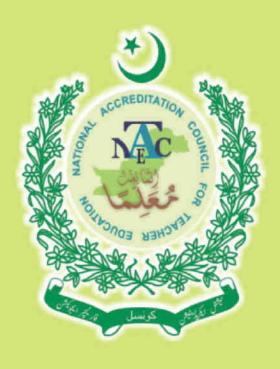# NACTE

MANUAL OF ACCREDITATION FOR TEACHER EDUCATION INSTITUTIONS

National Accreditation Council for Teacher Education Pakistan

NACTE

MANUAL OF ACCREDITATION FOR TEACHER EDUCATION INSTITUTIONS

National Accreditation Council for Teacher Education (Pakistan)

NACTE Team (2010)
Prof. Dr. Munawar S. Mirza,   Chairperson
Prof. Dr. Irshad Ahmad Farrukh, Secretary
Ms. Huma Lodhi, Research Officer

Reviewed (2016)
Prof. Dr. Riaz ul Haq Tariq Chairperson
Prof. Dr. Irshad Ahmad Farrukh, Secretary
Ms. Uzma Shakoor, Research Officer

National Accreditation Council For Teacher Education (NACTE) Pakistan

Table of Content

Introduction

The significance of education has never been denied throughout the human civilization. It is an instrument of socio economic and cultural advancement of the individuals and societies. The education system must reflect the ideological, cultural heritage and the moral values of its society on one hand and the emerging knowledge, new practices and developments on the other. Only education can meet these changes and challenges adequately and pro-actively. Teacher education and its development has always remained one of the top priorities of all societies because no system of education can be better than its teachers. All the governments have been putting lot of efforts to build and develop this human capital for national development.

Fundamental changes within Teacher Education System are necessary to bring excellence in its programs, institutions, academic standards and quality of teachers for the satisfaction of the stakeholders and development of a nation. Such changes need direction, guidance and certain mechanisms. Accreditation process is considered one of the effective measure to achieve the desired goals.

The need to establish an accreditation authority in Pakistan has been felt since long by teachers, educators & concerned authorities for the periodical evaluation and monitoring of programs offered by various Teacher Education institutions. The authority has been established on August 2007, through a Gazette notification by the Government of Pakistan and named as National Accreditation Council for Teacher Education (NACTE) for quality assurance of degree level teacher education programs in Pakistan. The Mission of the Council is:

> *To ensure high quality teacher education programs as an integral*
> *part of highereducation through a sustained and professional internal*
> *academic audit and external accreditation.*

The Council since its establishment has developed the accreditation standards, processes, procedures, tools and other documents. The most significant and basic document is the **National Standards of Accreditation of Teacher Education Programs**.

These standards serve as a point of reference for teacher education programs in their Professional Internal Academic Evaluation (Self-evaluation) and External Academic Evaluation by NACTE. These may also be used by a program as guidelines for self-

improvement and quality enhancement of the program. A "process oriented" or "process focused" approach has been employed to design and organize NACTE's activities. Therefore, in this manual the reader will find the general concepts of Quality Assurance and Enhancement in the form of general process, sub-processes, procedures and activities.

Concept of Accreditation

Accreditation is one of the effective procedures used for quality assurance and quality enhancement. Accreditation in education refers to an assessment based on formal judgment declaring that the quality of an education program, a course or an institution meets pre-set standards. It is a process by which an educational institution evaluates its educational activities, develops improvement plans and seeks independent judgment to confirm that it meets the pre-set standards and is competent enough to carry out the specific program(s).

A process in this context refers to a series of steps or activities that use specific inputs in a given context, to yield the desired outputs. The General Process of accreditation has been divided into five processes, each having number of sub Processes.

The General process is the description of the overall process. It is strategic and offers insight into the specific operational tasks that must be undertaken to make the outputs possible. It is a synthetic explanation of NACTE's approach to the quality assurance and enhancement of teacher education programs.

This General process has different processes and sub-processes The Processes are, five in numbers, They are also abstract and strategic, but are more clearly segmented, that is they are more focused on general objectives. However, the sub-processes are operational and concentrate on specific objectives. Several sub-process are required to complete a process. To achieve one general objective of a process, the achievement of set of specific objectives of all its sub-processes is mandatory.

This manual starts with a brief description of the General Process and its underlying processes. However, since the main objective of this manual is to describe the procedures of **Self-Evaluation**. The following sections therefore concentrate on its objectives, the responsibilities of the Institution and the specific procedures involved before, during and after External Evaluation.

Benefits of Accreditation

Accredited programs lend prestige to the institution offering the program , justified by having quality standards and commitment to maintain these at a high level. The accreditation focus and help the concerned to;

1. Identify strengths and weaknesses of the program(s) that need to be adressed for further improvement.

2. Facilitate individuals in exploring specific program / institution of high quality / standard seeking quality education.

3. Make budgetary provisions and funding for improvement.

4. Make possible for prospective funding agencies to know what to support and how much support

5. Make comparisons of different teacher education institutions and Programs

6. Develop short and long term plans of program / institution improvement.

7. Provide information to the foreign universties regarding the accreditation status of program attended by Pakistani students seeking admission to their universties

The National Accreditation is **mandatory** for all teacher education programs leading to the award of degree by both public and private teacher education institutions in Pakistan. The National Accreditation Council for Teacher Education (NACTE) is authorised to accredit all teacher education programs.

Steps of Accreditation

Quality assurance mechanisms in education are used to ensure that the education provided by the system is adequate to meet the pre-set standards. They need to follow certain processes, procedures, directions and guidelines. Accreditation is one of the most effective measure used to check that these processes, procedures and directions are followed for quality assurance and quality enhancement of academic Programs.

The NACTE notifies its schedule according to its activity calendar. The concerned institutions make formal request to NACTE for accreditation of the teacher education program(s) offered by them. NACTE in response issues an Accreditation Code (AC) to the institution for the applied program. This code serves as a reference for all future correspondence and actions. The institution completes the pre-requisites of accreditation which includes, submission of 27/29 documents, Self-Evaluation Report, Program Performance Profile (PPP) using the relevant **NACTE Templates** for each, along with compliance report to the observations: (if any) made by NACTE. After the pre-requisites are met, NACTE notifies the visit schedule, formulates team of External Evaluators to assess and evaluate the teacher education program. The data collected by the evaluation team is submitted to NACTE for desk audit. After completion, correction and verification by the desk auditors, data are further processed and analysed through a specific software. The analysis report along with consolidated report of evaluation team and rejoinder of institution (if any) is presented to the Council for award of accreditation level. The award is communicated to the concerned institution and if no appeal is received against the Council's decision within ten (10) days, the awarded level is published and disseminated through print and e-media. By step description of the accreditation process follows:

Table 1: By STEP Time Line of Accreditation Process

STEP		Time Line	ACTIVITY
1	Institution	Month 1	Institution submits accreditation/reaccreditation application along with prescribed fee.
2	Institution	Within 10 days after Step 1	NACTE guides/the institution to download from NACTE website i) Templates for Document ii) Template for Self-Evaluation
3	Institution	Within 60 days after Step 2	Completion & Submission of : i) Set of 27/29 Documents ii) Self Evaluation Report iii) Program Performance Profile (PPP) iv) Compliance Report (If required) [Use NACTE Templates]
4	NACTE	Within 20 days after Step 3	NACTE verifies the set of documents and Self Evaluation Report submitted by the institution. (NACTE gets the missing information from the institution (if any) and completes the documentation.
5	NACTE	Within 10 days after Step 3	NACTE identifies visiting team and its convener. NACTE coordinates and notifies the visit schedule. NACTE issues letters to the team and the institution.
6	NACTE	Within 15 days after Step 4	NACTE sends set of documents including self-evaluation report to the external evaluators for study and analysis.
7	NACTE	Within 10 days after Step 6	NACTE provides any additional information requested by visiting team (through correspondence if necessary).
8	Academic Evaluators	Prior to the visit	Briefing of the visiting team by its convener to refresh the visit instructions/guidelines at the institution according to the visit schedule.
9	Academic Evaluators	Opening Session	Team decides schedule of visit activities, administration of tools and data collection.
10	Academic Evaluators	Exit Conference	Sharing preliminary report on strengths and weaknesses of the program with principal/ HoD, faculty and other stakeholders in the exit conference for feed back, removal of factual errors and rejoinder. Institution may submit rejoinder on the report within a day of the exit conference. If the institutional rejoinder is not received within time it will be assumed that institution agrees to the observations of the visiting team
11	Academic Evaluators	Post Session	Finalization of the consolidated team report in the light of feed back in Exist Conference
12	Academic Evaluators	Within 15 days of the visit	Submission of consolidated report and data set by the convener of the visit team to NACTE
13	NACTE	Within 30 days after STEP 12	Verification, completion and correction of data by NACTE Desk Auditors. (NACTE gets the missing information from evaluators (if any) for completion, correction of data)
14	NACTE	Within 45 days after STEP 12	Data entry and data analysis.
15	NACTE	In the coming meeting of the Accreditation Committee and the Council	Presentation of the findings of data analysis, report of visiting team and rejoinder (if any) to the accreditation Committee for recommandation and the Council for decision on accreditation status of the program.
16	NACTE	Within 10 days of STEP 15	Communication of the accreditation decision to the institution with an appeal time of 10 days. (in case of any objection)
17	NACTE	Within 30 days after receiving the appeal	Decision on the appeal of the institution, provided appear Committee is contrition by the HEC
18	NACTE	Within 15 days after Step 16 & 17 respectively	Communication, Publication and dissemination of the accreditation decision through e-and print media.

1. The General Process of Quality Assurance and Enhancement

The underlying assumption of the General Process is that NACTE initiates quality assurance mechanisms leading to quality enhancement activities. The NACTE, evidently, is not responsible for the quality enhancement processes and procedures. However, out lining NACTE's activities within such a framework clearly shows that the work of NACTE must ensure its role in quality enhancement. Figure 1 illustrates the General Process of Quality Assurance and Enhancement.

INPUT	PROVIDER	PROCESSES	OUTPUT	CLIENT
Policy	Federal Government	1.1 Communication		Society Community
Legal framework		1.2 Self-Evaluation		
Resources to conduct evaluation		1.3 External Evaluation	Improved teacher education	Prospective teachers
Resources and procedures to activate continuous improvement	Provincial and Area Government Private Sector	1.4 Self- Improvement Planning		Students
		1.5 Managing Pool of Evaluators		

Figure 1: The General Process of Accreditation

The General process of accreditation comprises of five Processes. These are designed to create a continuous improvement dynamic of the teacher education programs, check their performance, execute self-improvement plans and seek external confirmation of their assessment. This external evaluation is a source of confidence for people who judge and value the services provided by the teacher education programs The accreditation process as a quality assurance mechanism, results in quality enhancement by combining procedures for internal assessment, peer review by an exterenal body and design self improvement plan for better levels of performance.

Each of the five processes that jointly constitute the General Process, comprise of certain sub-processes. That is, in order to conduct the Process named Self-evaluation, several sub-processes must be completed.

The process of Self-Evaluation(Internal Academic Evaluation)and its sub- processes are represented in Figure 2.

1.1 Process: *Self-Evaluation (Internal Academic Evaluation)*

The process of Self-Evaluation (Professional Internal Academic Evaluation) is divided in two sub-processes as under.

1.1.1 Formation of the Institutional Accreditation Committee (IAC) It is responsible for organizing, coordinating and facilitating all activities of the institution to conduct self-evaluation and assist external evaluation. Informs

1.1.2 Self-Evaluation leads the program to decide whether it is an appropriate time to request for the External Evaluation. Once the decision is made that the program is ready for the External Evaluation, the program Informs / applies and submits Confirmation of Participation Template to NACTE for accreditation. Figure 2 gives a graphical presentation of this process.

The purpose of Self – Evaluation is to assess the status of the program and decide whether activities to improve performance are required before requesting NACTE to notify schedule of external evaluation. The Self-Evaluation requires the participation of members from each category in the program and is conducted against the National Standards for Accreditation of Teacher Education Programs in Pakistan (NSATEP). Thus formation of the Institutional Accreditation Committee is needed, to coordinate all accreditation related activities. Guidelines for the formation of the committee are given in Annex II of this manual. The Report of Self-Evaluation is submitted to NACTE as pre- requisite of accreditation visit.

INPUT	PROVIDER	PROCESSES	OUTPUT	CLIENT
Guidelines for the conduct of self-evaluation	NACTE Institution	1.1.1 Formation of the Institutional Accreditation Committee	Diagnosis of the program in relation to the Accreditation Standards	NACTE (for External Evaluation)
Training on guidelines for self-evaluation		1.1.2 Self-Evaluation		Program (for development and Implementation of Improvement Process)

Figure 2: Self - Evaluation (Internal Academic Evaluation) Process

The Self- Evaluation Process can lead to one of two processes. The program may either decide to move into the External Evaluation process or to the Self-Improvement Planning process.

2. Objectives of the Internal Academic Evaluation (Self Evaluation)

The Self-Evaluation (Internal Academic Evaluation) is one of the five processes of the Accreditation. It is a formal, official, systematic and planned Process to conduct an objective collection of data with the purpose of evaluating a teacher education program in relation to the National Standards for Accreditation of Teacher Education Programs (NSATEP). The Self-Evaluation Report Template of NACTE is used to complete the process.

The major objectives of Self Evaluation (Internal Academic Evaluation) are :

1. To prepare the institution/ program for external evaluation.

2. The appraisal and evaluation of various components of the program.

3. To gather relevant data to produce an independent and objective assessment

4. To help in preparation of short term & long term plans for the improvement of program (quality enhancement).

3. Participants of the External Evaluation Visit

Three *types* of participants are involved in the External Visit:

a) **The Institutional Stakeholders:** These are members of the institution that hosts the program. They include all students and personnel that work for the institution and the program under assessment. Their responsibility is to prepare the institution in general, and the program in particular, for the External Evaluation, facilitate the work of the External Evaluation Team during the visit and provide reliable and truthful information. The External Evaluation Team contact,s these stakeholders through the Head of the Department and the Institutional Accreditation Committee (IAC). The HoD / Institution constitutes this Committee for the preparation of the External Evaluation Visit.

b) **The External Stakeholders:** External stakeholders are individuals who, at present or in the past, have / had a legal relationship with the program under accreditation. In the present case their role is limited only to provide needed information.

c) **The External Evaluation Team (EET):** This team is comprised of two /three Teacher Educators approved and appointed by NACTE as External Evaluators. The team is assigned with specific roles designed to make efficient gathering of information.

These three groups of stakeholders participate in the External Evaluation Process and the success of the accreditation visit depends upon the extent of their coordination and cooperation. A specific description of the roles o f the participants in each of these groups follows:

The Institutional Stakeholders

The institutional stakeholders are responsible for the institutional part of the program accreditation Process. They include:

- The Head of Department / Principal / chairpesson / Director

- The Institutional Accreditation Committee (IAC)

- All Teacher Educators and Support Staff of the institution conducting the Program.

- All Prospective Teachers of the program.

General Responsibilities of the Institutional Stakeholders in the Evaluation Process

The key responsibilities of the institutional stakeholders are to:

- Prepare for the External Evaluation.

- Cooperate and Collaborate to facilitate the work of Institutional Accreditation Committee.

- Facilitate the work of the External Evaluation Team before, during and, if necessary, after the External Evaluation visit.

- Provide reliable and truthful information.

Specific Responsibilities of Institutional Stakeholders

The **Principal or Head of Department** has the overall responsibility for the cooperation. coordination and collaboration of the institutional stakeholders. Each type of institutional stakeholder has specific responsibilities. These are presented below.

1. The Principal / Head of Department

The Principal or Head of Department assumes the overall leadership for the smooth conduct of the External Evaluation. His / her key tasks are:

1. Share, plan, coordinate and involve all faculty, staff and prospective teachers in the activities, tasks and preparations required for the External Evaluation.

2. Facilitate the Institutional Accreditation Committee for all operative and logistic arrangements for the External Evaluation.

3. Ensure to assemble the documents required for the **Document Inventory** and **Document Analysis.**

4. Schedule his/ her time to participate in the external evaluation process.

5. Ensure the presence of all teacher educators, prospective teachers and the support staff.

6. Ensure that appropriate physical conditions and environment for the administration/ conduct of all tools.

7. Ensure the in time completion of Alumni questionnaires. (if these are to be administered by the Institution/Program)

8. Coordinate with the External Evaluation Team to ensure that all requirements and needs are met for the External Evaluation.

2. The Institutional Accreditation Committee

The Institutional Accreditation Committee is formed to assist the conduct of external evaluation and represent the institutional stakeholders. It is made-up of the members of the institution and is headed by the Principal / Head of Department or his / her nominee. Their key role is to organize and facilitate all preparations and logistic arrangements before, during and, if necessary, after the External Evaluation visit.

3. Teacher Educators and Support Staff

The key role of both, the teacher educators and support staff is to provide reliable and truthful information. They will also cooperate and support the Principal or Head of Department in any required logistic arrangements

Their responsibility during the External Evaluation is to:

1. Be present in the institution on the External Evaluation dates

2. Be open to be observed during lessons

3. Be open to be interviewed.

4. Provide truthful and reliable information.

5. Assist the Principal / Head of Department and the External Evaluation Team in any logistic arrangement that is required.

6. Assist the Principal / Head of Department in assembling and/or preparing needed documents for evidence or collection by the External Evaluation Team.

4. Prospective Teachers

Prospective Teachers' key role is to provide reliable and truthful information, either directly (questionnaires or interviews) or when formally observed.

Their responsibility during the External Evaluation is to:

1. Be present in the institution on the External Evaluation dates.
2. Be open to be observed during lesson delivery.
3. Be open to be interviewed.
4. Be open to complete the necessary questionnaires.
5. Provide truthful and reliable information.

The External Stakeholders

External Stakeholders traditionally include community members, employers of teacher, alumni, parents of prospective teachers and many others involved in the education of teachers, benefited by the education of teachers or responsible for the adequate delivery of the service. However, for the purpose of the External Evaluation, the only external stakeholders consulted, are the **Alumni** (teachers who graduated from the program under evaluation and are potential part of the work-force). Their responsibility is to complete the questionnaire objectively.

The External Evaluation Team

The External Evaluation Team is made up of two/three Teacher Educators approved and appointed by NACTE.

Responsibilities of Members of the External Evaluation Team

The general responsibility of all team members is to make an objective, efficient and professional collection of relevant data and information needed to assess the program under External Evaluation. Each member must follow specific roles described below.

1. The Team Leader

The team leader assumes the overall leadership of the External Evaluation Visit and secures the completion of the **Accreditation Tools**. His / her tasks and responsibility includes:

1. The overall coordination of the evaluation activities and its schedule.
2. Coordinate all logistic arrangements for the administration of the tools with the institution conducting the program.
3. Mediate all meetings.
4. Receive from NACTE all documents, materials and tools on behalf of the Evaluation Team.
5. Collect, collate and return to NACTE all documents, materials and tools as representative of the team.
6. Represent NACTE while addressing the institution's / program's representatives during the External Evaluation.
7. Consolidate a joint opinion of the team about recommendations for the program.
8. Resolve conflicts and answer questions.
9. Assist the Co -Evaluators in administering tools according to the specific needs of the External Evaluation.
10. Submit to NACTE all data, tools, documents and reports gathered during the External Evaluation.

2. Team Members

The major responsibility of the team members is securing and conducting the tools agreed among the team in the initial team meeting. Other responsibilities include:

*   Coordinate, arrange and schedule with the Team Leader and the Head of Department about the location, time and permissions to administer the tools.
*   Administer tools according to standard conditions and following ethical principles.
*   Assist other Evaluation Team members in their tasks, if necessary.

Due to the large number of interviews that have to be conducted, it is possible that any member of the Evaluation Team may need assistance from other team member(s) to conclude the tasks. This is acceptable but it is recommended that this assistance be coordinated with the team before the initiation of the activities of the day.

Attitudes and Work-Ethics for the External Evaluators

All the External Evaluators will behave with:

- Objectivity and impartiality.
- Respect for individuals.
- Handling of information with confidentiality and discretion.
- Openness to mutual collaboration, team work and maintaining good relations with fellow External Evaluators and other stakeholders.
- Courtesy towards all participants.
- Sensitivity and care in handling delicate matters.
- Confidence
- Clarity to seek clarifications without any preconceived notions.
- Self-Awareness
- Consciousness of the value of other people's time reflected in punctuality.
- Proneness to acknowledge the help, information and assistance offered by others.

Once in the field, the External Evaluators must avoid the following:

- Engaging in any form of argument or debate with representatives of the institution conducting the program.
- Comparing their own institution with the institution under evaluation.
- Rejecting other perspectives but the one held by herself / himself.
- Maligning any member of the External Evaluation Team, stakeholder or institution.
- Being influenced by any form of exceptional hospitality accorded by the host institution, the provision of goods or services or other direct or indirect attempts to exert influence.
- Engaging in socially unacceptable behavior while representing NACTE.
- Sacrificing the quality of work in order to reduce the time required in the institution.

4. Institution Preparation for Accreditation

A complete and comprehensive preparation must be made before the External Evaluation process. A series of major activities is anticipated for preparations which are part of accreditation process. It is suggested that the institution should devise and communicate a detailed plan to address all mandatory features associated with accreditation.

Preparing for Accreditation Visit

I.   **Initial Orientation Meeting(s)**

These meetings are convened by the head of the institution / program. In these meetings deliberations are made on the following:

   A.   Sharing the accreditation idea with the faculty

   B.   Planning to have accreditation.

   C.   Orientation to the faculty regarding accreditation process and documents.

   D.   Motivate faculty for the task.

   E.   Decide for consultancy

   F.   Request for consultancy (Optional) [1]

II.   **Preparation Process**

The activities pursued by the institution for preparation of accreditation by seeking consultancy visit or otherwise may include the:

   A.   Securing accreditation documents:

      i.   National Accreditation Standards for Teacher Education Programs

      ii.   Manual of Accreditation for institutions

      iii. Self Evaluation Report Template

   B.   Deliberations on:

      1.   Documents of Accreditation of Teacher Education Program

      2.   Processes of Accreditation

      3.   Levels of Accreditation

---

[1] The institution may request NACTE for a consultative visit at any stage during the preparation period; though it is not a pre-requisite of the accreditation. The concerned applicant institution will be responsible for all actual expenditures including transportation, accommodation, food and honoraria @ Rs. 5000/= per day per auditor for the consultancy visit.

4. Program Accreditation Pre-Requisites

5. Requisites for Preparation

    a. Preparing Documents by using "Institutional Documents' Template"

    b. Making Self-Evaluation of the program and preparing a report by using "Template for Self-Evaluation"

    c. Preparing a Program Performance Profile

    d. Compliance Report (to the observation(s) of the NACTE if any)

6. Clear understanding of the roles and responsibilities of the Institution, the NACTE and External Evaluators.

C. Planning for the Accreditation Visit

    1. The institution will constitute an Institutional Accreditation Committees (IAC).It will comprise of the faculty members and a member from the office / support staff of the program seeking accreditation. The IAC will be responsible to:

        a. Ensure the completion of pre-requisites for accreditation.

        b. Prepare a roster of human and material resources needed to facilitate accreditation process.

        c. Liaise with the NACTE Secretariat and the External Evaluators to;

            • Identify and manage record and evidences.

            • Arrange interviews with the faculty, staff, students of the program and other stakeholders.

            • Guide the auditors for classrooms observations, to different physical facilities, the library, laboratories, sports complex, offices etc.

            • Arrange visits to research and extension sites.

    2. Allocation of room as Accreditation Center: (During External Evaluation Visit)

        a. The Accreditation Center (room) may accommodate all the materials of the concerned program.

        b. It is large enough to accommodate accreditation team and the materials during the visit. In case, it is not large

enough some materials may be placed / stored in a separate nearby room.

    c.   It is equipped with necessary facilities.

    d.   Documents/pictures/exhibits are properly labeled, filed, updated and are readily available.

    3.   Administrative matters and logistic arrangements (workplace, computer support, schedules, transportation & accommodation etc.)

III.   Monitoring and Meeting Pre-requisite of Accreditation visit

    A.   Requesting NACTE to arrange consultancy (not mandatory)

    B.   Preparing program accreditation pre- requisite documents[2].

    C.   Making administrative and logistic arrangements

Formal External Evaluation Visit

IV.   Formal Request for Evaluation Visit

Teacher education institution / program will file a formal request with NACTE and submits accreditation fee, desired date of visit and Pre-requisite documents. In response to the formal request NACTE will issue Institution and Program Code, which will serve as reference for all further correspondence. NACTE will adjust visit dates and program, in accordance with its schedule and inform the institution about further course of action and visit plan.

V.   Visit of External Evaluators

A team of NACTE External Evaluators will visit the institution on the notified dates to evaluate the concerned Teacher Education program. The duration of the visit will depend upon the nature of the program and level of accreditation.[3]

VI.   Exit Conference

The accreditation visit by External Evaluators ends with the sharing of the visit experiences in the exit conference. Exit Conference will be organized by the institution which is the major activity of the last day. Following are the guidelines for this conference:

---

[2] 29 Institution Documents,Institution Self Evaluation Report, Program Performance Profile & Compliance Report

[3] Level W & X may require three days visit.

A.   It is arranged by the host institution and is attended by the officials, faculty, staff, and students of the program under review, and the External Evaluators.

B.   The purpose of the exit conference is to:

a. Share general findings of the visit

b. Check the accuracy of factual accreditation information/ data.

c. Secure feedback from the institution

C.   It is conducted in a professional manner as an academic discussion.
     NOTE: The institution may submit a rejoinder to the auditors on points (a, b, & c) before they leave the institution.

D.   General oral presentation on strengths, weaknesses and deficiencies of the program is made by the Evaluation Team Leader.

E.   It provides an opportunity to the institution to judge the evaluation process and its findings after the event.

F.   If there are differences, these are resolved by presenting evidence. There are no discussions and arguments.

G.   It is moderated by the team leader who calls on each auditor to present his/ her individual impression of the visit and report on his work

H.   The team recommendations particularly on the award or deferment of accreditation status **are not presented** in the exit conference because it is subject to the technical review, data analysis and decision by the NACTE.

I.   The team meets again after the exit conference to affirm or make revisions on the data, and report if necessary.

J.   Before the closing program, all obligations are cleared both by the institution and External Evaluators.

VII.   Closing Program

The closing program formally includes the end of the accreditation process and is attended by the same participants who were invited to the opening program and interested individuals or groups from the community. It is brief, lasting no longer

than one hour. External Evaluators attend the closing program, but only one of them, possibly the team leader, addresses in the closing program. The talk is confined to the following points:

A. General impressions of the auditors on the program.

B. Commendation of all the good work in the preparation and management of the accreditation visit, and the participation of all who contributed to the activity.

C. Information that the final decision will be formally communicated to the institution in three to six months time in as much as the report is subject to the technical review by desk auditors, and acted upon by NACTE.

D. Thanking and congratulating, on behalf of NACTE, the host administration, faculty, officials, students and all those who played key roles in the audit process, and the External Evaluators for being able, patient, and professional in their work.

Post-Evaluation Activities

VIII.   Technical Review / Desk Audit

After receiving the report and data of the visit from the External Evaluators, the desk auditors make technical review and certify that data is complete and without any factual errors. In case, the data is incomplete / missing or there are factual errors / inconsistencies, the concerned External Evaluators are requested to do the need full.

IX.   Data Analysis

Once the technical review is complete the data is transferred to data base for record, analysis and generation of results.

X.   Recommendations on Accreditation Status

Based on the results, recommendations are framed on accreditation status of the program for presentation to the NACTE.

XI.   Accreditation Decision

Decision on accreditation status of a program is made by the NACTE. Same is conveyed to the concerned institution by the NACTE secretariat. The communicated decision contains the following information:

A.   Title of the program under review

B.   Date of validity of accreditation status

C.   Descriptive report and   recommendations about the approval of award or deferment of accreditation

D.   A summary of quantitative and descriptive rating of each standard.

XII.   Appeal by the Institution

The institution may go into appeal where it is not satisfied with the accreditation decision. Complaints on accreditation processes or decisions are formally submitted to the NACTE Secretariat and acted upon by the Appeal Committee of Council. The decision on such appeal is conveyed to the institution and formally published for information of general public and stakeholders.

XIII.   Suggested Actions for Re-accreditation

Appropriate steps are required of the institution for preparation of next inspection such as:

1. Preparing a plan of action to improve the rating of particular areas & follow the observations/ recommendations of inspection team.

2. Preparing a compliance report, and the program performance profile.

3. Conducting self-evaluation in three to six months before the next accreditation visit, and to submit a self evaluation report on it.

5. Levels of Accreditation Status

The Accredited Status is of four (4) levels. The highest level is **IV (W)**. The levels in ascending order are as follows:

Accredited status level **I   (Z)**
Accredited status level **II (Y)**
Accredited status level **III (X)**
Accredited status level **IV (W)**

Benchmarks for Various Accreditation Levels

The table presented below states the accreditation levels, the pre requisites and the additional requirements for each level. To meet any accreditation level, all its pre-requisites and all additional requisites must be met. However, some of the indicators in pre-requisites and additional requisites are marked with an asterisk (*). These indicators are relevant to the universities applicable in specific conditions mentioned in the document of the National Accreditation Standards for Teacher Education Programs.

Accreditation Level	Pre-Requisites	Requisites
Z	A.1 The vision and mission of the institution are in accordance with its legal and educational mandate. A.2 Goals and objectives are aligned to each other and to the vision and mission statements. A.3 The curriculum and instructional strategies relate to the goals and objectives. A.4 The document presenting the mission statement contains a brief description of the assessment and evaluation system of the program. B.1 There is evidence of inter and intra coherence and integration among all components of the program. B.2 The plan of the program is aligned with its mission, goals and objectives. 1.1.1 The curriculum is designed in line with the provisions of the national education policies and professional standards for teachers.* 1.1.3 The curriculum is approved by the competent authority.* 1.2.7 The course credit hours and duration of the program meet the minimum requirements of the Higher Education Commission.* 1.5.1 The program has mechanisms, guiding procedures and stipulated durations for teaching practice / internship. 2.2.1 The assessment system is documented and disseminated. 3.1.5 There is an adequate number of classrooms, lecture theaters and laboratories to accommodate the number of courses offered.	**8 indicators of** Standard 1 Other than the pre-requisites. **5 indicators of** Standard 2 Other than the pre-requisites. Total required indicators **25**

Accreditation Level	Pre-Requisites	Requisites
Y	**1.2.11** Information and Communication Technology is integrated into the curriculum. **1.2.12** The curriculum or its course outlines provide lists of web sites and recommended books of recent editions for each course. **2.1.8** Quality improvement plans are developed, implemented and monitored based on the assessment results, feedback and complaints of the stakeholders. **2.3.2** The system provides for the assessment of prospective teachers' knowledge, skills and dispositions as laid down in the National Professional Standards for Teachers is Pakistan. **3.1.1** The institution is located in an independent building or buildings. **3.1.2** The institution is located in a hazard free environment. **3.1.5** There is an adequate number of classrooms, lecture theaters and laboratories to accommodate the number of courses offered. **3.1.6** Classrooms, lecture theaters and laboratories are of adequate size to accommodate the expected number of prospective teachers. **3.2.1** The library is strategically located to be accessible to all teacher educators and prospective teachers. **3.2.8** There is evidence for recruitment of the necessary number of specialized and professional teacher educators **4.1.3** There is evidence for recruitment of the necessary number of specialized and professional teacher educators. **5.1.4** There is evidence that efforts have been made to accrue funds to conduct and disseminate research. **5.2.9** The program follows an admission policy and clear pre-requisites.* **5.2.12** The graduation and certification requirements of the program are well-defined, clearly stated and documented. **5.2.13** The institution has procedures to verify that the graduating teachers have met the requirements for certification. **7.2.2** The program is conducted in a conducive, open and harmonious environment	Pre-Requisites of **Z.** Any **12** indicators of Standard 1 Other than the pre-requisites. Any **8** indicators of Standard 2 Other than the pre-requisites. Any **5** indicators of Standard 3

Accreditation Level	Pre-Requisites	Requisites
X	2.4.2 The system provides mechanisms for the assessment of teacher educators' knowledge, skills and dispositions. 3.1.7 Classrooms and laboratories are equipped with the facilities and equipment required for the courses hosted there. 4.1.1 There is a formal appointment/placement policy for teacher educators. 4.1.2 The institution recommends the required number of positions. 4.4.3 A prescribed prospective teacher – teacher educator ratio is consistently followed for all program related activities. 5.1.5 There is evidence that efforts have been made to accrue funds for outreach programs. 5.2.8 The annual calendar of the program is disseminated and available to all the stakeholders. 5.3.1 The program keeps records of enrolment, promotion and retention. 6.1.1 There is evidence that the program develops and executes a research plan.	Pre-Requisites of **Z & Y**. **15** indicators of Standard 1. **12** indicators of Standard 2. **6** indicators of Standard 3. **7** indicators of Standard 4. **10** indicators of Standards 5. **3** indicators of Standards 6. **3** indicator of Standard 7.
W	3.2.5 The library comprises of various types of information sources (i.e. print, non-print, electronic and digital materials). 4.1.1 There is a formal appointment/placement policy for teacher educator. 4.4.2 Workload of teacher educators allocates time for planning of instruction, supervision, practice teaching, research and participation in community outreach. 4.3.1 The program has a documented teacher educators' professional development process based on justified priorities. 4.5.2 The program implements an incentive-based strategy to foster retention of qualified teacher educators. 6.1.2 The planning and conduct of research is in consonance with local and national priorities. 6.1.3 Research addresses the issues related to teacher education programs and institutions to ensure and improve the quality of education. 6.2.2 There are documented mechanisms to improve the teaching and learning processed based on the research findings and results. 7.1.1 The institution has developed a well thought out plan of extension projects based on social needs and educational issues of the community.	Pre-Requisites of levels **X, Y & Z**. **20** indicators of Standard 1. **10** indicators of Standard 2. **5** indicators of Standard 3. **8** indicators of Standard 4. **8** indicators of Standard 5. **3** indicators of Standard 6. **2** indicators of Standard 7.

A program may attain any one of the four levels. In case it gets any level other than level **IV(W)**, it can apply for reaccreditation for the next higher level after a period of six months improving upon the identified observations. The accreditation level will remain valid for a period of three years. Applying for reaccreditation is **mandatory** within a period of three months after the valid date. If a program fails to apply for reaccreditation its accreditation level will be automatically lowered one step down and in case of **Z** level it will be declared non-accredited.

List of Institutional Documents Required for Analysis

Note: For detailed description of documents see the NACE Template for Documents

Doc #	Name of the Document
1	Conceptual Framework of the Program
2	Description of the Program
3	Program Curriculum
4	Self-evaluation Report
5	Program Improvement Plan
6	Program Assessment Record
7	Research Planning and Promotion
8	Record of the Conduct and Use of Research
9	Record of Program Population
10	Staff/ Faculty Meeting File
11	Budget and Expenditure (cash Book)
12	Internal Educational Efficiency
13	Teaching Practice and Internship Files
14	Annual Calendar of the Program
15	Discipline Record
16	Program Rules and Regulations
17	Continuous Professional Development (CPD) of Teacher Educators
18	Admission Policy
19	Requirements for the Award of Degree
20	Support Services

21	Program Monitoring File
22	Teaching Learning Material and Activities
23	Community Cooperation Planning
24	Program Dissemination
25	Library Improvement
26	Dissemination of Funding Opportunities
27	Status of the Infrastructure
28	Curriculum Revision Reports (for universities and DAIs only)
29	Human Resource Policies and Records

Accreditation Code (AC): [   ]

Document Inventory
(Form In_D)

You need 1 inventory per program.

Name of Evaluator: [   ]

Code of Evaluator (Evaluator's CNIC#): [   ]

Name of Institution [   ]

Name of the Program: [   ]

Date [   ]

GUIDELINES

HOD himself or his/ her nominated person will assist you in completing this tool.

The inventory consists of the following two sections:
  I) <u>General Inventory</u>: To complete this section you are required to check and mark the availability and non-availability of the listed documents. Remember that this section is an inventory and, therefore, you should only mark "available" if direct evidence has been observed. Please, **do not base your responses on verbal reports.**

<u>Institutional Documents to be collected for analysis:</u>

Institution has already submitted the 29 Institutional Documents listed below including Self Evaluation Report to NACTE. After Desk Analysis the institution has provided with the information about missing/ incomplete / inappropriate documents with some instructions.

Request the Institutional Accreditation Committee to provide you the documents which NACTE has indicated and desired them to submit.

Mark the only those document / section which have been provided by the institution.

AC: [   ]

I. General Inventory

Request the institution to show you the following documents. Check each and mark in the list.

No.	Document / Record	Available a)	Not Available b)
1	n_1_39 Follow up file(s) or record of follow up of the prospective teachers during teaching practice for the past 2 years (except in MEd programs) (File may contain guidance and feedback, mentoring and monitoring of teaching practices by supervisors and compliance by prospective teachers).		
2	n_3_40 Follow up file(s) or record of follow up of the prospective teachers during internship for the past 2 years (where internship is available) (File may contain guidance and feedback, mentoring and supervisors and compliance by prospective teachers.)		
3	n_3_41 Policy document for recruitment of Teacher Educators is available.		
4	n_3_42A The schedule of new expenditure (SNE) as evidence to show that institutions have included the new positions for **teaching staff**.		
5	n_3_42B The schedule of new expenditure (SNE) as evidence to show that institutions have included the new positions for **non-teaching staff**.		
6	n_3_45A A copy of notified recruitment criteria.		
7	n_3_46B Copy of procedures for advertisement, short-listing, minutes of the selection board approved by competent authority for teaching staff.		
8	n_3_46C Copy of procedures for advertisement, short-listing, minutes of the selection board approved by competent authority for non-teaching staff.		
9	n_3_47A Either the advertisement of the position or the written recruitment criteria for the recruitment of the HOD (or in case of public colleges verify that the selection was made by the Public Service Commission).		
10	n_3_47B Notification to the HOD by the Selection Board of assignment to the post after recruitment procedure (or notification by the Public Selection Commission in the case of public colleges).		
11	n_1_48A Booklet of professional code of ethics of teacher educators.		

AC: [   ]

No.	Document / Record	Available a)	Not Available b)
12	In_D_48B Code of ethics/ of staff		
13	In_D_49 A written document containing details of professional development process of teacher educators.		
14	In_D_50A Notified workload policy for teacher educators.		
15	In_D_50B Notified workload policy for staff.		
16	In_D_52 Record of incentives provided to the teacher educators in the last two years (medals, certificates, nominations in professional development programs, etc.)		
17	In_D_55A Letters or e-mails to the concerned authorities requesting funds for research and its dissemination.		
18	In_D_55B Minutes of the meeting having agenda for planning, conducting and disseminating of research or requesting for funds.		
19	In_D_55C Research proposals / concept notes submitted to different agencies.		
20	In_D_56A Letters or e-mails to the concerned requesting funds for outreach programs.		
21	In_D_56B Minutes of the meeting having agenda for planning of outreach project or requesting for funds.		
22	In_D_56C Proposal / concept notes submitted to the agencies.		
23	In_D_57A Copy of the annual budget of the last two years.		
24	In_D_57B Separate budget for updating and maintenance of library.		
25	In_D_57C Separate budget for laboratories.		
26	In_D_57D Separate budget for other resources.		
27	In_D_58 Written document containing policies and procedures for internal management and operational activities of the program (operational activities are practical activities related to implementation of a program/project)		
28	In_D_65A Set of rules and regulations for all academic matters.		

AC: [   ]

No.	Document / Record	Available a)	Not Available b)
29	In_D_65B Set of rules and regulations for all administrative matters.		
30	In_D_58A List of notified boards and committees.		
31	In_D_59B Notifications of the listed boards and committees.		
32	In_D_59C Minutes of the meetings of the listed boards and committees for all academic matters.		
33	In_D_59D Minutes of the meeting of the listed boards and committees for administrative matters.		
34	In_D_60A Policy document to monitor the adherence of its members to the policies, procedures, rules and regulations.		
35	In_D_60B Record of actions taken by management in line with the above policy document.		
36	In_D_61A Written job description and job specification of the teacher educators approved by competent authority.		
37	In_D_62B Written job description and job specification of the staff approved by competent authority.		
38	In_D_63 Annual calendar of the program.		
39	In_D_64A Visitors' book.		
40	In_D_64B A list of the professionals from the community invited to support and improve specific components of program.		
41	In_D_67A Documented evidence of the community's participation in the planning of any project / activity of the institution during the last two years.		
42	In_D_67B Evidence of the community participation in the implementation and monitoring of any project / activity of the institution during the last two years.		
43	In_D_68 Document or other printed evidence indicating that a gender equity policy is being followed (e.g., advertisement for different positions in the institution, prospectus, rules and regulations relating to gender equity).		

AC: [   ]

No.	Document / Record	Available a)	Not Available b)
44	In_D_69A Documents showing composition of the Board of Studies.		
45	In_D_69B Notification from the competent authority (e.g. Vice-chancellor) to the members of the Board of Studies regarding the composition of the Board.		
46	In_D_71 Copy of the notification by curriculum approval body.		
47	In_D_72A Agenda / minutes of the last three meetings of the Board of Studies indicating curriculum revision / improvement.		
48	In_D_72B Copies of the recommended revisions in curriculum made in the last three meetings of the Board of Studies.		
49	In_D_72C Copy of the research report on which the curriculum changes / revisions were based.		
50	In_D_33 Copy of document, notification or advertisement employed to disseminate and share the updating of the curriculum with the concerned Teacher Education Institutions.		
51	In_D_75A Documented description of the program or curriculum document.		
52	In_D_80A Tools (checklist, feedback forms, etc.) / written mechanisms to assess the teaching of the prospective teachers during teaching practice.		
53	In_D_80B Tools / written mechanisms to assess conduct of the prospective teachers during teaching practice.		
54	In_D_80C Documented evidence for the use of said tools / mechanisms (record of the feedback).		
55	In_D_81A Tools used by the teacher educators for the monitoring of the assessment system.		
56	In_D_81B Tools used by the other stakeholders for the monitoring of the assessment system.		
57	In_D_81C Feedback data / monitoring reports by teacher educators / stakeholders for revision and improvement of the assessment system.		
58	In_D_82A Multiple tools used for evaluation of the assessment system.		

AC: [   ]

No.	Document / Record	Available a)	Not Available b)
59	In_D_82B Program assessment data gathered at various transition points.		
60	In_D_83 Material used for the dissemination program assessment results to the concerned (prospective teachers, teacher educators and support staff).		
61	In_D_84 Evidence of efforts made to accrue funds for development of **teacher educators and staff** (this may include letters sent, proposals or concept papers, minutes of the meetings with officials, signed MOU or others).		
62	In_D_85 Any document containing a description of the assessment and evaluation system of the program.		
63	In_D_87 Record / documented evidence of incentives provided to the support staff for additional work.		
64	In_D_88A Printed manual for teaching practice.		
65	In_D_88B Printed manual for internship.		
66	In_D_88C Printed lesson planners.		
67	In_D_89A Tools of assessment for prospective teachers of last two years are available.		
68	In_D_90A Tools of assessment for teacher educators of last two years.		
69	In_D_91A Tools of assessment for support staff.		
70	In_D_89B Date sheets / examination schedule for prospective teachers of the last two years.		
71	In_D_89C Answer books used by prospective teachers during the last two years.		
72	In_D_89D Results of the prospective teachers' assessment for the last two years.		
73	In_D_90B Record of the faculty (teacher educators) assessment.		
74	In_D_91B Record of the support staff assessment.		

AC: [   ]

No.	Document / Record	Available a)	Not Available b)
59	In_D_82B Program assessment data gathered at various transition points.		
60	In_D_83 Material used for the dissemination program assessment results to the concerned (prospective teachers, teacher educators and support staff).		
61	In_D_84 Evidence of efforts made to accrue funds for development of **teacher educators and staff** (this may include letters sent, proposals or concept papers, minutes of the meetings with officials, signed MOU or others).		
62	In_D_85 Any document containing a description of the assessment and evaluation system of the program.		
63	In_D_87 Record / documented evidence of incentives provided to the support staff for additional work.		
64	In_D_88A Printed manual for teaching practice.		
65	In_D_88B Printed manual for internship.		
66	In_D_88C Printed lesson planners.		
67	In_D_89A Tools of assessment for prospective teachers of last two years are available.		
68	In_D_90A Tools of assessment for teacher educators of last two years.		
69	In_D_91A Tools of assessment for support staff.		
70	In_D_89B Date sheets / examination schedule for prospective teachers of the last two years.		
71	In_D_89C Answer books used by prospective teachers during the last two years.		
72	In_D_89D Results of the prospective teachers' assessment for the last two years.		
73	In_D_90B Record of the faculty (teacher educators) assessment.		
74	In_D_91B Record of the support staff assessment.		

AC: [   ]

No.	Document / Record	Available a)	Not Available b)
75	In_D_92A Document on selection and promotion policy for the teacher educators or Human Resource Policy of the institute.		
76	In_D_92B Document on selection and promotion policy for support staff.		
77	In_D_93A Prospective teachers' enrollment for the last five years.		
78	In_D_93B Record of the final (summative) examination of prospective teachers of last five sessions of the program.		
79	In_D_93C Dropout record of the prospective teachers for the last five years.		
80	In_D_94 Documented record of the reasons of prospective teachers dropout.		
81	In_D_95A Record / list of the prospective teachers who have been provided with need-based scholarship (for the last five sessions).		
82	In_D_95B Record / list of the prospective teachers who have been provided with merit scholarships (for the last five sessions).		
83	In_D_96A List of the institutions with which services and research experiences are shared.		
84	In_D_96B Record of the activities arranged to share research experience with sister institutions.		
85	In_D_96C Record of the activities arranged to share services with sister institutions.		
86	In_D_97A Document having description of monitoring mechanism / guidelines of prospective teachers performance.		
87	In_D_97B List of the personnel with responsibilities involved in monitoring of prospective teachers.		
88	In_D_97C Monitoring report of prospective teachers performance.		
89	In_D_98A Report on analysis of the assessment data of prospective teachers.		

AC: [   ]

II. Institutional Documents to be collected for Analysis

Institution has already submitted the 29 Institutional Documents listed below including Self Evaluation Report to NACTE. After Desk Analysis the institution has provided with the information about missing/ incomplete / inappropriate documents with some instructions.

Request the Institutional Accreditation Committee to provide you the documents which NACTE has indicated and desired them to submit.

Mark the only those document / section which have been provided by the institution.

Doc #	Name of the Document
1	**Conceptual Framework of the Program**

	The conceptual framework is a document that synthesizes (includes) the background and foundations of the program. It should include the following:
	1. Copy of legal mandate of the program
	2. Mission of the program
	3. Statement of Vision of the program
	4. Goals of the program
	5. Objectives of the program
	6. Brief description of the curriculum
	   a. Learning objectives
	   b. List of titles of all program courses
	   c. Content reflection (only outlines)
	   d. Suggested Instructional Strategies
	   e. Recommended assessment approaches / methods
	7. Assessment and evaluation system of the program
	   a. Brief description of the evaluation system of the program
	   b. Procedures and tools used to assess the evaluation system
	   c. Evaluation policy of the Program
	      i. Policy on program assessment
	      ii. Policy on assessment of teacher educators
	      iii. Policy on assessment of prospective teachers
	      iv. Policy on assessment of the support staff.

2	**Description of the Program**

	1. Description of the program:
	    a. Objectives of the program
	    b. List of courses offered in the program
	    c. Description of the of the courses offered in the program (titles courses)
	    d. Duration of each course in weeks
	    e. Duration of the program in semester
	    f. Duration of the program in years
	    g. Prerequisites of the courses (if any)
	    h. Credit hours allocated to each course
	    i. Total credit hours of the program
	2. Description of how the program's objectives and courses ensure the achievement of the National Professional Standards for Teachers in Pakistan.
	3. Description of a plan to reinforce contents required to foster the standards that at presently not well addressed.
	4. Semester wise list of the course of the complete program.
	5. Time Table (Teacher and course wise) of the complete program for the current year / semester.

3	**Program Curriculum**
	This document (program curriculum) should have the following information: 1. Duration of the program 2. List of compulsory, elective and optional courses 3. Outline of each course 4. Duration of each course 5. Credit hours per course 6. Objectives of each course. 7. Suggested teaching approaches 8. Practical activities (e.g. course assignments, material development, seminars, workshops, etc.) 9. Assessment / Evaluation approaches and their frequency
4	**Self-evaluation Report**
	Latest Self -evaluation report (according to the formats/ template and guidelines provided by NACTE).
5	**Program Improvement Plan**
	Plan(s) / documents related to sustained efforts made for the quality improvement of the program. 1. Brief description of the quality improvement plan(s). 2. List of concrete actions taken / proposed to meet the specific objective of the plan. 3. Documents /Minutes of the meetings held to develop or approve the improvement plan.

6	**Program Assessment Record**
	1. Copies of evaluation tools used for formative and summative assessment for each subject
	2. Two Marked assignments with highest and lowest marks of prospective teachers for each subject.
	4. Two Sample portfolios of prospective teachers for core courses.
	5. Result Sheets of prospective teachers formative assessment of each course of the program.
	6. Date sheet / schedule of formative / internal assessment. Evaluation tools of the last three comprehensive exams
	7. Evaluation tools i.e., question papers etc. of the last three comprehensive / annual exams.
	8. Report(s) based on analysis of assessment data of at least core subjects. (if any).
	9. Report on the general quality of the program or recorded minutes of assessment analysis.

	10. Schedule and conduct procedure for the assessment of
	    a. Overall Program effectiveness and efficiency
	    b. Prospective Teachers
	    c. Teacher Educators
	    d. Support staff

	11. Program results of the previous year containing the following
	    a. Copy of the letter(s)/ document(s) by the institution, addressed to the concerned authorities, certifying that passing out prospective teachers have met all the degree requirements.
	    b.1. Course wise result of the institution and examination body.
	    b.2. Course and year wise results of institution (for semester system)
	    c. Institution and examination body's results of the last three years. (for external exams)

7	**Research Planning and Promotion**
	1. The program's and institution's vision on research.
	2. Research, Publication and dissemination policy of the program / institution.

	3. Overall research plan/agenda, with the following information:
	    a. National and local priority issues of research
	    b. Priority issues of research on teacher education and institution.
	    c. Justification, relevance and significance of the priority issues.
	    d. Research plan of the proposed researches
	    e. Schedule of the proposed and ongoing researches

	4. List of completed researches.
	5. Expenditures incurred in last three years on researches, publication and dissemination
	6. Available budget for the current year to conduct, publish and disseminate researches
	7.

8	**Record of the Conduct and Use of Research**
	This item consists of a series of materials that demonstrate that research has been conducted in the program:

1. Classified list of completed research studies (action, basic and applied)
2. Reports of all completed research studies indicating:
   a. Research question objectives
   b. Significance and justifications of research
   c. Description of methodology
   d. Results and findings
   e. Recommendations
   f. expenditures incurred
3. Enlist Summary of applicable findings and recommendations from research studies (mentioned at "1"above):
   a. Findings related to Teacher Education
   b. Recommendation to improve the teaching and learning process.
   c. Recommendations that are being used by the program to improve educational quality (including summary of how these recommendations are being used).
4. List of incentives provided for teacher educator and prospective teachers involved in the research.
5. List of teacher educators supervising student researches (course thesis) along with the title of study and the prospective teachers.

9	**Record of Program Population**

Provide the record of the existing population of the program :
1. Total number of students enrolled in the program.
   Number of the section for compulsory courses:
2. Course and section wise enrollment of at least two compulsory and two elective courses.

10	**Staff/ Faculty Meeting File**

1. Copy of the meeting notice(s) and agenda of at least last one year.
2. Copy of the minutes of the above mentioned meeting of the faculty and staff.
3. Report on implementation of the decisions made in the meetings.

11	**Budget and Expenditure (cash Book)**

A copy of the budget expenditure by budgetary head must be included in hard and soft copy for the last three years. Make sure that expenditures for the following are clearly marked so that desk auditors can easily identify them:
1. Copy of head wise budget and expenditures for the present and previous one year.
2. Copies of two processed purchase cases; one having quotations and other without quotations.
3. Copy Reconciliation record of accounts.
4. Two latest audit reports of last five years.
5 &6. Total Number of the sanctioned, working and vacant posts with dates
   a. teaching
   b. non-teaching

12	**Internal Educational Efficiency**

1. List of Teacher educators with designations, experience and nature of appointment. (permanent, contract, visiting / part time)

	2. Number of prospective teachers enrolled in the program in the last three years 3. Number of appeared and passed in the last three years. 4. Record of the dropouts for the last three years 5. Known causes of the drop outs. 6. Plan to reduce the drop outs.
13	**Teaching Practice and Internship Files**
	Record / file consisting of two sections regarding information/ documents separately on : **A: Teaching Practice** and **B: Internship** : 1. Notified dates for duration and start and completion of the teaching practice and internship. 2. Manual for teaching practice. (In case of oral guidelines are given give a summary of these guidelines) 3. Teaching practice planner (Lesson Planner). 4. Manual for supervisors and cooperative teachers including their roles and responsibilities. 5. Number of practice and model lessons required in the defined period of teaching practice/ internship. 6. Record of placement of prospective teachers and supervisors in Cooperative schools. 7. Record indicating the number of prospective teachers conducting teaching practice under the supervision of one teacher educator. 8. Names and available sections of each class of cooperative schools where teaching practice is conducted for current year. 9. List of prospective teachers' allotted to each cooperative school for teaching practice of last two years (starting form the previous year. 10. Based on the feedback of supervisors, list of learning experiences other than the classroom teaching and co-curricular activities participated by the prospective teachers in the practicing cooperative school 11. Consolidated Reports of the teaching practice submitted by supervisors. 12. Placement record of prospective teacher, supervisors and schools for internship.
14	**Annual Calendar of the Program**
	Complete schedule of all administrative curricular and co-curricular activities of the program from the beginning to the end of the academic year for the last three years
15	**Discipline Record**
	A file containing 1. Copies of the two stakeholders major complaints with date , name and nature of the complaints. 2. Decision and actions taken to resolve the complaints 3. Copy of minutes of the Discipline Council for last two years .
16	**Program Rules and Regulations**
	1. Discipline rules. 2. Evaluation and examination regulations. 3. Regulations followed for confidentiality of required matters.

		4. Purchase rules. 5. Financial rules. 6. Leave rules. 7. Code of conduct / ethics.
17	**Continuous Professional Development (CPD) of Teacher Educators**	
		1. Description of CPD process / Plan. 2. Record of teacher educators who recently participated / are participating (specify nature of participation e.g., organizing, participating, collaborating etc. 3. Participation reports submitted by the concerned teacher educators.
18	**Admission Policy**	
		1. Copy of the document on admission policy. 2. Copy of program prospectus and admission advertisement 3. Brief description of the admission procedures. 4. Admission record of the last three years
19	**Requirements for the Award of Degree**	
		Degree requirements 1. Number and titles of the required courses. 2. Minimum required credit hours. 3. Attendance requirements. 4. Required aggregate score / Cumulative Grade Point Average (CGPA). 5. Thesis requirements. 6. Teaching practice and internship requirements (either in hours or number of lessons). 7. Comprehensive examination requirements. 8. Complete description of how these pre- requisites are ensured and by whom.
20	**Support Services**	
		(e.g., Sports, medical, transport, canteen, guidance and counseling services) Record including 1. List of required support services 2. List of available support services 3. Funding sources for support services 4. Budget provisions for each support service (if any) 5. Utilization report of the budget for each service. 6. Required qualification of the professionals for managing the support services 7. Required qualification of the support staff for managing the support services 8. Profile of the available professionals and support staff for the services. 9. List of the individuals availing/ availed each support service. 10. Profile of the available library staff.
21	**Program Monitoring File**	

		1. Monitoring Reports on the Performance of Prospective Teachers containing
		   a. Feedback by the alumni
		   b. Feedback by the employers of alumni
		   c. Feedback by the Teacher Educators
		   d. Feedback by other stakeholders (e.g. staff, parents, community members)

		e. Sample of administered tools to collect feedback (if any)
		2. Monitoring Reports on the Performance of the Support Staff
		a. Feedback by the alumni
		b. Feedback by the Prospective Teacher
		c. Feedback by the Teacher Educators
		d. Feed back by the HoD
		e. Feedback by other stakeholders (e.g. staff, parents, community members)
		f. Sample of administered tools used to collect feedback (if any)
		3. Monitoring Reports on the program activities and effectiveness
		a. Feedback by the alumni
		b. Feedback by the employers of alumni
		c. Feedback by the Prospective Teacher
		d. Feed back by Teacher Educator
		e. Feedback by other stakeholders (e.g. staff, parents, community members)
		f. Sample of administered tools used to collect feedback (if any)
		4. Monitoring of Teacher Educators
		a) Feed Back by the Administration
		b) Feed Back by alumni
		c) Feed back by prospective teachers
		d) Feed Back by HoD
		e) Annual reports on assessment of teacher educators
		f) Sample of administered tools used to collect feed back (if any)
		g) Procedures followed to administer different tools
		5. Description of Official feed back provided to;
		a. Teacher educators
		b. prospective teachers
		c. support staff
22		**Teaching Learning Material and Activities**
		Teaching Learning Material other than the prescribed in the courses / Programs
		1. Learning modules.
		2. Teaching Kits, Manuals and planners
		3. Magazines journals and news letter
		4. Report of any activity/ activities conducted with clear objective of generating knowledge among teacher educators and prospective teachers
23		**Community Cooperation Planning**
		Has your institution executed any extension / community cooperation plan (if "no" move to Doc. 24)
		1. Record / file containing need analysis report(s) on educational issues and social needs of community.
		2. Description of executed extension plan(s) for community development and outreach with
		a. identified objectives,
		b. strategies and
		c. outcomes
		d.

24	**Program Dissemination**
	1. Prospectus of the program 2. Web information (hard copy of the web page) if any 3. Brochures (if any) 4. Advertisements 5. Program dissemination and promotion policy
25	**Library Improvement**
	1. List of new library materials for the last three years (accession register). 2. List of additions and improvements made in the library infrastructure for the last three years. 3. Expenditure statements of library budgets for the last three years.
26	**Dissemination of Funding Opportunities**
	Dissemination letters, notices issued officially regarding funding opportunity for research, maintenance, staff, program development and others
27	**Status of the Infrastructure**
	Buildings maps or description of buildings showing locations, sizes of different laboratories, offices, classroom, meeting-rooms, lecture halls
28	**Curriculum Revision Reports (for universities and degree awarding institutions only)**
	1. Notified composition of Board of Studies in education. 2. Notification of Board of Studies in education by competent authority. 3. Specific agenda items on curriculum improvement / change in last three years meetings. 4. Minutes of the meetings of board of studies in education relevant to curriculum revision/ change in last three years. 5. List of all curriculum revisions for the last three years corresponded to the minutes of the board of studies in education.
29	**Human Resource Policies and Records (for universities and DAIs only)**
	1. Recruitment Policy 2. Composition of Selection Board / Committee. 3. Notification of Selection Board and Committee. 4. Selection criteria for selection/ recruitment of a. Teaching staff (professor to lecturer) b. Non-teaching staff: Support services (for available positions) c. Non-teaching staff: Library d. HOD 5. Copy of the advertisements for all recruitments in last three years 6. Minutes of the selection board / committee meetings for the last three years 7. Record of the recruited personnel (all categories) 8. Workload policy for a. Teacher Educators b. HoD c. Staff 9. Complete Profile of all Teacher Educators and academic staff.

AC:

Notes

STOP