M) Qasimabad, Karachi	B.Ed. Hons.	Z
52	GECE (M) Lyari, Karachi	ADE	Z
53	GECE (W), Hussainabad, Karachi	B.Ed. Hons.	Refused Accreditation
54	GECE (M), Thatta	ADE	Z
55	GECE (W), Thatta	ADE	Z
56	GECE (W), Shah Faisal Colony	ADE	Z
57	GECE (M), Mithi	ADE	Z
58	GECE (M), Badin	ADE	Z
59	GCE F.B Area – Karachi	B.Ed. Hons.	Z
60	GCE Jama Milia, Karachi	B.Ed. Hons.	Z
61	GECE (M), Dadu	ADE	Z
62	GECE (W), Dadu	ADE	Z
63	GECE (M), Mirpurkhas	B.Ed. Hons.	Z
64	GECE (W), Mirpurkhas	ADE	Z
65	GECE (M), Hyderabad	B.Ed. Hons.	Z
66	GECE (W), Hyderabad	B.Ed. Hons.	Z
67	GECE (M), Sangar	ADE	Z



68	GECE (W), Sangar	ADE	Z
69	GECE (W) Moro, Naushahro Feroze	ADE	Z
70	GECE (M) Mithani, Naushahro Feroze	B.Ed. Hons.	Z
71	GECE (M), Kandhkot	ADE	Z
72	GECE (M), Khairpur	ADE	Z
73	GECE (W), Khairpur	ADE	Refused Accreditation
74	GECE (M), Sukkur	B.Ed. Hons.	Z
75	GECE (W), Sukkur	ADE	Z
76	GCE, Sukkur (Regional)	B.Ed. Hons.	Z
77	GECE (M), Larkana	B.Ed. Hons.	Z
78	GECE (W), Larkana	ADE	Z
79	GCE, Larkana (Regional)	B.Ed. Hons.	Z
80	GECE (M), Jacobabad	ADE	Z
81	Fatimiyah College of Education, Karachi	ADE	Zero Accreditation
82	Fatimiyah College of Education, Karachi	B.Ed. Hons.	Zero Accreditation
83	Newports Institute of Communication & Economics, Karachi	ADE	Zero Accreditation
84	Institute of Business Management (IoBM), Karachi	M. Phil ELM	Y
85	Institute of Business Management (IoBM), Karachi	Ph.D Education	Y
86	SZABIST Karachi	M. Phil ELM	Y
87	SZABIST Karachi	Ph.D ELM	Y
88	Sind University, Hyderabad	B.Ed. (1.5)	Zero Accreditation
89	Sind University, Hyderabad	B.Ed.(2.5)	Zero Accreditation
90	Sind University, Hyderabad	PGD.(1 year)	Zero Accreditation
91	Newports Institute of Communication & Economics, Karachi	B.Ed. Hons.	Zero Accreditation
92	SZABIST, Karachi	MA Education	Deferred.
93	International Islamic University, Islamabad	B.Ed. Hons.	X
94	Preston University (Islamabad), Kohat Campus	B.Ed. Hons.	Zero Accreditation
95	International Islamic University, Islamabad	BS Education	X
96	NUML Islamabad	MA Education EPM	Z
97	Preston University Islamabad Campus, Islamabad	MA Education	Y
98	Preston University Islamabad Campus, Islamabad	M.Ed.	Y
99	Mirpur University of Science & Technology (MUST), Mirpur, AJK	ADE	Zero Accreditation
100	Mirpur University of Science & Technology (MUST), Mirpur, AJK	MA Education	Zero Accreditation
101	Government College of Education, Gilgit	B.Ed. Hons.	Zero Accreditation
102	Mirpur University of Science & Technology (MUST), Mirpur, AJK	M. Phil Education	Deferred
103	Karakoram International University, Gilgit	MA Education	Y
104	Karakoram International University, Gilgit	B.Ed. Hons.	Y
105	Government College of Education (Men), Gilgit	ADE	Z
106	Government College of Education (Women), Gilgit	ADE	Z
107	FG Elementary College, Skardu	ADE	Y
108	Govt. College of Education (W), Gilgit	B.Ed. Hons.	Refused Accreditation

## NACTE Conference 2017

### **2<sup>nd</sup> NACTE NATIONAL CONFERENCE 2017 ON Issues of Quality in Teacher Education in Pakistan**

The second NACTE National Conference on Issues of Quality in Teacher Education Pakistan was held on May 15-16 2017 at KIU Gilgit, organized by National Accreditation Council for Teacher Education. The Governor His Excellency was the chief guest in the opening ceremony. The chief secretary GB presided over the closing session a good number of dignitaries from public and private sector educational institutions also participated in the event.

The conference was a great success in a way that it was the first National Academic Event ever held in a far flung place like Gilgit Baltistan. On the socio cultural side, the event developed goodwill national harmony and understanding among the people of different provinces having diverse cultures and social values. The event was much participated and appreciated.



This Conference provided a good forum to the policy makers, leaders and practitioners from the national education system and teacher education programs/institutions from both public and private sector, across the country to rethink the social and institutional responsibilities of teachers and teacher education. The teacher educators and educational community got an opportunity to reflect, analyze and share their experiences on teacher education issues, policies and practices at local national and global levels. The conference provided lot of awareness and information on educational issues to the local participants, University teacher's academia and general public.



The scholar's experts and researchers shared their learning on the latest research findings and issues of quality in teacher education and teaching. They presented typologies of engagement practices for improving the teaching and learning processes by responding to the needs of society. The participants deliberated the way forward on how teachers, teacher education institutions can foster and



strengthen the links among themselves and with the community at local regional national and global levels to effectively resolve the issues and respond to the educational needs of Pakistan.

The other issue discussed was models and pathways of teacher preparation. Leading nations invest



heavily in pre service teacher preparation. There are alternative pathways but they contribute only about 15% of the total teaching workforce. IN Pakistan the question of teacher preparation is jeopardized at the very root level by allowing any x, y, z, to become a teacher with lowest level of academics and zero professional preparation.





## **WAYFORWARD FOR THE NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION, NACTE, PAKISTAN (FY 2018 – 19)**

NACTE plans to undertake following activities during the financial year 2017-18

1. Accreditation Visits of 80-100 teacher education programs.
2. Workshops for prospective Evaluators. There are more than 620 teacher education programs with different nomenclatures being offered in the country and NACTE has a pool of only 220 external evaluators which is insufficient for the evaluation of all this programs. At least 30 more evaluators will be added to the existing pool. NACTE plans to organize the workshop in December 2018 with the financial assistant of HEC.
3. Awareness Seminars. The Council has plan to organized orientation and awareness seminars in different provinces with the collaboration and financial assistant of public and private universities.
4. Planning and Managing the 4<sup>th</sup> National Conference in Sindh or KPK in collaboration with the public and private sectors universities and with the financial support of HEC.
5. Capacity building of Teacher education institutions. The council intends to provide training to the staff of teacher education institutions that have applied for accreditation of their programs. Although the council is providing consultancy services to the interested institutions at their door step in an informal manner.
6. Accreditation of Distance and Virtual Modes of Teacher Education. The council is in consultative meetings, dialogues and discussion with AIOU & Virtual University, and other institutions offering Distance Education Programs. The purpose is to develop and validate tool, process and procedures for the accreditation of teacher education programs offered through distance & Virtual and alternative delivery modes.
7. Holding the meeting of the council.
8. Holding the meetings of accreditation committee.
9. Initiation of student's registration policy.
10. Work on standard based teacher education.
11. Conduct of research and presentation of papers in National and International conferences, seminars and forums.
12. Publication of Newsletter and Annual Report.
13. Updating of website and database.

## Parent/Student Alert



**National Accreditation Council  
for Teacher Education  
(NACTE) PAKISTAN**



# Parent/Student Alert

### Confirm Accredited Status of Teacher Education Programme before Admission

National Accreditation Council for Teacher Education (NACTE) is a national organization authorized to accredit Teacher Education programmes. Accreditation is mandatory under Government/HEC rules for Teacher Education programmes offered by all public and private sector institutions in the country.

All public and private institutions offering Teacher Education programmes have been asked to get the accreditation of their programmes. It may cause non-acceptance of the degrees and graduates of unaccredited programmes by HEC/NACTE. This will not only affect future prospects of the students but may cause embarrassment for the concerned institutions.

It has been noticed that Teacher Education programmes in some universities and colleges are being initiated/continued without accreditation from NACTE. In the larger interest of the public and the institutions, it is necessary that commencement of any new or existing Teacher Education programme must only be made after full compliance of Council's prerequisites. **Parents, particularly the students seeking admission in any Teacher Education programme are advised to confirm its accreditation status prior to their admission.**

List of accredited and under process Teacher Education programmes is available at NACTE website: [www.nacte.org.pk](http://www.nacte.org.pk)

Note: For any inquiry, suggestions or apprehension, please visit our website or contact us.

**Prof. Dr. Riaz ul Haq Tariq**  
Chairperson

**National Accreditation Council for Teacher Education, Pakistan**

Islamabad Office: Sports Block, HRD Building HEC, H-8/I, Islamabad.  
Phone: 051-90808155-6 042-99232492 Fax: 042-99232025

[www.nacte.org.pk](http://www.nacte.org.pk)

## طلباء والدین متوجہ ہوں

داخلہ لینے سے قبل ڈگری پروگرام کی ایکریڈیٹیشن کی تصدیق کر لیں

اچانک قبول کیے جانے والے تعلیمی ادارے سے حاصل کیے جانے والے ڈگری پروگرام کی ایکریڈیٹیشن کی تصدیق کر لیں۔ اگر ایسی کوئی ایڈمیشن ملے گی تو اس کی ایکریڈیٹیشن کی تصدیق کر لیں۔ اگر ایسی کوئی ایڈمیشن ملے گی تو اس کی ایکریڈیٹیشن کی تصدیق کر لیں۔ اگر ایسی کوئی ایڈمیشن ملے گی تو اس کی ایکریڈیٹیشن کی تصدیق کر لیں۔

List of Accredited Councils	Web Link / Contact Numbers
Pakistan Engineering Council	<a href="http://www.pec.org.pk">www.pec.org.pk</a> 051-2870192 / 2829348 Ext. 241
Pakistan Medical and Dental Council	<a href="http://www.umdco.org.pk">www.umdco.org.pk</a> 051-9106165/9106166
Pakistan Veterinary Medical Council	<a href="http://www.pvmc.org.pk">www.pvmc.org.pk</a> 051-9106340 051-9106342
Pakistan Nursing Council	<a href="http://www.pnc.org.pk">www.pnc.org.pk</a> 051-9255805 051-9255813
Pakistan Council for Architects and Town Planners	<a href="http://www.pcatp.org.pk">www.pcatp.org.pk</a> 021-35863731
Pharmacy Council of Pakistan	<a href="http://www.pharmacouncil.org.pk">www.pharmacouncil.org.pk</a> 051-92104191 051-9215338
Pakistan Bar Council	<a href="http://www.pakistanbarcouncil.org">www.pakistanbarcouncil.org</a> 051-9206005
National Council for Homeopathy	<a href="http://nchc.org.pk">nchc.org.pk</a> 051-9243405/9781704
National Council for Tibb	<a href="http://www.nct.gov.pk">www.nct.gov.pk</a> 051-9204278/051-9204375
National Agriculture Education Accreditation Council	<a href="http://www.naeac.org">www.naeac.org</a> 051-90802085
National Business Education Accreditation Council	<a href="http://www.nbeac.org">www.nbeac.org</a> 051-90802004-7
National Computing Education Accreditation Council	<a href="http://www.nceac.org">www.nceac.org</a> 051-90802771
National Accreditation Council for Teacher Education	<a href="http://www.nacte.org.pk">www.nacte.org.pk</a> 042-99232025 99232492 051-90808155 90808156
National Technology Council	<a href="http://www.ntc-hec.org">www.ntc-hec.org</a> 051-90802780

**ایکریڈیٹیشن (اعتماد) ڈیپارٹمنٹ**

داخلہ لینے والے تعلیمی ادارے کو ایڈمیشن دینے سے قبل اس کی ایکریڈیٹیشن کی تصدیق کر لیں۔ اگر ایسی کوئی ایڈمیشن ملے گی تو اس کی ایکریڈیٹیشن کی تصدیق کر لیں۔ اگر ایسی کوئی ایڈمیشن ملے گی تو اس کی ایکریڈیٹیشن کی تصدیق کر لیں۔

تاسیس (کونسل) ڈیپارٹمنٹ

051-90402702 051-90802750  
042-99232025 99232492  
پشاور: [peshah@hec.gov.pk](mailto:peshah@hec.gov.pk)

**ہائیر ایجوکیشن کمیشن**

[www.hec.gov.pk](http://www.hec.gov.pk)

روزنامہ جنگ لاہور (20) 21 اکتوبر 2018



**نیشنل ایکریڈیٹیشن کونسل  
برائے ٹیچر ایجوکیشن (NACTE) پاکستان**



## ATTENTION PARENTS & STUDENTS

### CONFIRM ACCREDITATION STATUS OF TEACHER EDUCATION PROGRAM BEFORE ADMISSION

National Accreditation Council for Teacher Education (NACTE) is a national organization authorized to accredit teacher education programs. Accreditation is Mandatory under HEC rules for Teacher Education programs offered by all public and private sector institutions in the country.

All the public and private institutions offering teacher education programs are required to get the accreditation of their programs. Non Accreditation may cause refusal to acceptance of their degrees by HEC/ NACTE. This will not only cause embarrassment for the concerned institutions but may affect the future prospects of the students.

It has been noticed that Teacher Education programs in certain universities and colleges are being initiated/continued without accreditation from NACTE. In the larger interest of the public and the institutions, it is necessary that commencement of any new or existing teacher education program must only be made after full compliance of Council's prerequisites.

Parents, particularly the students seeking admission in any Teacher Education Program are advised to confirm its accreditation status prior to their admission.

The list of accredited and under process Teacher Education programs is available at NACTE website  
Note: for any inquiry, suggestions or apprehension, please visit our website [www.nacte.org.pk](http://www.nacte.org.pk) or contact us. PID/L/1189


**پروفیسر ڈاکٹر ریاض الحق طارق، چیئر پرسن (NACTE) پاکستان**

اسلام آباد آفس: سپورٹس بلاک، HRD بلڈنگ HEC، H-8/I، اسلام آباد


فون نمبر: 042-99232025، 042-99232492 051-90808155-6

[www.nacte.org.pk](http://www.nacte.org.pk), [www.hec.gov.pk](http://www.hec.gov.pk), [www.nacte.org.pk](http://www.nacte.org.pk), [www.hec.gov.pk](http://www.hec.gov.pk), [www.nacte.org.pk](http://www.nacte.org.pk), [www.hec.gov.pk](http://www.hec.gov.pk)

06 DAWN-LAHORE, SUNDAY OCTOBER 21, 2018



**National Accreditation Council  
for Teacher Education (NACTE)  
PAKISTAN**



## ATTENTION PARENTS & STUDENTS

### CONFIRM ACCREDITATION STATUS OF TEACHER EDUCATION PROGRAM BEFORE ADMISSION

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**Prof. Dr. Riaz-ul-Haq Tariq, Chairperson (NACTE) Pakistan**

Islamabad Office: Sports Block, HRD Building HEC, H-8/I, Islamabad.

National Accreditation Council for Teacher Education  
Phone: 051-90808155-6, 042-99232492 & 042-99232025

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Audit Report 2016-17, 2017-18

NATIONAL ACCREDITATION COUNCIL  
FOR TEACHER EDUCATION  
HIGHER EDUCATION COMMISSION  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED  
JUNE 30, 2017



**RIAZ AHMAD, SAQIB, GOHAR & CO.**

Chartered Accountants



Result Assured  
Services for Growth



Building No. 35 - D / E, Ali Block,  
New Garden Town, Lahore.  
Tel: (92-42) 35940246-7  
Fax: (92-42) 35940248

**INDEPENDENT AUDITORS' REPORT TO THE COUNCIL MEMBERS**

**Opinion**

We have audited the financial statements of **National Accreditation Council for Teacher Education - Higher Education Commission ("the NACTE-HEC")**, which comprise the balance sheet as at **June 30, 2017** and the income and expenditure account, statement of changes in fund and statement of cash flows for the year then ended and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the NACTE-HEC as at **June 30, 2017**, and its financial performance, the changes in fund and the cash flows for the year then ended in accordance with the cash receipts and expenditure basis of accounting as described in note 2.1 to the financial statements.

**Basis for Opinion**

We conducted our audit in accordance with International Standards on Auditing (ISAs) as applicable in Pakistan. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the statement* section of our report. We are independent of the NACTE-HEC in accordance with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants as adopted by the Institute of Chartered Accountants of Pakistan ("the Code"), and we have fulfilled our other ethical responsibilities in accordance with the Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

**Responsibilities of Management and Those Charged with Governance for the financial statements**

The Council Members are responsible for the preparation and fair presentation of the financial statements in accordance with the cash receipts and expenditure basis of accounting as described in note 2.1 to the financial statements, and for such internal control as the Council Members determine is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Council Members are responsible for assessing the NACTE-HEC's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the NACTE-HEC or to cease operations, or has no realistic alternative but to do so.

Those charged with governance is responsible for overseeing the NACTE-HEC's financial reporting process.

**Auditor's Responsibilities for the Audit of the Financial Statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs as applicable in Pakistan will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are

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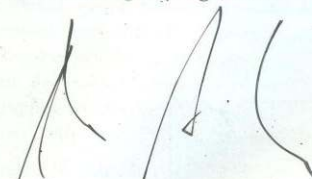
considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs as applicable in Pakistan, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the NACTE-HEC's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates, if any, and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the NACTE-HEC's ability to continue as going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the NACTE-HEC to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Lahore: 15/01/2018

  
(Chartered Accountants)  
Muhammad Ali Rafique



**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION  
HIGHER EDUCATION COMMISSION  
BALANCE SHEET  
AS AT JUNE 30, 2017**

	Note	2017 ----- Rupees -----	2016
<b>ASSETS</b>			
<b>Non current assets</b>			
Fixed assets	3	224,661	199,727
<b>Current assets</b>			
Cash and bank balances	4	17,963,934	16,613,861
		<u>18,188,595</u>	<u>16,813,588</u>
<b>FUNDS</b>			
General fund		17,963,934	16,613,861
Fixed assets fund		224,661	199,727
		18,188,595	16,813,588
<b>Commitment and Contingencies</b>			
	5	-	-
		<u>18,188,595</u>	<u>16,813,588</u>

The annexed notes from 1 to 9 form an integral part of these financial statements.

  
SECRETARY

  
CHAIRPERSON



**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION  
HIGHER EDUCATION COMMISSION  
INCOME AND EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED JUNE 30, 2017**

	Note	2017 ----- Rupees -----	2016
<b>INCOME</b>			
Accreditation, documentation and registration fee	6	6,980,933	2,894,693
Other income	7	4,580,675	8,598,671
Amortization of fixed asset fund	3	89,566	82,074
		<b>11,651,174</b>	<b>11,575,438</b>
<b>EXPENDITURE</b>			
Salaries		3,412,234	3,024,702
Meetings and events		879,450	696,117
Honorarium and T.A./D.A. of external evaluators		2,020,968	1,764,953
Stationery and postage		827,577	137,806
Advertisement		-	61,055
T.A./D.A. of NACTE members		383,618	327,635
Audit fee		30,000	25,000
Telephone and internet charges		136,508	77,292
Miscellaneous		137,939	134,270
Bank charges		100,842	89,287
Depreciation	3	89,566	82,074
Al-Hamd Examination charges		-	2,111,778
Repair and maintenance		34,149	53,050
Pakistan reading project capacity building work shop management		2,133,750	-
		<b>10,186,601</b>	<b>8,585,019</b>
<b>Surplus for the year</b>		<b>1,464,573</b>	<b>2,990,419</b>

The annexed notes from 1 to 9 form an integral part of these financial statements.

  
SECRETARY

  
CHAIRPERSON

**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION  
HIGHER EDUCATION COMMISSION  
STATEMENT OF CHANGES IN FUND  
FOR THE YEAR ENDED JUNE 30, 2017**

	General Fund	Fixed Assets Fund	Total
	<hr/>	<hr/>	<hr/>
	(Rupees)		
Balance as at July 01, 2015	13,623,442	281,801	13,905,243
Funds used for purchase of fixed assets	-	-	-
Surplus for the year	2,990,419	-	2,990,419
Amortization of fixed asset fund	-	(82,074)	(82,074)
<b>Balance as at June 30, 2016</b>	<b>16,613,861</b>	<b>199,727</b>	<b>16,813,588</b>
Funds used for purchase of fixed assets	(114,500)	114,500	-
Surplus for the year	1,464,573	-	1,464,573
Amortization of fixed asset fund	-	(89,566)	(89,566)
<b>Balance as at June 30, 2017</b>	<b>17,963,934</b>	<b>224,661</b>	<b>18,188,595</b>

The annexed notes from 1 to 9 form an integral part of these financial statements.

  
SECRETARY

  
CHAIRPERSON

**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION  
HIGHER EDUCATION COMMISSION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2017**

**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 Higher Education Commission - 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 Fixed assets**

Fixed assets are stated at cost less accumulated depreciation and impairment, if any. Assets donated have been stated at nominal amount i.e. Re. 1/- only.

Depreciation is charged on reducing balance method at the rates specified in note 3. Depreciation on additions is charged from the date on which the asset is put to use and on disposals, up to the date up to which the asset has been in use.

Similarly, fixed assets fund is credited to the income and expenditure account over the expected lives of the related assets.

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

**2.5 Accreditation, documentation and registration fee**

The fee income related to accreditation, documentation and registration services is accounted for on receipt basis and related expenses are accounted for on cash basis. If no services have been obtained by the client within 3 years of depositing fee, such fee will be lapsed and client will again have to deposit fee.

**2.6 Taxation**

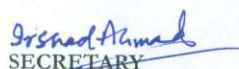
The council enjoys tax exemption under the umbrella of HEC. Thus, no charge of tax is provided for in the accounts for the period.



**NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION  
HIGHER EDUCATION COMMISSION  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED JUNE 30, 2017**

	2017	2016
	----- Rupees -----	
<b>CASH FLOW FROM OPERATING ACTIVITIES</b>		
<b>Cash received from/as:</b>		
Accreditation, documentation and registration fee	6,980,933	2,894,693
Other income	4,580,675	8,598,671
	<u>11,561,608</u>	<u>11,493,364</u>
<b>Cash paid to/as:</b>		
Salaries	3,412,234	3,024,702
Meetings and events	879,450	696,117
Honorarium and T.A./D.A. of external evaluators	2,020,968	1,764,953
Stationery and postage	827,577	137,806
Advertisement	-	61,055
T.A./D.A. of NACTE members	383,618	327,635
Audit fee	30,000	25,000
Telephone and internet charges	136,508	77,292
Miscellaneous	137,939	134,270
Bank charges	100,842	89,287
Al-Hamd Examination charges	-	2,111,778
Repair and maintenance	34,149	53,050
Pakistan reading project capacity building work shop management	2,133,750	-
	<u>10,097,035</u>	<u>8,502,945</u>
<b>Net cash generated from operating activities</b>	<u>1,464,573</u>	<u>2,990,419</u>
<b>CASH FLOW FROM INVESTING ACTIVITIES</b>		
Addition in fixed assets	(114,500)	-
<b>CASH FLOW FROM FINANCING ACTIVITIES</b>		
	<u>-</u>	<u>-</u>
<b>Net increase in cash and cash equivalents during the year</b>	<u>1,350,073</u>	<u>2,990,419</u>
<b>Cash and cash equivalents at the beginning of the year</b>	<u>16,613,861</u>	<u>13,623,442</u>
<b>Cash and cash equivalents at the end of the year</b>	<u>17,963,934</u>	<u>16,613,861</u>

The annexed notes from 1 to 9 form an integral part of these financial statements.

  
SECRETARY

  
CHAIRPERSON

2

3. **FIXED ASSETS**

	<b>Furniture &amp; Fixtures</b>	<b>Computer Equipment</b>	<b>2017</b>	<b>2016</b>
	<i>-----Rupees-----</i>			
<b><u>As at 1st July</u></b>				
Cost	111,330	532,134	<b>643,464</b>	643,464
Accumulated depreciation	(91,601)	(352,136)	<b>(443,737)</b>	(361,663)
<b>Opening Written Down Value</b>	19,729	179,998	<b>199,727</b>	281,801
Additions during the year	-	114,500	<b>114,500</b>	-
Depreciation for the year	(3,946)	(85,620)	<b>(89,566)</b>	(82,074)
<b>Closing Written Down Value</b>	<b>15,783</b>	<b>208,878</b>	<b>224,661</b>	<b>199,727</b>
Depreciation rates (%)	20	30		
<b><u>As at 30th June</u></b>				
Cost	111,330	646,634	<b>757,964</b>	643,464
Accumulated depreciation	(95,547)	(437,756)	<b>(533,303)</b>	(443,737)
<b>Written Down Value</b>	<b>15,783</b>	<b>208,878</b>	<b>224,661</b>	<b>199,727</b>

4. **CASH AND BANK BALANCES**

	<b>2017</b>	<b>2016</b>
	<i>----- Rupees -----</i>	
Cash in hand	<b>10,000</b>	10,000
Cash at bank- saving account	<b>17,953,934</b>	16,603,861
	<b>17,963,934</b>	<b>16,613,861</b>

5. **COMMITMENT AND CONTINGENCIES**

Approximate expenses of Rs. 10.8 million (2016:11 million) for 108 (2016:125) pending programs will be incurred in the next financial year against current year's income from registration and accreditation fee.

6. **ACCREDITATION, DOCUMENTATION AND REGISTRATION FEE**

Approximate expenses of Rs. 10.8 million (2016:11 million) for 108 (2016:125) pending programs will be incurred in the next financial year against current year's income from registration and accreditation fee.

7. **OTHER INCOME**

	<b>2017</b>	<b>2016</b>
	<i>----- Rupees -----</i>	
Pakistan reading project	<b>2,859,000</b>	6,051,000
Al-Hamd examination fee	<b>890,672</b>	974,598
HEC conference grant	-	1,000,000
Bank profit	<b>699,871</b>	573,073
Other income	<b>131,132</b>	-
	<b>4,580,675</b>	<b>8,598,671</b>

3

8. **DATE OF AUTHORIZATION FOR ISSUE**

These financial statements were authorized for issue on 15/01/2018 by the Management.

9. **GENERAL**

Figures in the financial statements have been rounded off to the nearest rupee.

  
SECRETARY

  
CHAIRPERSON



## ACCREDITATION VISITS





## 2ND NACTE NATIONAL CONFERENCE





## COUNCIL MEETINGS





## EVALUATORS WORKSHOP





## EVALUATORS WORKSHOP





## FORUMS





## EVALUATORS REFRESHER WORKSHOP





## ORIENTATION OF TEACHER EDUCATION INSTITUTIONS





## MISCELLANEOUS





