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EXECUTIVE SUMMARY

National Accreditation Council for Teacher Education (NACTE) is authorized wide gazette of Pakistan notification #10-25/HEC/A&C/2004/2517 dated August 30-2007, to accredit teacher education programs offered by public and private sector institutions all over the country. Program accreditation is MANDATORY under 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 and completion of a set of 27/29 documents by 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 2016, it had accredited 255 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 2016–17.

NACTE until this time has conducted six 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 150.

The Council singed 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 awareness and orientation seminars and provided guidance and assistance to the institutions without any charges for the capacity building of their faculty for preparation of accreditation of teacher education programs.

The seminars and meetings focused on accreditation standards, process and procedures, documentation and hosting the accreditation visits. The faculty members, support staff and the students of the teacher education institutions attended the seminars and workshops. The institutions/stakeholders considered these workshops much valuable in understanding the process of accreditation and appreciated the efforts of NACTE secretariat for organizing these seminars and workshops at their door steps.

Prof. Dr. Irshad Ahmad Farrukh

Secretary NACTE

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 and graduates produced by institutions in the country. Defining what makes a good quality teacher is considerably much difficult but it is the most important and fundamental question which come across while designing a teacher education program. Therefore the competencies of a desired teacher were outlined in the form of National Professional Standers for Teachers in Pakistan by the Ministry of Education in February, 2009.

Aligned with National Professional Standards for Teachers (NPSTP), NACTE developed a set of seven Standards and Conceptual Framework relevant to various areas and activities of teacher education program 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 NACTE. National Accreditation Council for Teacher Education (NACTE) has been authorized wide gazette of Pakistan notification#10-25/HEC/A&C/2004/2517 dated August30-2007, to accredit teacher education programs offered by public as well as private sector

institutions all over the country.

Program accreditation is MANDATORY under Government and HEC rules. The basic purpose of accreditation is to assist for the improvement of the quality of higher education, 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 it 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 has permanent membership of HEC's National Curriculum Review Committee on teacher education.





QUALITY ASSURANCE

The concept of "Quality Assurance" has traveled both geographically and across professional areas. It has become ubiquitous presence in the discussions on education. Yet, there remain diverse interpretation s 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 to every stage of the production and delivery processes.

The development of the concept of quality gained momentum and major thinkers began to present alternative positions. E. Deming in the 1920's'developed a "philosophy "of quality, centered on creating organizational joint vision drawn towards quality by selfmonitoring and self-triggered improvement, closing the skill gaps of workers and breaking communication

barriers within the organization. In the same period P.B.Cros by 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,



QUALITY ASSURANCE

in case of production were adopted for the provision of services. Both goods and services could be judged by their level of performance, the features or characteristics that supplement the basic performance. the reliability of the product or service, its conformance to pre-set expectations 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 higher education the dimensions of reliability of the contents of education, the responsiveness and understanding of student needs, the access to staff, the competence of the staff, the degree of credibility generated by the institution, the fit of the infrastructure are also added to the dimensions of quality³.

In quality assurance mechanisms it is traditional to include steps such as self-evaluation/assessm ent, peer review, data collection, analysis and use of statistics study of different variables or indicators and

comparing the institution's practices with bestpractices of institutions that perform well.

The underlying assumption is that the standards set for

the programs and the indicators with which those standards are assessed are factors that foster and indicate the status of quality education.

QUALITY ASSURANCE OF HIGHER EDUCATION IN PAKISTAN

The number of universities in Pakistan has increased dramatically since its independence in1947.By 2016 there are162 universities (92 public70 private) as compared to two that existed in1947.Furthermore,the public sector was traditionally the major provider of higher education for the first half of the twentieth century, but this scenario also changed drastically. By 2015, 45% of the Universities belong to the private sector⁵.The growth of the higher education institutions,

complement ed with an increase of the private sector, sets the stage for a wide range and types of education offered. The s t u d e n t 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





QUALITY ASSURANCE

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 everchanging demands of today's professions.

In response to the emerging needs, Pakistan intends to establish the quality assurance mechanisms to permit its institutions to continue serving the growing Pakistani population, while at the same time preventing further deterioration of educational quality. Conversely. Pakistan is attempting to revert the risks of educational expansion by setting trends of quality enhancement in higher education. The in-charge of this initiative at National level is the Higher Education Commission, Pakistan. It has the powers to create councils for the accreditation of institutions, including their departments, faculties and disciplines vide Ordinance No. LIII of 2002, Paragraph10 Clause e, which states HEC will Set up national or regional evaluation councils or authorize any existing council or similar body to carry out accreditation of institutions including their departments, faculties and disciplines by giving them appropriate ratings. The Commission shall help build capacity of existing councils or bodies in order to enhance the reliability of the evaluation carried out by them.

Under this Ordinance the HEC created the National Accreditation Council for Teacher Education (NACTE) to



develop the quality assurance mechanisms to accredit teacher education program offered by all public and private sector institutions. NACTE in the first four years of its establishment developed.

QUALITY ASSURANCE IN TEACHER EDUCATION

In general terms, the concept of teacher and quality assurance bring 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 predetermined 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 predetermined 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 HEC6, according to which quality assurance is a continuous process of accountability and improvement that commonly involves evaluation, assessment, and monitoring to quarantee improvement and ensures quality management, quality enhancement and quality assessment. In its Quality Assurance Manual for Higher Education in Pakistan7HEC adopts the United Kingdom's Higher Education Funding tCouncil's view defining Quality Assurance (QA) as, the means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced.

National Accreditation Council for Teacher Education

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

COMPOSITION OF NACTE

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

- a) The Chairperson
- b) The Vice-Chairperson



- c) Secretary Education, Government of Pakistan or his nominee not below the rank of Joint Educational Advisor (JEA).
- d) Secretary Education of each Provincial and AJK governments or their nominees not below the rank of Additional Secretaries.
- e) Six representatives from departments of Education of public sector universities (at least one from each province) to be appointed by the Chairperson HEC based on the recommendations of the Vice-Chancellors of relevant universities.
- f) One renowned teacher educator to be appointed by

- the Chairperson, HEC.
- g) One foreign expert with academic background in education & experience in Accreditation preferably from technologically advanced countries.



- h) Two representatives of the private teacher education institutions to be appointed by the Chairperson, HEC.
- i) One representative of Planning Commission nominated by the Deputy Chairperson Planning Commission.
- j) Director General Learning Innovation of HEC.
- k) Secretary to be appointed by the Council for a period of four years on such terms & conditions as the Council may determine.
 - (2) The Chairperson of the Council may co-opt a member for a specific task. The member so co-opted may give his/her opinion in the meeting but will not be eligible for voting.
 - (3) The Chairperson, Vice Chairperson and the members shall hold office for a period of four years and shall be eligible for reappointment. Commencement date of four year tenure will be effective from the date of joining the office. The tenure will be applicable for only Non-Official Members whereas the official members will be included by designation of the post.
 - (4) The Chairperson, Vice-Chairperson and the members may be removed from the office by the Controlling Authority before the expiry of their term, on proven charges of corruption,

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

SCOPE AND POWERS

- (1) All the existing teacher education degrees and postgraduate diploma programs shall be within the jurisdiction of the Council. Any new program in teacher education shall also be referred to the Council for the grant of accreditation.
- (2) The accreditation will be for specific degree programs and not for institutions.
- (3) Accreditation shall be mandatory for all relevant education academic programs offered by public and private sector institutions.
- (4) The Council shall assist and advise teacher education institutions in planning their academic programs.
- (5) The Council shall facilitate the intellectual development of prospective teachers (students) interested in pursuing the teaching profession and provide professional assistance to the concerned institutions.
- (6) The Council may consider the following aspects while framing norms and criteria for accreditation of degree programs in teacher education:-
 - (a) Overall scope of the program.
 - (b) Curricula/syllabi and its compatibility with the degree and level of the program.
 - (c) Approval of the program by competent authority.
 - (d) The requisite infrastructure and physical facilities
 - (e) The faculty: number, qualifications and experience.
 - (f) Level of compatibility with international standards and trends.
 - (g) Level of skills to be developed by the program.

- (h) Availability of student support services.
- (i) Library facilities.
- (j) Internship/practice teaching facilities.
- (k) Facilities for student activities, entrainment and other amenities
- (l) Financial assistance, scholarships and loan etc.
- (m) Availability of guidance, career counseling and placement services for the graduates.
- (n) Community links and outreach programs.

JURISDICTION OF THE COUNCIL

- 1. Teacher education degree programs offered by an institution, in one of the following categories:
 - a) Institutions chartered by the Federal or Provincial Government in the relevant field.
 - b) Institutions having affiliation with the chartered universities or degree awarding institutions.
 - c) Institutions offering degree programs under affiliation/collaboration with foreign universities with the approval of HEC.
 - d) When a multi-campus institution presents a program for accreditation, each campus will be considered as separate institution.

Accreditation is, therefore, mandatory in Pakistan for all teacher education programs leading to the award of degree by public and private teacher education institutions.

FUNCTIONS OF THE COUNCIL

The following shall be the functions of the Council:

- (1) To develop & review policies and procedures for accreditation of teacher education programs.
- (2) To lay down criteria on which teacher education programs shall be assessed and equated.
- (3) To approve a list of academic auditors for different programs in accordance with the selection criteria of the Council.

National Accreditation Council for Teacher Education

- (4) To constitute an Accreditation Committee (AC) to evaluate and cause academic audit of programs.
- (5) To consider the recommendations of the Accreditation Committee regarding accreditation of programs
- (6) To consider and make decision on any appeal with regard to accreditation.
- (7) To publish a list of ranking of teacher education programs.
- (8) To participate in the HEC Curriculum Development Committee on Teacher Education with permanent representation on the said committee.
- (9) To promote intellectual development and understanding of subject areas in the teaching profession.
- (10) To collect, publish, and disseminate information and research findings on teaching profession and to facilitate the teacher education institutions for quality assurance.
- (11) To prepare guidelines and procedures for the orientation of academic auditors.
- (12) To prepare annual report on the activities of the Council and submit it to the Controlling Authority.

MISSION OF NACTE

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

VISION OF NACTE

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

5. Extend the scope of NACTE to Distance & Virtual Modes of Teacher Education.

NACTE STAFF (2015-16)

The staff presently working in the NACTE Secretariat is as under:

Prof. Dr. Riaz ul Hag Tariq, Chairperson

Prof. Dr. Irshad Ahmad Farrukh, Secretary

Ms. Uzma Shakoor, Research Officer

Mr. Muhammad Usman Mukhatr, IT cum Admin Officer

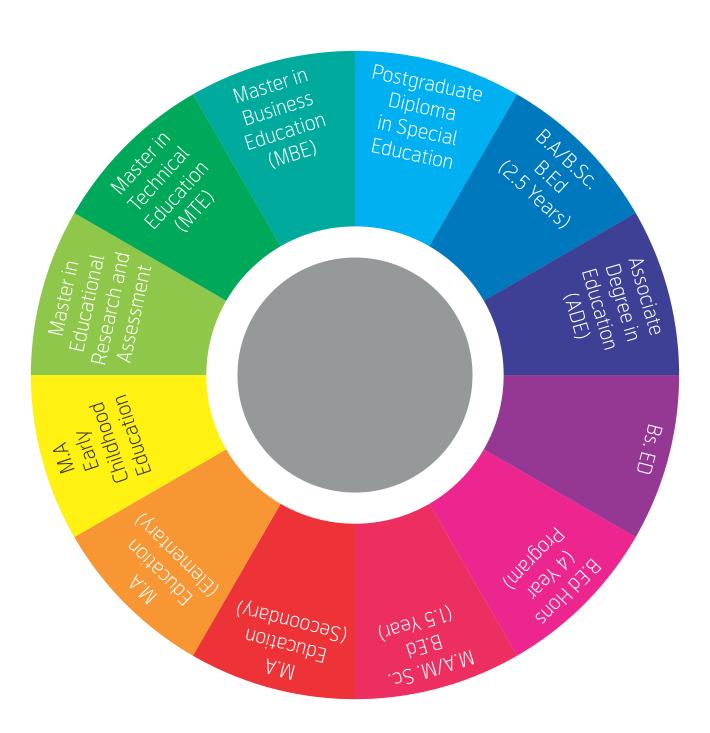
Mr. Muhammad Zakria, Accounts Officer

Mr. Attiq ur Rehman, Data Entry Operator

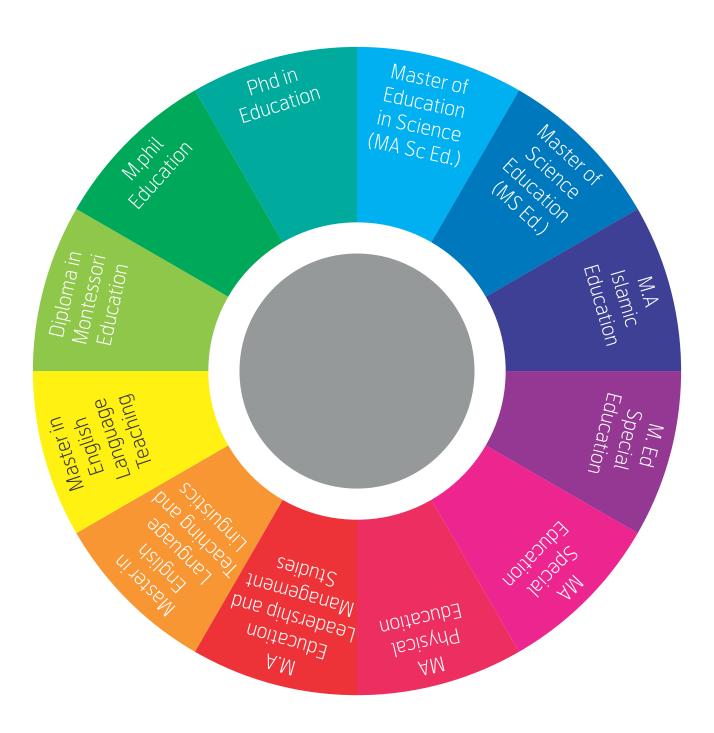
Mr. Fardous Khalil, Office Boy

Mr. Azmat Hassan, Office Boy

TEACHER EDUCATION PROGRAMS IN PAKISTAN



TEACHER EDUCATION PROGRAMS IN PAKISTAN





HIGHER EDUCATION COMMISSION

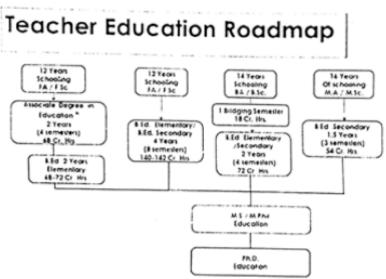
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E-mail: rchohan@hec.gov.pk

Director General (Academics)

No. 9-1(2016)/Phase/B.Ed/Curri/HEC/ 599 August 11, 2016

NOTIFICATION

In pursuance of approval of the Competent Authority, Curriculum Division of Higher Education Commission is pleased to notify the following roadmap for teacher education developed by the respective National Curriculum Revision Committee (NCRC) during the year 2015-2016 for adoption and implementation by all public and private sector Universities / Degree Awarding Institutes (DAIs):



Note: Student may exit after completing ADE program and join again for award of B Ed program after getting some experience.

 All Universities / DAIs offering these programs are requested to place the revised roadmap before their statutory bodies for adoption / implementation and submit compliance report this division.

(Mulammad Raza Chohan)



EXTERNAL EVALUATORS WORKSHOPS

National Accreditation Council for Teacher Education (NACTE) has 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 other function is to extend support to the teacher education institutions in their capacity building for selfimprovement and quality enhancement of the programs offered there. 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 stake holders to conduct external evaluation of teacher education programs for accreditation purposes. Until this time NACTE has accredited more than 250 teacher education programs and about 200 accreditation requests are under processes. More accreditation requests are anticipated in coming weeks.

NACTE had a pool of 150 trained External Evaluators to evaluate teacher education programs for award of accreditation. 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.

To accredit such a large number of programs, NACTE requires to double the number of External Evaluators from different provinces and areas. Such new evaluators require training on the conduct of accreditation procedures 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 teacher education institutions and other stakeholders. Furthermore, NACTE is often

Three Day Training Workshop of Examinators of Acade Evaluators of Acade Evaluators

requested by the teacher education institutions for assistance, consultancy and training regarding preparation for accreditation.

Keeping in view the huge task of accreditation of such a large number of programs and having limited human and financial resource, NACTE could not cope with this demanding task single handedly. A large pool of trained evaluators was therefore needed to facilitate the accreditation visits to different institutions/programs on one hand and provide guidance for accreditation preparation to the interested institutions/programs on the other

Realizing the need of such a large group of professional academic evaluators for NACTE, the HEC has graciously consented to provide funding for holding two capacity building workshops by foreign and local experts. This group of external evaluators and consultant is now serving the NACTE and its stake holders. The two workshops were held at Islamabad on 4–6 August 2015 & 9–11 November 2016. A total of sixty evaluators from the private and public sector Teacher Education institutions of the country participated in the workshops. The basic purpose of the workshops was to prepare a selected group of external evaluators to conduct accreditation visits and provide guidance for accreditation preparation to the interested institutions.

The objectives of the workshops were:

- 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.

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

Prof. Dr. Raiz ul Haq Tariq discussed in detail the significant role of accreditation for quality assurance in teacher education. He said that quality assurance issues are the major concern of today's education, particularly of teacher education in the country. It is for this reason that HEC has made accreditation mandatory for all teacher education program offered by public and private institutions in the country.

Dr Irshad said, that quality of accreditation is directly related to the quality of evaluators and it was with this mind that the NACTE has taken an onerous task of empanelling the best prepared experts for the program accreditation in teacher education.

Second workshop was conducted by NACTE itself Dr. Riaz ul Haq Tariq, Dr. Irshad Ahmad Farrukh and Ms. Uzma Shakoor contributed as resource persons. The workshops focused on the accreditation Process, Procedures, Tools and documents of NACTE. The participants of both workshops considered the workshop sessions particularly the hands on practice the group work and the question & answer sessions most effective



and useful part of training for actual working during accreditation visits.

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



Programe of NACTE External Academic Evaluators Workshop

DAY I

Time	TOPIC / Activity	Resource Person/ Responsibilities
09:00-09:30	Registration of the Participants	NACTE staff
09:30-09:40	Recitation of HOLY VERSES	Participant
09:40-09:55	Welcome address	Dr. Riaz ul Haq Tariq
09:55-10:10	Address by the Resource Person of the Workshop	Dr. Jianxin Zhang
10:10-10:15	Objectives of the Workshop	Dr. Irshad Ahmad Farrukh
10:15-10-25	Address by the Chief Guest	
10:25-10:30	Vote of Thanks	Uzma Shakoor
10:30-11:00	Tea and Refreshment	
11:00-11:10	Introduction of Participants /Facilitators and Methodology of the Workshop	NACTE
11:10-11:40	Accreditation, Quality and Graduate Attributes: A case of Pakistani Higher Education	NACTE
11:40-12:30	Accreditation for Quality Assurance in Higher Education National and International perspective	Dr. Irshad Ahmad Farrukh
12:30-12:45	NACTE, Scope and Functions	Dr. Irshad Ahmad Farrukh
12:45-01:00	Question Answer Session	
01:00-02:00	Lunch and Prayer Break	Lunch and Prayer Break
02:00-02:15	National Accreditation Standards for Teacher Education	Uzma Shakoor
03:00-03:30	Supervised Reading of National Accreditation Standards for Teacher Education	NACTE
02:30-02:50	Process & Procedures of program Accreditation by NACTE	Dr. Irshad Ahmad Farrukh
02:50-03:00	Introduction to NACTE Manual of Accreditation for External Evaluators	NACTE
03:00-04:00	Supervised Reading of NACTE Manual of Accreditation for External Evaluators	NACTE
04:00-04:15	Tea and Refreshment	

DAY II

Time	TOPIC / Activity	Resource Person/ Responsibilities
09:00-09:10	Feedback on Day I	Participants
09:10-09:40	Presentation by random participants on the Manual of Accreditation for External Evaluators	Participants
09:40-10:00	Introduction to Accreditation Tools	Ms. Uzma Shakoor Dr. Irshad Ahmad Farrukh
10:00-11:00	Supervised use and Administration of Accreditation Tools by participants	NACTE
11:00-11:30	Tea and Refreshment	
11:30-11:50	Introduction to Institutional Documents' Template	Ms. Uzma Shakoor
11:50-01:00	Supervised Study of Template for Document (NACTE Document) and presentation by random participants	Participants/NACTE
01:00-02:00	Lunch and Prayer Break	
02:00-03:00	Analysing institutional documents (29 files)	Participants/NACTE
03:00-03:15	Zero Accreditation: An Introduction	NACTE
03:15-04:00	Presentations on Problems and issues in using Tools by groups	Participants
04:00	Tea and Refreshment	

DAY III

Time	TOPIC / Activity	Resource Person/ Responsibilities
09:00-09:10	Feedback on Day II	Participants
09:10-09:20	Protocol and Procedures to receive material and return of data to NACTE	Ms. Uzma Shakoor
09:20-09:30	Zero, Individual and Consolidated Evaluation Reports, Feedback & Billing	Dr. Irshad Ahmad Farrukh
09:40:10:30	Preparing Individual and Consolidated Evaluation Reports and Bills	Group Work
10:30-11:00	Tea and Refreshment	Tea and Refreshment
11:00-12:00	Group Presentations (Individual and Consolidated Report) Open discussion	Group Work
12:15-01:00	Evaluation of the Workshop	Participants
01:00-02:00	Lunch and Prayer Breaks	
02:00-02:20	Comments by Rep. of Participants	Lunch and Prayer Breaks
02:20-02:30	Comments by the Resource Person	Participants
02:30-03:00	Award of Certificates	Dr. Jianxin Zhang
03:00-03:20	Address by the Chief Guest	Chief Guest HEC
03:20-03:30	Vote of Thanks from NACTE	Chairperson NACTE
03:30-03:40	Vote of Thanks	HEC Representative
03:40-04:00	Tea and Refreshment	

Awareness Seminars and Consultative Meetings with



FACULTY OF EDUCATIONCity University Peshawar



FACULTY OF EDUCATIONSarhad University
Peshawar



FACULTY OF EDUCATIONQurtuba University
Peshawar



FACULTY OF EDUCATION & Affiliated Colleges AWKU, Mardan



BILQUIS POSTGRADUATE COLLAGE FOR WOMAN PAF, Nur Khan, Rawalpindi



FACULTY OF EDUCATIONDadabhoy Institute of
Higher Education, Karachi



FACULTY OF EDUCATIONPreston University, Kohat



FACULTY OF EDUCATION SZABIST, Karachi



FACULTY OF EDUCATIONJinnah University for Women,
Karachi



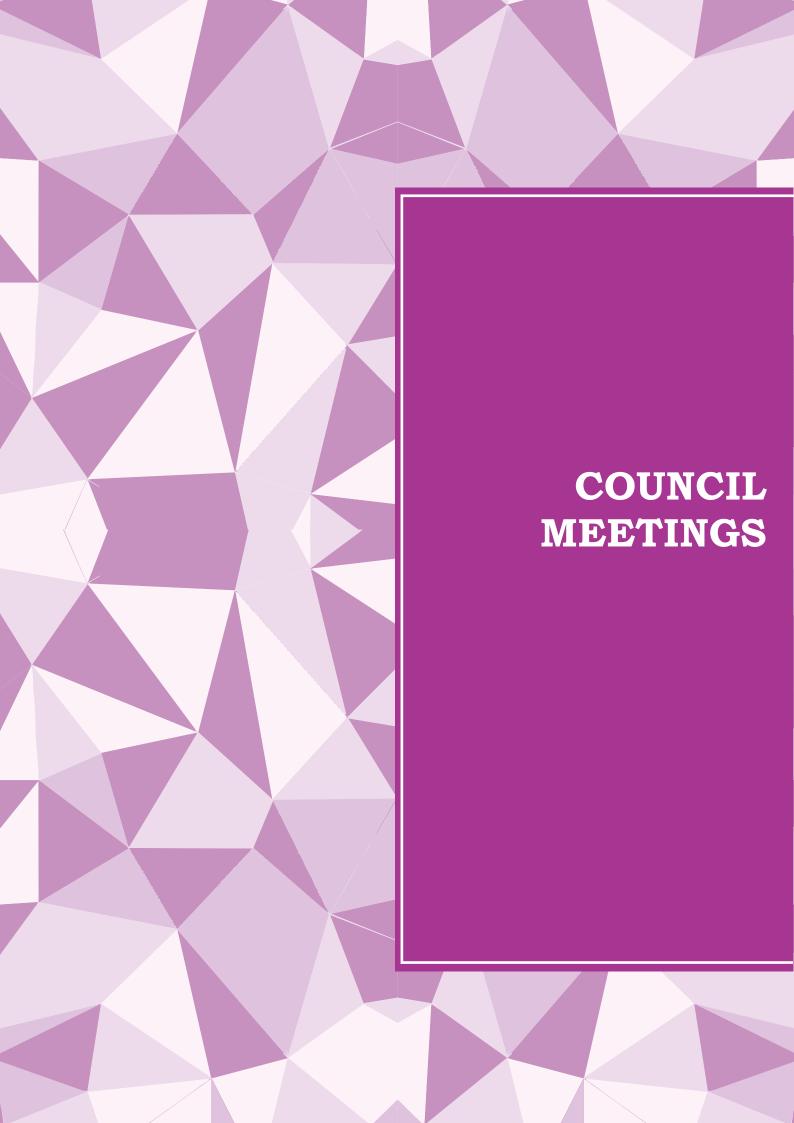
FACULTY OF EDUCATIONWah University, Wah Cantt



FACULTY OF EDUCATION AWKU, Mardan



FACULTY OF EDUCATION University of Karachi



Council Meetings

MINUTS OF THE 11TH MEETING OF NATIONAL ACCREDITATION COUNCIL FOR TEACHER **EDUCATION (NACTE)**

The 11th meeting of National Accreditation Council for Teacher Education was held on September 17, 2015 at Islamabad. Following were present:

Names Designation

Prof. Dr. Riaz ul Hag Tarig Chairperson

Prof. Emeritus

Prof. Dr. Rasul Buksh Raisani Member

Ex Vice Chancellor, University of Baluchistan, Quetta

Prof. Dr. Ahmed Faroog Mashhadi Member

Chairman, Department of Education BZU. Multan

Prof. Dr. Umer Ali Khan Member Dean Social Sciences & Director.

Prof. Dr. Shagufta Shehzadi Dean, Faculty of Education

I.E.R Gomal University, D.I. Khan

Member

University of Karachi, Karachi

Member

Prof. Dr. Mir Afzal Tajak IED, Agha Khan University, Karachi

Mr. S Bashir Hussain Director, DCTE

Rep., Secretary Education Government of KPK. Peshawar Member

Mrs. Aneela Hassan, SSS

Member

Rep., Secretary Education Government of Punjab, Lahore

Mr. Raja Najeeb ur Rehman Director General, DCRD

Rep., Secretary Education Government of AJK. Muzaffarabad

Member

Dr. Shaheen Khan Advisor L.I. Division HEC Islamabad

Member

Dr. Irshad Ahmad Farrukh Secretary (NACTE)

Member/Secretary

The meeting started with the recitation from the Holy Quran. Prof. Dr. Raizul Haq Tariq, Chairperson welcomed Dr. Mir Afzal Tajak the new member of the Council and thanked all others, for sparing time to participate in the meeting particularly Dr. Shagufta for attending her first meeting. He requested all the members for their brief introduction. The Council members introduced themselves. The secretary Dr. Irshad informed the Council about the completion of the tenure of Dr. Muhammad Memon, Dr. Umer Ali Khan, Dr. Ahmed Faroog Mashhadi and Muhammad Rashid as members of the Council on 20th September 2015. The Council unanimously appreciated the contributions they made for the recognition, acceptance and strengthening of the Council since its establishment.



particularly valued the work and efforts of Dr. Memon and Dr. Umer in the development of Accreditation Standards. Process & procedures and Instruments in the early years of the Council. In recognition of their services, support and efforts to promote the cause of NACTE the Council decided to issue individual letter of appreciation to each of them. The members also congratulated and welcomed Dr. Afzal Tajak from IED Agha Khan University Karachi for joining as new Council member.

The Council members express their concern over excessive affiliation of teacher education institutions by certain public sector universities and further franchization by these institutions. After the initial deliberations the Secretary Dr. Irshad presented the agenda and also thanked the members for their participation. He also acknowledged the encouraging and guiding role of the Council members for the secretariat. He then presented the agenda items.

ITEM I: APPROVAL OF THE MINUTES OF 10TH **MEETING**

Minutes of the 10th meeting on pattern were mailed to all members on March 02, 2015. No comments have been received from any member in this regard. The minutes may therefore, be considered as approved.

Council Meetings

Decision: The Council approved the minutes of the 10th meeting.

ITEM II: PROGRESS REPORT

Since the 10th meeting of the Council, following activities have been carried out:

1. Call for Accreditation to the Teacher Education Programs.

NACTE has invited applications from the TE's throughout the country to apply for accreditation of teacher education programs offered by them. Personal efforts are also being made to peruse the programs / institutions to become applicants for accreditation but the response is much slow, although Parents/Students Alert by NACTE and by HEC are being published regularly in national newspapers and on NACTE/HEC websites.



2. NACTE External Evaluators Workshop 4-6 August 2015

The Council conducted a three days capacity building workshop for its prospective external evaluators on accreditation of Teacher Education programs. The workshop was organized by NACTE in collaboration with HEC. Thirty evaluators of the private and public sector Teacher Education institutions of the country participated in the workshop. The purpose was to prepare a selected group of external evaluators to conduct accreditation visits and provide guidance for accreditation preparation to the interested institutions. Prof. Dr. Jianxian Zang, Board member of Asia Pacific Quality Network (APQN), Dr. Riaz ul Haq Tariq, and Dr. Irshad Ahmad Farrukh, from NACTE contributed as resource persons.



3. Meetings of the Working Groups

The Council has constituted two working groups, one to Develop criteria for Accreditation of M. Phil & Ph.D Edu. Programs offered by public and private sector institutions and the other for Development/ Modifications of Accreditation Tools and Procedures for Non-formal Modes of Teacher Education. Both the groups have started working and each group has almost held its three meetings. The groups have reviewed the National Standards for Accreditation of Teacher Education Programs and related literature on accreditation relevant to their tasks. It is hoped that both groups will finalized their recommendations before the next meeting of the Council.

4. National Conference 2015 on ACCREDITATION OF TEACHER EDUCATION IN PAKISTAN: PROSPECTS AND CHALLENGES

The Council has planned to hold National Conference 2015 on Accreditation of Teacher Education in Pakistan, Prospects and Challenges. The conference will undertake the holistic view of Teacher Education (TE) particularly the quality of pre service TE programs offered by the public and private sector institutions. The theme covers both aspects of accreditation i.e. Quality Assurance and Quality Improvement of TE programs.

The participants will include the working HODs and Teacher Educators of Public and Private Sector Universities and Colleges, the NACTE External Evaluators prospective teachers and their employers. The other participants will be the authorities of Federal and Provincial departments controlling Teacher Education in their respective provinces and areas, the media people and working school, college & university teachers. The letters have been mailed to the National speakers, Deans

NACTE Meetings

of Education and others concerned. All the information regarding the conference has been uploaded on NACTE website.

5. Orientation Meetings

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

- i Faculty of Education Sarhad University, Peshawar
- ii. Faculty of Education & Affiliated Colleges AWKU. Mardan
- iii. Faculty of Education Gomal University, DI Khan
- 6. Accreditation Visits and other tasks
- 7. Desk Analysis of Institutional Documents including Self Evaluation Report of twenty five (25) Teacher Education Programs
- 8. Accreditation Visits of 16 Teacher Education Programs.
- 9. Data entry and analysis of 16 Teacher Education Programs.
- 10. Accreditation Reports of 16 Teacher Education Programs.

11. The development of data base of NACTE evaluators is a regular and continuous process. (Continue...)



International Projection of NACTE:

A paper on "The Impact of Accreditation by National Accreditation Council for Teacher Education (NACTE) on the Development of Teacher Education Institutions, in Pakistan" was accepted and presented at International Conference on Computational and Social Sciences (ICCSS- 2015) Selection of Dr. Irshad A Farrukh Secretary NACTE as member of APQN Consultant Group on Quality assurance and enhancement.

Decision: The Council appreciated the secretariat for the substantial achievements and efforts it made to promote the cause of accreditation of teacher education programs. The members appreciated and congratulated



Council Meetings

Dr. Irshad Secretary NACTE, for paper presentation at ICCSS-2015 at UMT Malaysia and his selection as member of the elite panel of consultants on quality assurance and enhancement. It was also emphasized that secretariat should consistently publish the Parents/Students Alerts at the National and Regional levels.

Item III: Approval for the Award of Accreditation Level

NACTE has already awarded accreditation to 151 Teacher Education Programs. After analysis of the collected data the NACTE secretariat has prepared the reports and recommendations for the award of accreditation level to another 16 Teacher Education programs. The accreditation levels for each program in accordance with the bench marks have been recommended by the Accreditation Committee in its meeting held on (18th September 2015). The cases are placed before the Council for approval. (Attached asAnnex-1)

Decision: The Council unanimously approved the award of accreditation levels to 13 programs. The award for Ph.D. & M.Phil. Education programs offered by Preston and SBBU Nawabshah were not presented as the accreditation Committee recommended the secretariat to withdraw these cases till the finalization of accreditation tools and procedures for these programs. The programs offered by these institutions will be revisited without charging any additional fee.

Item IV: Approval of the Appointment of IT cum Admin Officer NACTE

Mr. Muhammad Usman was appointed as IT cum Admin Officer NACTE on contract for a period of six months w.e.f. 01-09-2015 on salary package of Rs. 75000/= per month, for revision and improvement of existing data analysis software and development of new software for distance and non-formal modes of teacher education programs. Another, software will also be needed for data analysis of M.Phil and Ph.D programs. Furthermore his services will be used for continuous and in time updating and improvement of NACTE website.

Decision: The Council approved the appointment of IT cum Admin Officer.

Item V: Grant of Adhoc Relief Allowance-2015

The Govt. of Pakistan has allowed 7.5% increase in pay of the Govt. Semi Govt. /Corporation employees vide Govt. of Pakistan Finance Division Regulation Wing letter # F.No.1 (3) Imp / 2015-630 dated. Islamabad, the 7^{th} July, 2015 (Attached as Annex. 3) The Council is requested to allow the same increase in the salaries of its employees w.e.f. July 01-2015.

Decision: Adhoc relief allowance@ 7.5% was allowed in accordance with the Government Policy w.e.f. July 01, 2015

Item: VI: Revision of Fee for Programs with Zero Accreditation

The initiation of any new teacher education programs requires Zero accreditation by NACTE like all other Accreditation Councils. The fee of Zero accreditation is the same as of regular program conducted by the institutions. The rules require the programs with Zero accreditation to apply for formal accreditation before the admission of next session with 2nd fee at full rate.

It is proposed that the 2^{nd} fee for formal accreditation may be reduced to half of the fee paid for zero accreditation. The Council is requested to approve the proposal.

Decision: The Council approved the proposal.

Item VII: Revision of Evening Program Fee offered at Same Campus

There are certain teacher education programs offered by teacher education institutions both in the morning & evening. Full accreditation fee is charged separately for the program offered in morning & evening. The same infrastructure, curriculum, management and assessment systems are used by the institutions. It is therefore suggested that the fee for the evening program offered at the same campus may be reduced to half of the fee paid for morning program. The Council is requested to approve the proposal.

Decision: The Council approved the proposal, furthermore. It reiterated that the fee for all Weekend teacher education programs will be equal to the formal programs.

Item VIII: Mobile Phone Allowance

The Chairperson, Secretary and RO NACTE have to contact and respond to the inquiries of the stakeholders, particularly of the External Evaluators and applicant institutions. They have to coordinate the accreditation visits with the institutions and evaluators and their stay arrangements which requires continuous contact mostly after the office hours, which is made through their mobiles. It is therefore proposed that an android mobile with an allowance up to Rs. 1500/= for each may kindly be allowed.

Decision: The Council approved mobile Phone allowance @ of Rs.2000/= per month for the Council Secretary only w.e.f. July01, 2015.

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

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

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

Item X: Approval of the Budget FY 2015-16

The secretariat has prepared the budget estimates FY 2013-14 for submission to the Higher Education Commission. The Council is requested to approve the budget estimates. Detail of budget estimates FY 2013-14 is attached as (Annex-5)

Decision: The Council approved the budget proposal FY-2015-16

Item XI: Current Work with the permission of Chair.

Status of the HEC recognized Impact Factor Journals:

The chairperson desired the clarification regarding the HEC recognized impact factor journals as there are certain issues being raised at federal and provincial public service commission as well as in selection of the university teachers.

Decision: Council members accepted and endorsed the list of journals with ISI impact factor recognized by HEC. It decided not to accept any journal not having any impact factor. It however recommended the acceptance of ISI journals with no impact factor for Master level and declares the impact factor journals with W category.

Compliant against the miss management and miss conduct of NCBEA. Multan

The secretary NACTE seeked the guidance of the Council on his forwarded email complaint addressed to HEC Chairman, Advisors, Members, Directors, Chairpersons & Secretaries of all accreditation and professional councils and many others regarding the mismanagement, misconduct of NCBEA Multan in HR, academic, research and socioeconomic matters.

Decision: The Council members recommended for HEC to arrange and finance surprise visits of non-accredited institutions by relevant councils.

Hiring of Transport

The chairperson felt the need of transport facility to facilitate the Council members, guests and secretariat staff particularly during Council meeting and events.

Decision: The Council allowed the secretariat to hire conveyance as required to facilitate the movement of members and guests for meeting, travel and lunch ect. and for smooth conduct of NACTE events.

The meeting ended with the vote of thanks for the chair.

Chairperson

Secretary NACTE

MINUTES OF THE 12^{TH} MEETING OF NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION (NACTE)

The 12th meeting of National Accreditation Council for Teacher Education was held on May 12, 2016 at Islamabad. Following were present:

Names Designation

Prof. Dr. Riaz ul Hag Tarig Chairperson

Prof. Dr. Rasul Buksh Raisani

Member

Ex Vice Chancellor,

University of Baluchistan, Quetta

Prof. Dr. Mumtaz Akhter Director, IER, University of

the Punjab

Member

Dr. Amjed Reeba

I.E.R, Peshawar University,

Peshawar

Member

Dr. Waqar un-Nisa SBBU. Peshawar Member

3DDU, PESHawai

Prof. Dr. Mir Afzal Tajak

IED, Agha Khan University, Karachi

Member

Dr. C.J Dubash

Member

FC College University, Lahore

Member

Mr. S Bashir Hussain Director. DCTE

Rep., Secretary Education Government of KPK, Peshawar Member

Dr. Shaheen Khan

Member

Advisor L.I. Division HEC Islamabad

Co-opted Member

Prof. Dr. Umer Ali Khan Acting Vice Chancellor Gomal University, D.I. Khan

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Dr. Irshad Ahmad Farrukh Secretary (NACTE) Member/Secretary

The meeting started with the recitation from the Holy Quran. Prof. Dr. Raizul Haq Tariq, Chairperson welcomed Dr. C.J Dubsh, Dr. Amjid Reeba and Dr. Waqar -u-Nisa the new member of the Council and thanked all others, for sparing time to participate in the meeting. He requested

all the members for their brief introduction. The Council members introduced themselves. The Council unanimously appreciated the contributions of the outgoing members for supporting and strengthening the Council. The Council members also congratulated and welcomed Dr. C.J Dubash, Dr. Amjid Reeba and Dr. Waqar –u–Nisa for joining as new Council member.

After the initial deliberations the Secretary Dr. Irshad presented the agenda and also thanked the members for their participation. He also acknowledged the encouraging and guiding role of the Council members for the secretariat. He then presented the agenda items.

Item I: Approval of the Minutes of 11th Meeting

Minutes of the 11th meeting were mailed to all members of the Council no comments have been received from any member in this regard. The minutes may therefore, be considered as approved.

Decision: The Council approved the minutes of the 11th meeting.

Item II: Progress Report

Since the 11th meeting of the Council, following activities have been carried out:

Call for Accreditation to the Teacher Education Programs

NACTE has invited applications from the TE's throughout the country to apply for accreditation of teacher education programs offered by them. Personal efforts are also being made to peruse the programs / institutions to become applicants for accreditation but the response is much slow, although Parents/Students Alert by NACTE and by HEC are being published regularly in national newspapers and on NACTE/HEC websites.

2. National Conference 2015

The Council organized National Conference 2015 on Accreditation of Teacher Education in Pakistan, Prospects and Challenges. The conference focused on the holistic view of Teacher Education (TE) particularly the quality of pre service TE programs offered by the public and private sector institutions. The theme covered both aspects of accreditation i.e. Quality Assurance and Quality Improvement of Teacher Education programs.

The participants included the heads and Teacher Educators of Public and Private Sector Universities and Colleges, the NACTE External Evaluators, prospective teachers and their employers. The other present were the authorities of federal and provincial departments controlling Teacher Education in their respective provinces and areas, the media people and working school, college & university teachers.



3. Examination of Al-Hamd University, graduates

Following the decision taken in the 30th meeting of HEC a joint meeting of DG.QAA, Chairperson NACTE & president AL-Hamad University Quetta was organized by DG QAA on August 11,2015, to discuss the matter relating to the conduct of two examinations of about 1979 passed out B.Ed. & M.Ed. graduates of Al-Hamad University Quetta. Following the decision of the joint meetings NACTE in collaboration with QAA, HEC managed two comprehensive examinations of the Al-Hamad university BE.d & ME.d Programs. The guestion papers of both the programs were prepared and marked by NACTE, whereas the examinations were conducted by Turbat, Loralai and Khuzdar universities. In the first exam 642 candidates appeared in B.Ed. and 877 in M.Ed. paper. The number of candidates in second exam was 422 for B.Ed. and 657 for M.Ed. paper respectively. The results of both examinations were prepared and declared by NACTE on its website within the given time.

4. NACTE Participation in Seminars/Conference

The Chairman, Secretary and Research Officer participated and presented papers in meetings and

conferences/seminars organized by University of the Punjab, Iqra, Agha Khan University, Karachi, AIOU. IIU and HEC Islamabad.

5. Signing of Letter of Understanding (LOU) with PRP

NACTE has Singed LOU's with International Rescue Committee (IRC), World Learning (WL) and Creative Associate International (CAI) to accredit the B.Ed. Hons. & ADE programs of teacher education offered by public sector universities and affiliated colleges all over Pakistan. International Rescue Committee (IRC), World Learning (WL) and Creative Associate International (CAI) are implementing partners of Pakistan Reading Project PRP, being implemented in 67 districts of 8 regions across Pakistan.

NACTE has coordinated with the implementing partners till now, for the conduct of seven capacity building workshops for the faculty of public sector teacher education institutions of Federal Areas, GB, KPK and Sindh. All the expenditures of workshop and accreditation fees of around 100 programs will be borne by PRP partners. The program accreditation process is expected to be completed by the beginning of next year.

6. Capacity Building Workshops for TEIs

Following the TORs of LOU, NACTE, in collaboration with PRP organized seven capacity building workshops each of three days at Islamabad, Sukkur, Hyderabad, Karachi, Peshawar and GB for the faculty on the accreditation process & procedures. Five such workshops will be conducted for Baluchistan. AJK & FATA after Ramzan.

7. Orientation Meetings

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

- I Faculty of Education, Newport University, Karachi
- Faculty of Education, Greenwich University, Karachi
- Faculty of Education and affiliated TEIs of Karachi University
- iv. Staff of Fatimyia College of Education, Karachi

8. Accreditation Visits and other tasks

Desk Analysis of Institutional Documents including Self Evaluation Report of twenty six (26) Teacher Education Programs

Accreditation Visits of 26 Teacher Education Programs.

Data entry and analysis of 26 Teacher Education Programs.

Accreditation Reports of 26 Teacher Education Programs.

9. The development of data base of NACTE evaluators is a regular and continuous process. (Continue...)

Decision: The Council appreciated the secretariat for the substantial achievements and efforts it made to promote the cause of accreditation of teacher education programs. The members appreciated and the efforts made by NACT secretariat, for the successful deliberations to convince PRP for signing the LOU for the accreditation of teacher education programs offered by the provincial GCETs, RITEs and partner universities. The members were of the view that the orientation workshops will develop the awareness and understanding of stakeholders about NACTE and program accreditation. The members appreciated the hard work and efficient conduct of the workshops within a short period of time. They also emphasized that secretariat should consistently published students/parents alerts at national and regional level.

Item III: Approval for the Award of Accreditation Level

NACTE has already awarded accreditation to 200 Teacher Education Programs. After analysis of the collected data the NACTE secretariat has prepared the reports and recommendations for the award of accreditation level to another 26 Teacher Education programs. The accreditation levels for each program in accordance with the bench marks will be got recommended by the Accreditation Committee in its meeting to be held on 12th May 2016. The cases will place before the Council for approval accordingly. (Annex-1)

Dr Raisani observed that the record of the accredited programs presented in the accreditation Committee and the Council should be sent with the agenda for the review

of the members. The Secretary in response referred to the decision of the sixth meeting of the Council, which stated that "The members also advised that to ensure the privacy and secrecy of the institutions only soft copy of the accreditation results and levels should be presented to the Council for consideration"

On another observation of Dr. Raisani regarding the composition of accreditation team, it was told that the composition of teams is constituted strictly according to the approved criteria published by the Council in its manual for External evaluators. A representative of the Council is part of the team for guidance, facilitation and performance evaluation of the visiting team, but he is not allowed any honorarium like evaluators.



Decision: The Council than unanimously approved the award of accreditation levels to 24 programs. The Council allowed one month grace period to the education department, SALU, Khairpur, for the submission of remaining documents of their under accreditation programs; in-case of non-compliance the programs may be declared Non-Accredited

Item IV: Extension in Appointment

The period of appointment of secretary was extended for one year in the 10th Council meeting; the period was expired on 24-02-16. He was requested to continue his position till further order in anticipation of the approval by the Council on same terms and conditions. Formal approval of the Council is requested to allow Dr. Irshad Ahmad Farrukh to continue as Secretary of the Council for the period of one year w.e.f. 23-02-2017 on existing terms and conditions.

Dr. Raisani expressed his concern on the late presentation of extension case of the secretary NACTE. The Chairman stated that delay was in fact due to three un-filled positions of the Council by HEC and as such the

quorum problem of Meeting of the Council. As soon as the positions were filled the meeting was called. The heavy workload also caused some delay.

The members were told that the position of the Secretary, along with other positions was formally advertised in the National Press and selection was made by a three members committee, following all legal formalities and approved by the Council in its fifth meeting on November 23, 2010.

The chairperson stated that Council Secretariat follows the HEC, SOPs and Council decisions in all administrative and academic matters; however he will ensure more strict compliance in future.

Decision: The members endorsed the anticipatory decision of Chairperson and allowed the requisite extension.

Item V: Disposal of Hard record of initial years

NACTE was established and started formal program accreditation in 2010–11. It has accredited 200 programs until this date. There are 26 programs which needs reaccreditation after completing the valid period of accreditation. The documents submitted by these programs for accreditation are kept in NACTE store. The office of the Chairperson is now being utilized to store the incoming documents submitted by the applicant programs as there is no capacity left in the store. It is proposed that secretariat may be allowed to return such record to the concerned institution/program or dispose it off through shredding.

Decision: The Council decided that secretariat should ask the concerned institutions to collect their documents within the time given by secretariat in case of non-compliance the secretariat may dispose of the hard record of four years old accredited programs.

Item VI: Induction of internees

Due to the contract jobs in NACTE most of its employees leave the job and its replacement take about four to six months for orientation with the Council tasks, causing inefficiency and delayed work on one hand and effecting its quality on the other. The Council is requested to allow the secretariat for the induction of internees with Masters Qualifications in the concerned field for an initial period of six months, on a minimum per month announced salary by the Govt.

Decision: The Council allowed the induction of two

internees with Masters Qualifications in social sciences concerned with accreditation through advertisement in the press with a minimum salary of 20,000/= per month.



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

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

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

Item VIII: Local Conveyance

The secretariat requires the services of certain officers from different institutions/organization including NACTE residing in the same city. Where the assignment is to be performed, they travelled to the meeting place using their own conveyance without honorarium. To facilitate their participation, it is proposed that a local conveyance allowance @ 1500/= per day may kindly be allowed.

Council is requested to approve the same.

Decision: The Council allowed the local conveyance @ 1500/= per day.

Item IX: Mobile Phone Allowance

The NACTE has singed LOU with PRP (USAID) project. Under the project NACTE has taken the responsibility of accrediting more than 100 programs of public sector colleges and universities. The responsibilities include conduct of around 12 capacity building workshops on accreditation for the staff of these institutions.

The secretariat staff has to excessively remain in contact and respond to the inquiries of the stakeholders, particularly seven sub organization of PRP, institutional accreditation committee of more than 100 institutions, External Evaluators, vendors and other stakeholders. The secretariat staff has to coordinate the accreditation visits with the institutions and evaluators and their stay arrangements which requires continuous contact at all times. It is therefore proposed that mobile with an allowance up to Rs. 1000/= for the secretariat staff.

Decision: The Council allowed the Mobile phone & allowance @ 1000/= for the secretariat staff.

Item X: Entertainment Allowance

The accreditation assignments of NACTE require continuous interaction with its stakeholders including academic evaluators, staff of teacher education institutions, staff of quality assurance agencies and media people. Number of inquiries and visitors are increasing with the expanding awareness of accreditation among the masses, gained through hospitality and courteous behavior on the part of NACTE. To continue the practice in it's both offices, the council is requested to approve an amount of Rs. 3000/= per month for the tea and refreshment of the NACTE visitors.

Decision: The Council allowed the entertainment allowance of Rs. 3000/= per month for NACTE visitors.

Item XI: Accreditation of M.Phil/MS & PhD Education Programs

The scope of teacher education is becoming much wider.



It also includes the teachers for physical and special education with their degrees ranging from ADE to M.Phil/MS and Ph.D in education. Teacher Education has more than 30 type of program with different nomenclatures; NACTE is responsible to accredit all these programs except M.Phil/MS and Ph.D in education. In view of the growing admissions to these two programs by private and public sector universities and institutions the questions are raised on the quality of these programs generally offered with insufficient academic, human, financial resources and proper infrastructure. The QAA-HEC is presently monitoring the quality of M.Phil and Ph.D programs of all disciplines including education in a general manner,

The concern is shown by certain quarters about the quality of these programs and questions are asked from NACTE. The Council is requested to and allow the secretariat to present this issue to the HEC.

Decision: The Council expressed its concern over the deteriorating quality and excessive admissions of M.Phil & Ph.D education programs. Chairman NACTE was requested to write to Chairman and ED, HEC Islamabad regarding the situation and the questions raised by stakeholders on the role of NACTE. HEC should be requested to allow Council members for surprise visits of these programs to check their academic standards. furthermore representation should be given to the councils in the HEC committees visiting M.Phil & Ph.D programs.



Item XII: Approval of the Budget FY 2016-17

The secretariat has prepared the budget estimates FY

2016-17 for submission to the Higher Education Commission. The Council is requested to approve the budget estimates. Detail of budget estimates FY 2016-17 is attached as (Annex-2)

Decision: The Council approved the budget proposal FY-2016-17.

Item XIII: Current Work with the permission of Chair

Anticipatory approval of accreditation decision

The secretary pointed out that normally two meetings of the council are held in one financial year. The institutions / programs have to wait for the Accreditation status at least for six months. This delay is against the spirit of purposes behind accreditation. It was therefore proposed that NACTE Secretariat may kindly be allowed to convey the accreditation status of the evaluated programs to the institutions after the approval of Accreditation Committee, having membership from all provinces.

Decision: The Council allowed the secretariat to convey the accreditation status after the approval of Accreditation Committee in anticipation to the approval by the Council.

2. Paper setting and marking rates approval

The council was asked by the HEC to conduct comprehensive examination of B.Ed. & M.Ed. programs for the graduates of Al-Hamd Islamic University, Quetta for the recognition of their degrees by HEC. NACTE in collaboration with QAA, HEC managed two comprehensive examinations of the Al-Hamad university BE.d & ME.d Programs. The question papers of both the programs were prepared and marked by NACTE, whereas the examinations were conducted by Turbat, Loralai and Khuzdar universities. The results of both examinations were prepared and declared by NACTE on its website within the given time.

Council is requested to approve the rates for paper setting, marking and re-checking taken from different universities as under, for payment to the concerned.

Paper Setting (MCQs) 50 items Rs. 4000/= per paper Paper Marking Rs. 50/= per script

Paper Re-Checking Rs. 20/= per script

Decision: The Council approved the proposed rates.

3. Farewell to the outgoing members of the Council

The Chairman proposed that the Council should formally arrange farewell and present some souvenir to the outgoing member (s) of the Council in recognition of their services and contributions they made for the NACTE.

Decision: The Council approved the proposal.

4. NACTE permanent staff

The Chairman proposed that the Council should have a permanent staff for its secretariat. The secretary informed that the case was already presented in the 10th meeting of the council and the following decision was taken

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

Decision: The Council constituted a committee comprising of the following to develop TORs for the secretariat staff for the sanctioned posts by HEC in the light of SOPs issued by HEC for its Councils.

Dr. C.J Dubash	Chairman
Dr. Umer Ali Khan	Member
Dr. Mumtaz Akhter	Member
Dr. Mir Afzal Tajik	Member
Dr. Shaheen Khan	Member
	Dr. Umer Ali Khan Dr. Mumtaz Akhter Dr. Mir Afzal Tajik

The committee will prepare TORs for all the secretariat staff in the light of approved posts by HEC and its existing rules for the accreditation councils. It will also develop guidelines for the orientation of new council members regarding their role and functions.

5. Complaints and Grievances

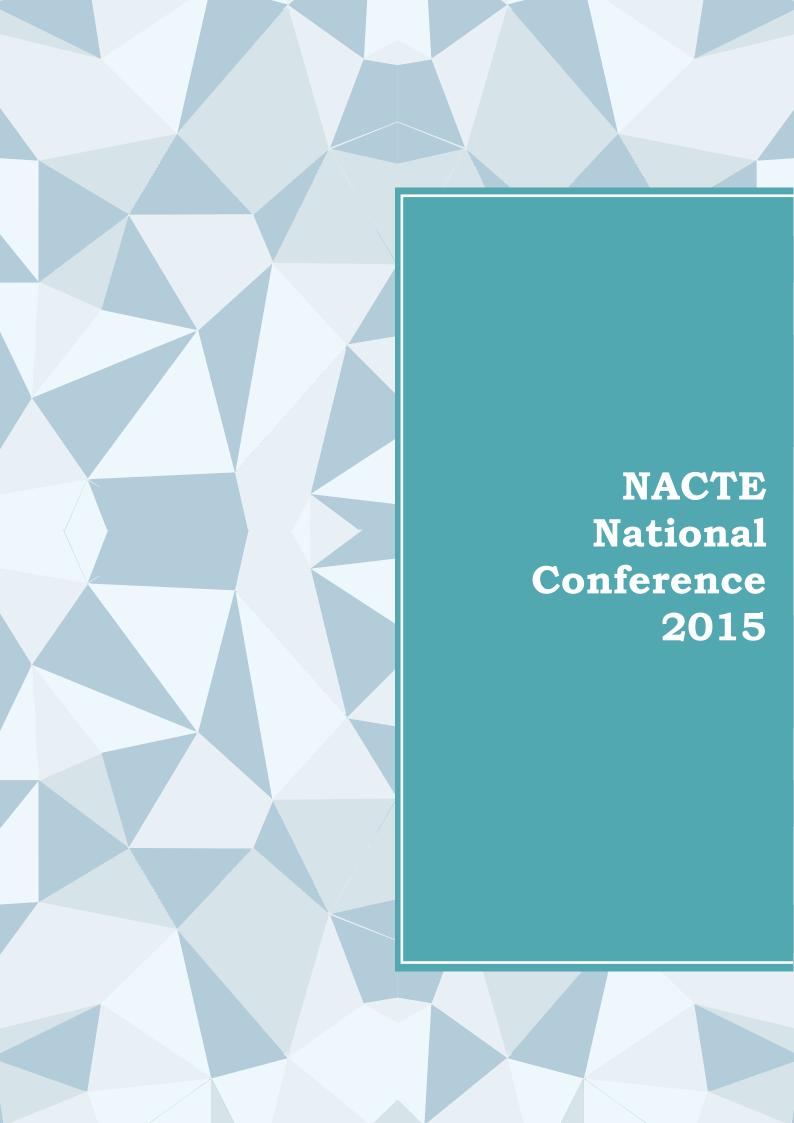
Decision: For the issues confronting the council in future, the members decided that compliant or grievances of personal nature will be mailed to the chairperson in black & white with complete available evidence. However the problems related to the policy matters of the council will be addressed to the council with justification in writing.

Irsund Aumad

Secretary NACTE

Chairperson NACTE





NACTE Conference 2015

NACTE NATIONAL CONFERENCE 2015 ON ACCREDITATION OF TEACHER EDUCATION IN PAKISTAN: PROSPECTS AND CHALLENGES

NACTE National Conference 2015 stressed upon improving the quality of teacher education in Pakistan. Educationists and researchers at a two-day conference, organized by the National Accreditation Council for Teacher Education (NACTE) on October 27-28, stressed upon improving quality of teacher education in colleges and universities of the country. The National Conference 2015, titled 'Accreditation of Teacher Education in Pakistan: Prospects and Challenges', was organized by NACTE at IER New Campus, University of the Punjab, Lahore. Punjab University Vice Chancellor Prof Dr. Mujahid Kamran, University of Education Vice Chancellor Dr. Rauf Azam, Virtual University Rector Dr. Naveed A Malik, Dean and Director, IER, Prof Dr. Mumtaz Akhter chaired difference sessions of the conference.

The theme and sub themes of the National Conference 2015 were:

Accreditation of Teacher Education in Pakistan: Prospects and Challenges

- 1. Accreditation mechanism in Developed Countries
- 2. Accreditation mechanism in Developing Countries
- 3. Internal Quality Assurance
- 4. Program Accreditation
- 5. Institutional Accreditation
- 6. Project Accreditation
- 7. Quality Assurance in Distance Education
- 8. Quality Assurance in Virtual Education
- 9. Quality Assurance of Students Learning outcomes
- 10. Quality Assurance and Quality Information system
- 11. Accreditation; Trust, Confidence and Recognition

The NACTE Conference aimed at calling upon policy-makers, leaders and practitioners from the National education systems and teacher education programs/institutions from both public and private sectors, across the country to 'rethink' social and institutional responsibilities of teacher education through becoming partners of NACTE to ensure and enhance quality of teacher education in Pakistan.

Conference Objectives included:

 a. Providing a forum for dialogue to practitioners, networks and teacher education community for

- engaging to reflect analyze and share experiences on teacher education policies and practices at local and global level.
- Encouraging the practitioners and individuals from teacher education institutions to share local research and learning on new practices, initiatives, mechanisms and structures of quality assurance of teacher education in Pakistan.
- c. Sharing learning on the latest research that analyzes worldwide experiences and presents typologies of engagement practices for improving the teaching and learning processes, the quality of research, and the response to society's needs in imprinting the quality of teaching and teacher education.
- d. Offering tools for teacher education practitioners through examples of good practices, innovations, relevant experiences for deepening knowledge and understanding on quality assurance in teacher education.
- e. Discussing way forward on how teacher education institutions can foster and strengthen the links among themselves and with the community at local, national, regional and global levels, to effectively respond to educational needs of Pakistan.

The audiences for the National Conference 2015 were primarily those who were associated with quality assurance agencies in the country on one hand and the



teacher education institutions and the media on the other. In addition, the individuals and agencies supervising teacher education and the government departments controlling teacher education and

NACTE Conference 2015



educational experts attend the conference. NACTE Academic evaluators and stakeholders from all over the country were specially invited. It was a special learning opportunity for the teacher education students, particularly the M. Phil & Ph. D scholars in the field of education for their professional development.

On the first day of the conference, 12 papers were presented by researchers and experts on multiple dimensions of teacher education and program accreditation. A great interest and enthusiasm was witnessed among the paper presenters and participants. The focus of discussion was quality assurance and enhancement of teacher education institutions and programs. The deliberations and debates were much impressive.

The second day was of two sessions, the first was meant for sharing experiences of external evaluators and the second was for the stakeholders. Four papers were presented by educationists and researchers. The evaluators were given an opportunity to come and share their views and comments on NACTE's efforts to improve the quality of teacher education programs. All the evaluators appreciated the NACTE efforts and contribution towards ensuring and enhancing the quality of teacher education.



Teacher Quality: What it is, why it matters- A case of Pakistan

By Riaz ul Hag Tarig

It is now well-recognised that the most important single factor for the quality of education and thus for the efficiency and quality of the pupils' learning is the quality of the teachers. However teaching and research excellence are only as good as their engagement with the trends in teacher education, backed by evidence and informed by enlightened policies. The demands placed on teachers in this day and age are high. Teachers have



to be equipped to deal with the increasing diversity and changing profile of students within a global and digital landscape. However, the failure of system development in Pakistan has generated a new debate of relevance of pre-service TE in the supply of teachers. System failure has led to degeneration of teacher training to the extent it has become irrelevant. This is obvious from the comparison of performance of Trained and untrained teachers when only job of teachers is to produce rote learners. Higher dimensions of knowledge acquisition are all together neglected in the teaching learning process because of this poor assessment models. A glance at the summary of accreditation reports reflects gravity of the situation. There is a dire need to align our system to produce and develop HR of the country to the present day needs, i.e., where natural resources has been replaced by appropriated trained human resources. High quality teachers can only fill this gap whose preparation in the system is altogether absent.

Framework for Quality Assurance in Teacher Education Offered through Distance Education in Pakistan

Dr. Nasir Mahmood¹

Department of Early Childhood and Elementary Teacher Education, Allama Iqbal Open University, Islamabad

Teacher Education programs offered through distance education programs enroll more than half of the total enrollment in teacher education in Pakistan. The professionals and academicians have consistently voiced their concerns about the quality of education offered by distance education institution which is because of lesser understanding of Open Distance Learning (ODL) among academicians from formal system of education and lack of quality assurance mechanism specifically meant for ODL. There exists a general dissatisfaction among ODL providers as well about the quality of education delivered and for this reason they are constantly striving to come up with



systems of quality assurance geared towards assessing the quality of course material, supplementary material, support mechanisms, instructional technological support, examination system and reporting. There is a need to develop accreditation standards for teacher education programs in distance education. This paper puts forward a distinctiveness of ODL programs as compared to programs offered in formal teacher

education and uses the distinct features/components as basis for establishing the need to have separate accreditation system for ODL teacher education programs. The deliberation are also made for coordination between accreditation council and ODL providers to formulate modalities of accreditation standards for Pakistani ODL institutions.

A Study of the Prospects and Constraints of Program Accreditation of Teacher Education in Pakistan

Dr. Irshad Ahmad Farrukh¹. Uzma Shakoor¹

National Accreditation Council for Teacher Education (NACTE) Pakistan

The education and its quality are directly related to the quality of instruction by the teacher in the class. Teacher plays most crucial and significant role in educating a society. It is rightly said that "no system of education can be better than its teacher". Ensuring the quality of teacher education is therefore imperative for an effective and efficient education system. The international context indicates that most of the countries have initiated specific measures like program accreditation, licensing and certification to improve the quality of their teacher education systems. In Pakistan National Accreditation Council for Teacher Education has been constituted in 2006-07 to accredit teacher education programs.



The formal accreditation of programs was initiated by with six applicant programs in 2011 and up-till December 2014, the number of applicant program was around 250, in-spite of the efforts made by NACTE Secretariat to convince and motivate the teacher education

institutions. A mixed response has been received by the Council from the Teacher Education Institutions regarding the accreditation of programs offered by them which is not much encouraging.

The study was designed to find out the prospects and constraints as perceived by the teacher education institutions and all other stakeholders in Pakistan. The data revealed that the stakeholders are well aware of the benefits of program accreditation and perceive no immediate acceptance of program accreditation. In their opinion the acceptance may take three to four years. They mentioned about the financial, human resource, lengthy accreditation documentation and fear of evaluation process as major constraints.

Improving Quality in Teacher Education Programs through Accreditation: Perspectives, Challenges, and Prospects

Ijaz Ahmad¹

This article reviews what does quality in teacher education mean and how it can be improved through robust accreditation processes. The role of effective teachers in improving students, learning outcomes and



implementing school reforms is discussed in the context teacher preparation in rapidly changing societies. The key characteristics of effective teacher preparation programs, mechanisms for standards based assessment of teacher education, and research and evidence based policies and procedures for continuous institutional improvement are presented. A brief review of international best practices and programs of accreditation of teacher education is presented.

Key words: Quality teacher education; accreditation; standards: effective teachers.

Quality Education and dealing with Plagiarism: A perception of Teacher Educators

Dr. Tayyaba Zarif¹
Department of Education, Shaheed Benazir Bhutto
University, Shaheed Benazirabad

There are many frameworks for thinking about quality education mostly frameworks "unpack" quality into interrelated dimensions & standards and intellectual property is one of very important element of consideration as quality indicator. In the present days plagiarism is a problem for all educators in general and particularly for those who belong to teaching and learning process generally and mainly research at postgraduate level and are also dealing research oriented activities. The availability of electronic resources, makes the identification and assessment of



the plagiarism easier in more a certain way. On the other hand plagiarism is the fast growing problem in the field of education under the umbrella of educational research. Plagiarism is difficult to describe in simple means, hence it is necessary that all education affiliated community understand the clear concept of plagiarism, particularly educators. Keeping in view the above context, the author's main objective of this research is to study the perception of teacher educators' regarding plagiarism. population of study was teacher educators of department of teacher education of general universities and teacher educators of college of education however as sample department of teacher education of two general universities of Karachi and two government college of education of Karachi selected through random sampling other than sixty % of teacher educators from each sample institution were selected by random sampling as target sample. This study is descriptive in nature and qualitative and quantitative by method because open and close ended questionnaire were used .The same study with same tool (with slight change) conducted by the same author with the sample of research supervisor as well.

Key Words: Quality Education, Plagiarism, Teachers Educators

The Nature of "Quality Assurance Processes for Teaching" in Universities Institutions: Implications for Accreditation Councils in Pakistan

Dr. Bashir Hussain¹

Department of Education, Bahauddin Zakariya University, Multan

During the last decade or two, an increased emphasis has been placed on monitoring the quality of teaching, learning, and research in universities. As a consequence, a number of organizations have been established in various countries to monitor, assure, and enhance the quality of teaching, learning, and research in higher education. This paper examines the nature of quality assurance processes for teaching in Universities 21 (U21) institutions and considers their implications for accreditation councils in Pakistan. The focus of this paper is, therefore, twofold.



First, it investigates the nature "quality assurance processes for teaching" in Universities institutions with a particular focus on whether these processes are accountability-led or aimed at enhancing the quality of teaching, learning and research. A thematic analysis of 229 policy and practice documents from fifteen sample universities revealed eight broad categories of QA processes for teaching, namely: teaching and learning plans, policies, and processes; system of audits and reviews; teaching quality appraisal processes; review and evaluation of teaching and courses; process of curriculum design, development, and approval;

professional development of academics; scholarship of teaching and learning; and recognition and rewards for scholarly teaching. The thematic analysis was guided by the work of Biggs (2003) and by the characteristics of quality assurance (QA) and quality enhancement (QE). The data analysis reveals that most aspects of these quality assurance processes for teaching are based at improvement and are enhancement-led.

As to have collaborative approach for developing, implementing and evaluating plans, policies, and processes by engaging individuals, schools and faculties in process. This is likely to increase the ownership and sustainability of policies and processes.

Accreditation Process of Teacher Education programs in USA and Pakistan: An Overview

Prof .Dr. Saleha Parveen¹, Abdul Sattar Gopang¹, Zubair Ahmed Chachar¹ ¹Faculty of Education, University of Sindh

Education always looks forward to obtain the quality in itself. For maintaining such a quality there are certain set standards that keep intact that quality. There are certain set standards that keep intact that quality. In this connection, HEC has formed a council to set the standards to assure the quality of teacher education programs in Pakistan titled as National Accreditation Council for Teacher Education (NACTE).



The purpose of writing this article is to overview similarities and dissimilarities in the process of accreditation of teacher Education programs in Pakistan and the technological advanced country like United States of America (USA).

It is a fact that comparison between two things shows the real forms and shapes of those particular objects. The

comparison will disclose strengths and weaknesses of prevailing systems of both the countries and it will enable us to strengthen the process.

This is the comparative study in which the researcher reviewed in detail the process of accreditation mainly in teacher education programs in Pakistan and compared it with United States of America (USA). The data was collected through content analysis. The collected data will be analyzed qualitatively. The researchers visited the United States of America (USA) and collected some data from the accreditation Council. Therefore personal experiences are also shared in the article. At the end conclusion was drawn and recommendations are forwarded as well.

Quality Assurance in Distance Education: An Issue Needs to be Resolved on Priority Bases in Pakistan

Prof. Dr. Anjum Bano Kazimi¹ and Dr. Stephen John²

This research study investigates the role of distance education in substantial development in Pakistan, its strengths, weaknesses and responsibilities of accreditation bodies working under umbrella of HEC in maintaining, or improving their standards of education to meet the future challenges. For the purpose, the institutes offering distance education were explored and their selected curricula for different levels, and procedures were analyzed through the opinions of the students, tutors, course coordinators, and heads. Mixed methods research strategy was adopted and to achieve the desired results tailor made questionnaires were used to collect data from the heads of the institutes, course



supervisors, tutors and students getting education through distance learning programs. The findings show that the selected curricula by the institutes offering

distance education is not up to the mark moreover their ways of assessment needs improvement. On the bases of findings, it is recommended that distance education institutes needs to improve their assessment procedure to assure quality education and to revisit the admission criteria for those who belong to the remote areas of Pakistan. Further it is recommended that the government of Pakistan should plan to promote the better and quality distance education by establishing more distance education institutes and their accreditation with the NACTE (HEC).

A Comparison of Two Case Studies of the Accreditation Process for Teacher Education Programs in Pakistan and India

Dr. Muhammad Saeed Khan¹, Dr. Irshad Ahmad Farrukh²
¹University of Haripur, Khyber Pakhtunkhwa

²National Accreditation Council for Teacher Education (NACTE), Pakistan

This study addresses how both countries India and Pakistan accredit their teacher education programs. The main goal of accreditation is to assure the quality of the product, in teacher education programs the concern of quality can be assessed by the facilitation provided to the prospective teachers in terms of curriculum, implementation of curriculum, innovations in term of integration of Information and Communication Technology (ICT), assessment procedures, encouragement for research, provision of qualified teachers, involvement community development



programs. The researcher conducted documentary analysis to find out what is the philosophy of accreditation of teacher education programs in terms of vision, aim, and objectives; which bodies are responsible for accreditation of teacher education programs in both countries; what are the main steps and ways are involved

in the process of accreditation of their teacher education programs. This study followed the comparative method. The purpose of analysis was showed the trends in quality education, similarities, and differences among cases of the accreditation bodies.

Keywords: Teacher Education, Accreditation, Certification

ANALYSIS OF STUDENTS' DEVELOPMENT SERVICES ON UNIVERSITY CAMPUSES IN PAKISTAN IN THE CONTEXT OF QUALITY ASSURANCE

Dr. Muhammad Iqbal Majoka, Ms. Shawana Fazal, Dr. Habib Elahi Sahibzada Department of Education, Hazara University, Manshra.

Providing conducive learning environment and focusing on human development are the vital components of quality assurance as declared by Higher Education Commission Pakistan. The present study is focused on analyzing students' development services in the universities of Pakistan. The study examined the services



regarding students' holistic development at university campuses. To achieve the objectives of the study, a sample of 25 Universities (17 from public sector and 8 from private sector) were selected using stratified random sampling. From each sample university, 100 students were selected from 10 different departments with equal proportion depending on availability of departments and students. In this way 2198 students were selected as respondents for this study. A questionnaire for students was designed to collect the data from the respondents. This questionnaire was meant to probe into physical facilities, and services for students development (physical, psychological, and

social). The analyzed data revealed that the specific program for students development was missing from a substantiate proportion of universities in both public and private sectors. Furthermore, some universities were lacking in necessary physical facilities. The services offered by the universities were found to be insufficient for the holistic development of students. The study provides strong implications for improving students' life at university campuses and recommends the establishment of specific program for students' development.

The Status of the B.Ed. Hons. & B.Ed. One Year Program in the Context of National Standards of Accreditation for Teacher Education Programs

Uzma Shakoor

National Accreditation Council for Teacher Education (NACTE) Pakistan

Dr. Irshad Ahmad Farrukh

National Accreditation Council for Teacher Education (NACTE) Pakistan

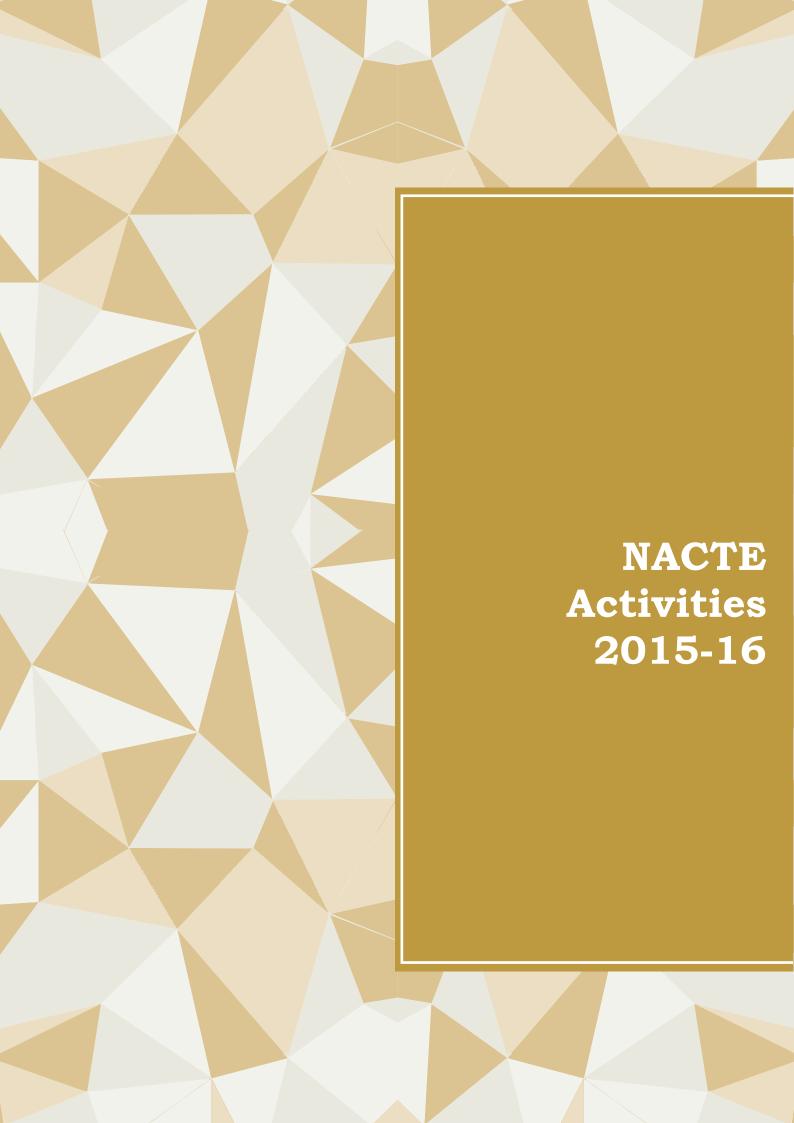
Quality of Teacher has always been a public and policy concern. But, the concept of accreditation of teacher education programs as an effective mechanism to ensure the quality of teacher education institution is quite recent. Accreditation in teacher education refers to a system to ensure the quality of academic programs offered by teacher educationinstitutions. National Accreditation Council for Teacher Education (NACTE) was established to ensure the quality of teacher education programs in Pakistan. It has developed, National Standards for Accreditation of Teacher

Education Programs, followed by Accreditation Procedures and Tools for evaluation of teacher education programs to ensure their quality through accreditation. The study was designed to know the status of B.Ed. Hons. and B.Ed. one year program in the context of these Standards. The data of 23 B.Ed. Hons. & 49 B.Ed. one year programs gathered by NACTE was taken for the study. Analysis of the data was made and percentages of qualified indicators of all standards were calculated and compared accordingly to know the status of both



programs in the context of National Standards of accreditation for the teacher education programs. The number of qualified indicators by the B.Ed. Hons. program were greater than B.Ed. program. The most improved standards for the both programs were Physical Infrastructure & learning resources and finance and management. Research & scholarships and community links and out were the least improved standards.





NACTE Activities 2015-16

Development of Accreditation Tools and Procedures for Non-formal Modes of Teacher Education

A working group comprising of six members from AIOU & Virtual universities was constituted to work on Development/Modifications of Accreditation Tools and Procedures for Non-formal Modes of Teacher Education. NACTE was represented by Dr. Irshad Ahmad Farrukh & Ms. Uzma Shakoor. The group 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 finalize its task and recommendations before the next meeting of the Council.

Revision and Printing of NACTE Books

The secretariat has been receiving continuous feedback on accreditation documents and tools as regular part of its accreditation process. The four documents namely have been revised, reprinted and are being supplied to the applicant institutions.



Seven Capacity Building Workshops for Public Sector TEI's on Accreditation

NACTE in collaboration with PRP successfully conducted

Seven 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, as it helped them to better understand the concept of accreditation and its process. They appreciated the role of the NACTE team for the efforts and contributions they have made to ensure and enhance the quality of teacher education.

NACTE Participation in Seminars/Conference

Dr. Riaz ul Haq Tariq, Chairperson NACTE, participated SAARC conference held at India in Dehli September 2016, and presented papers in conferences/seminars and Chaired conference sessions organized by the University of the Punjab, International Islamic University, Islamabad, Allama Iqbal Open University, Islamabad, IED, Agha Khan, Karachi, GC, University, Faisalabad, IQRA University, Karachi and HEC, Islamabad.

Dr. Irshad Ahmad Farrukh, Secretary NACTE, presented papers in International conference held in UTM, Malyasia and NUML, Islamabad also Chaired conference sessions organized by the University of the Punjab, University of Sargodha, IED, Agha Khan, Karachi, GC, University, Faisalabad, IQRA University, Karachi and HEC, Islamabad.

Ms. Uzma Shakoor, Research Officer, NACTE, participated and presented papers in National and International conferences/seminars organized by the University of the Punjab, International Islamic University, Islamabad, IED, Agha Khan, Karachi, IQRA University, Karachi and HEC, Islamabad.



NACTE Activities 2015-16

Examination of Al-Hamd University, graduates

Following the decision taken in the 30th meeting of HEC a joint meeting of DG.QAA, Chairperson NACTE & president AL-Hamad University Quetta was organized by DG QAA on August 11,2015, to discuss the matter relating to the conduct of two examinations of about 1979 passed out B.Ed. & M.Ed. graduates of Al-Hamad University Quetta. Following the decision of the joint meetings NACTE in collaboration with QAA, HEC managed two

comprehensive examinations of the Al-Hamad university BE.d & ME.d Programs. The question papers of both the programs were prepared and marked by NACTE, whereas the examinations were conducted by Turbat, Loralai and Khuzdar universities. In the first exam 642 candidates appeared in B.Ed. and 877 in M.Ed. paper. The number of candidates in second exam was 422 for B.Ed. and 657 for M.Ed. paper respectively. The results of both examinations were prepared and declared by NACTE on its website within the given time.







National Accreditation Council for Teacher Education (NACTE) Status of Accredited Teacher Education Programs (2015-16)

Sr. No	Institution	Program	Status
1	University of Gujrat, Gujrat	B.Ed. Hons.	Zero Accreditation Awarded
2	Lahore College for Women University, Lahore	B.Ed. Hons.	Zero Accreditation Awarded
3	GC, University, Faisalabad	M.A Edu.	Y
4	GC, University, Faisalabad	M.Ed.	Y
5	College of teacher education, Bisali, Rawalpindi	B.Ed.	Υ
6	University of Sawat	B.Ed. Hons.	Zero Accreditation Awarded
7	University of Malakand	B.Ed.Hons.	Zero Accreditation Awarded
8	Sarhad University, Peshawar	B.Ed.	Υ
9	Sarhad University, Peshawar	M.Ed.	Υ
10	IER, University of Kohat	B.Ed. Hons.	Zero Accreditation Awarded
11	Mudam College of Education, Loralai	B.Ed.	Z
12	Jhalawan College of Education, Khuzdar	B.Ed.	Z
13	Humdam College of Education, Khuzdar	B.Ed.	Z
14	Baluchistan collage of Education	B.Ed.	Z
15	Baluchistan collage of Education	M.Ed.	Z
16	Al-Hadeed Teacher Training College, Quetta	B.Ed.	Z
17	Chiltian College of Education, Quetta	B.Ed.	Z
18	Baluchistan college of BME, Quetta	B. Ed.	Z
19	Iqra university main Campus, Karachi	ADE	Zero Accreditation Awarded
20	Iqra university main Campus, Karachi	B.Ed.1.5year	Zero Accreditation Awarded
21	Iqra university main Campus, Karachi	B.Ed. Hons.	Zero Accreditation Awarded
22	SZABIST, Karachi	MS Elm.	Zero Accreditation Awarded
23	SZABIST, Karachi	Ph.D. Elm.	Zero Accreditation Awarded
24	Institute of business management sciences Karachi	Ph.D. Edu.	Zero Accreditation Awarded
25	Institute of business management sciences Karachi	M.Phil. Edu.	Zero Accreditation Awarded

26	Nazeer Hussain University, Karachi	B.Ed. Hons.	Allowed Zero Accr.
27	Sindh Institute of Management & Technology, Karachi.	ADE	Allowed Zero Accr.
28	Sindh Institute of Management & Technology, Karachi.	B.Ed. Hons.	Allowed Zero Accr.
29	Greenwich University, Karachi	B.Ed.	Z
30	Greenwich University, Karachi	M.Ed.	Z
31	Sindh Madressatulislam, Karachi	MS Edu.	Allowed Zero Accr.
32	Shah Abdul Latif University, Khairpur.	B.Ed.	Not Accredited
33	Shah Abdul Latif University, Khairpur.	M.Ed.	Not Accredited
34	Shaheed Benazir Bhutto University, Nawabshah	M.Phil. Edu	Υ
35	Preston university, Islamabad	M.Phil. Edu.	Υ
36	Preston university, Islamabad	PhD. Edu.	Υ
37	GECT-Female Mirpur, AJK	ADE.	Υ
38	GECT-Male Mirpur, AJK	ADE.	Z
39	GCET-Female Kotli, AJK	ADE.	Υ
40	GCET-Male Kotli,AJK	ADE.	Z
41	GCE, Afzalpur, AJK	B.Ed.	Z
42	GCE, Afzalpur, AJK	M.Ed.	Z

National Accreditation Council for Teacher Education (NACTE) Pakistan List of External Evaluator

3rd Evaluators Workshop (17-19 June, 2014)

Punjab

No	Name	Institution
1	Mr. Khalid Khurshid	BZU, Multan
2	Dr. M. Dilshad	Department of Education, Islamia University, Bahawalpur
3	Dr. M. Ramzan	Department of Education, Islamia University, Bahawalpur
4	Dr. M Saeed	IER, Punjab University, Lahore
5	Dr. Shaukat Ali	IER, Punjab University, Lahore
6	Mrs. Samina Bukhari	University of Education, DG Khan
7	Prof. Dr. Iftikhar Baig	Rtd. University of Education, Lahore
8	M. Ishfaq Baig	Rtd. Provincial Education Dept. Lahore
9	Prof. Dr. Rafaqat Ali Akbar	IER, Punjab University, Lahore
10	Dr. Ashi Zeshan	IER, Punjab University, Lahore
11	Mrs. Tahira Afridi	IER, Punjab University, Lahore
12	Dr. M Naeem Mohsin	GC, University, Faisalabad
13	Dr. Shafqat Hussain	University of Sargodha

Khyber Pakhtoon Khwah

Sr. No.	Name	Institution
14	Dr. Waqar un Nisa Faizi	SBBW University, Peshawar
15	Prof. Dr. Asif Jamil	IER, Gomal University, DI Khan
16	Mr. Rafiqullah	IER, Gomal University, DI Khan
17	Dr. Allah Noor Khan	IER, Gomal University, DI Khan
18	Mr. Malik Amer Atta	IER, Gomal University, DI Khan
19	Mr. Aneeq Ahsan	ANSI Mardan

Baluchistan

No	Name	Institution
20	Abdul Nasir Kiazi	Education Department University of Baluchistan, Quetta.
21	Abdul Malik Taaj	GCE, Quetta

Sindh

Sr. No.	Name	Institution
22	Mr. Imtiaz Ahmad	Department of Teacher Education, University of Karachi
23	Dr. Anila Fatima Shakil	Jinnah University for Women, Karachi
24	Prof. Dr. Nasir Sulman	Department of Special Education, university of Karachi
25	Ms. Sumera Irum	Sindh University, Jamshoro
26	Prof. Dr. Farida Azim Lodhi	Jinnah University for Women Nazimmabad Karachi Sindh

Federal

Sr. No.	Name	Institution
27	Prof. Dr. NB Jumani	Dean Faculty of Social Sciences, IIU, Islamabad
28	Dr. Zarina Akhtar	IIU, Islamabad
29	Dr. Munir Kayani	IIU, Islamabad
30	Dr. Syed Abbas Rizvi	IIU, Islamabad
31	Dr. Saddaf Ayub	University of Haripur, Haripur
32	Mr. M Saeed	Aigro Tech College, Quetta

AJK

;	Sr. No.	Name	Institution
	33	Prof. Dr. Hameed Nawaz	Al-Khair University, AJK
	34	Dr. Ali Murtaza	University of AJK, Muzaffarabad



4th Evaluators Workshop (4-6 August, 2015)

Punjab

No	Name	Institution
1	Dr. Ashfaque Ahmad Shah	University of Sargodha
2	Dr. Asif Iqbal	GCU, Faisalabad
3	Dr. Muhammad Shabbir Ali	GCU, Faisalabad
4	Dr. Sikndar Hayat	Rtd. Principal
5	Mrs. Saima Waqas	UE, Joharabad Campus
6	Mr. Abdul Majid Khan Rana	IER, University of the Punjab, Lahore
7	Dr. Abida Nasreen	IER, University of the Punjab, Lahore
8	Dr. Muhammad Ayub Buzdar	GC University, Faisalabad

Khyber Pakhtoon Khwah

No	Name	Institution
9	Mr. Tariq Mehmood	Abdul Wali Khan Uni,Mardan
10	Dr. Riasat Ali	Abdul Wali Khan Uni,Mardan
11	Mr. Muhammad Idris	Abdul Wali Khan Uni,Mardan
12	Ms. BeenishAsmatUllah	SBBWU, Peshawar
13	Mrs. Farkhanda Jabeen	SBBWU, Peshawar
14	Dr. Manzoor Hussain Shah	Hazara University, Mansehra

Gilgit Baltistan & Baluchistan

No	Name	Institution
15	Dr. Javed Iqbal, Asst. Prof.	KIU, Gilgit
16	Samina Shakoor, SS Edu	GECE, (F) Quetta, Jinnah Town

Sindh

No	Name	Institution
17	Dr. Kamal Haider	Federal Urdu University, Karachi
18	Mr. Maroof Bin Rauf	Federal Urdu University, Karachi
19	Prof. Dr. Anjum Bano Kazmi	SMIU, Karachi
20	Mrs. ShaistaNaz	SMIU, Karachi
21	Prof. Dr. Naseem Akhtar	Newport Institute, Karachi
22	Mrs. Uzma Murad	Sindh University, Hyderabad

Federal

No	Name	Institution
23	Dr. Fazulur Rehman	AIOU, Islamabad
24	Dr. Munazza Ambreen	AIOU, Islamabad
25	Dr. Muhammad Ajmal	AIOU, Islamabad
26	Dr. Muhammad Tanveer Afzal	AIOU, Islamabad
27	Dr. Sufiyna Khatoon	NUML, Islamabad



ACTION PLAN OF THE NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION FOR THE YEAR 2016 – 17

NACTE plans to undertake following activities during the financial year 2016-17

- 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 150 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 March 2017 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.
- A National Conference on Issues of Quality in Teacher Education has been planned for 15-16 May 2016 in collaboration with KIU at Gilgit with the financial support of HEC. Efforts will be made to get

- the cooperation of the other public & private sectors universities of KPK.
- 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. Publication of Newsletter and Annual Report.
- 9. Updating of website and database.



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

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



SIGNING OF LETTER OF UNDERSTANDING (LOU) WITH PRP

NACTE has Singed LOU's with International Rescue Committee (IRC), World Learning (WL) and Creative Associate International (CAI) to accredit the B.Ed. Hons. & ADE programs of teacher education offered by public sector universities and affiliated colleges all over Pakistan. International Rescue Committee (IRC), World Learning (WL) and Creative Associate International (CAI) are implementing partners of Pakistan Reading Project PRP, being implemented in 67 districts of 8 regions across Pakistan.

NACTE has coordinated with the implementing partners till now, for the conduct of seven capacity building workshops for the faculty of public sector teacher education institutions of Federal Areas, GB, KPK and Sindh. All the expenditures of workshop and accreditation fees of around 100 programs will be borne by PRP partners. The program accreditation process is expected to be completed by the beginning of next year.

CAPACITY BUILDING WORKSHOPS FOR TEACHER EDUCATION INSTITUTIONS

Following the TORs of LOU, NACTE, in collaboration with PRP organized seven capacity building workshops each of three days at Islamabad, Sukkur, Hyderabad, Karachi, Peshawar and GB for the faculty on the accreditation process & procedures. Five such workshops will be conducted for Baluchistan, AJK & FATA after Ramzan.







MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (hereinafter referred to as "LOU") is by and between the **World Learning**) having its address House. No 14 Street, 15 F-6/3 Islamabad (hereinafter referred to as "World Learning")

AND

National Accreditation Council for Teacher Education having its office at, N-Block, H-8/1, HEC, Islamabad. (Hereinafter referred to as "NACTE")

World Learning, and NACTE, may each be referred to as a "Participant" or collectively as the "Participants".

Background

- 1. World Learning is a nonprofit organization empowering people and strengthening institutions through education, sustainable development, and exchange programs in more than 60 countries. WL is one of the implementing partner of Pakistan Reading Project (PRP) a USAID funded five year project to be implemented in 67 districts of 8 provinces/regions across Pakistan. The goal of this project is to improve the quality of reading in public and private schools across Pakistan, supporting at least 2.5 million additional primary school students to read at a level commensurate with standards at their grade level. This goal will be supported by the mutually-reinforcing components of professional development (PD), systems reform, and teacher education including accreditation of Teacher Training programs.
- 2. National Accreditation Council for Teacher Education (NACTE) is an authorized body to accredit teacher education programs offered by public and private sector institutions including the institutions offering the programs under affiliation/collaboration with foreign Universities with the approval of HEC in the country. NACTE's mission is to ensure the conduct of high quality teacher education programs as an integral part of higher education through a sustained professional internal and external academic evaluation for accreditation and also extend quality support to facilitate teacher education institutions in their capacity building efforts on self-improvement basis. The accreditation of all the graduate and post graduate teacher education

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programs has been made mandatory by the Higher Education Commission (HEC), to ensure their quality.

The Participants have come to the following understanding:

Purpose

- To support the Government of Gilgit Baltistan's (GB) commitment to improve the quality of Teacher education through accreditation of Teacher Training institutes (TTIs)
- 2. To enhance the capacity of TTIs faculty members on the accreditation standards and
- To secure ranking within the framework of accreditation standards of all interested TTIs (including Karakorum International University's programs in Gilgit and Skardu campuses and of College of Education (COE) Gilgit and of Elementary Colleges of Education in Gilgit and Skardu)

Roles and Responsibilities of NACTE

- hold orientation workshop for capacity building of the TTIs faculty on accreditation process
 procedures of NACTE
- b. Will notify and communicate accreditation schedule to partners in accordance to its calendar
- c. Will issue an Accreditation Code to the institution to the program applied for
- Will ensure the provision of documents of each program of the concerned institutions under intimation to the party
- e. Will identify the resource persons and will coordinate their roles
- f. Will visit the institution on the notified dates to accredit the concerned program
- g. Will issue reports on programs evaluated, stating a brief summary, standard wise qualified indicators, strengthens and deficiencies of the program and suggestions for further improvement
- Will issue the recommended level and accreditation certificates for each evaluated program within agreed time line.

Role and Responsibilities of World Learning (PRP)

- Partner will ensure the NACTE registration fee payment by 15 days in advance of finalization of timeline for accreditation process in GB. The facilitators will be paid their travel and other due charges during the workshop
- b. Partner will ensure the implementation of time line between two parties
- c. Partner will ensure three days' workshop for three persons from each institution
- Partner will ensure the nomination of the participants in proposed workshop
- e. Partner will ensure all logistics for the participants of the proposed workshop
- f. Partner will ensure the coordination with GB Department of Education to provide NACTE the list of Teacher Training Institutes interested for getting accreditation
- g. Partner will ensure and facilitate TTIs in completing the required documentation for accreditation.
- Partner will ensure the coordination with education department of GB to have permission for accreditation

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Authorized Representatives:

The NACTE and the Director Finance and Operations World Learning Inc.-PRP will represent their respective organizations. Both NACTE and World Learning Inc.-PRP may, through written communication, identify additional representatives to represent their respective organizations for all purposes.

Communication:

All communication between NACTE and World Learning Inc.-PRP will be carried out in writing through the designated representative and also copied to the respective Academic and Regional Directors in both Gilgit and Skardu respectively.

Work plan and Agreement:

Following signing of this LoU, the designated teams from NACTE and World Learning Inc. (PRP) will proceed to execute this letter of understanding within the tentative budget estimates worked out to implement the agreed activities.

Amendment and Modification

This LoU may be amended or modified through written agreement of NACTE and World Learning Inc.-PRP

Term of MoU: This LoU will be effective from the date of signature till 30th September 2016.

World Learning	NACTE
Ву:	By: Ishad Asmed,
Name: Mr. Arif Javed	Name: Dr. Irshad Ahmad Farrukh
Title: Director Finance and Operations	Title: Member/Secretary NACTE

Annex: A

Budget Estimates for Accreditation of Teacher Education Programs

Task	Amount in Rs.
Accreditation Fee for public sector college program (one program)	75,000/=
Accreditation Fee for public sector University program (one program)	100,000/=
Accreditation documents (one set)	2,000/=
TA for one workshop Resource Persons (three persons)	3*125,000/=
DA for one workshop Resource Persons (three persons)	3*4* ⁱⁱ 3,000/=
Accommodation Charges of one workshop (three persons)	3*4* ^{III} 9,000/=
One workshop Consultancy fees / Honorarium for Resource Persons	3*3*iv5,000/=

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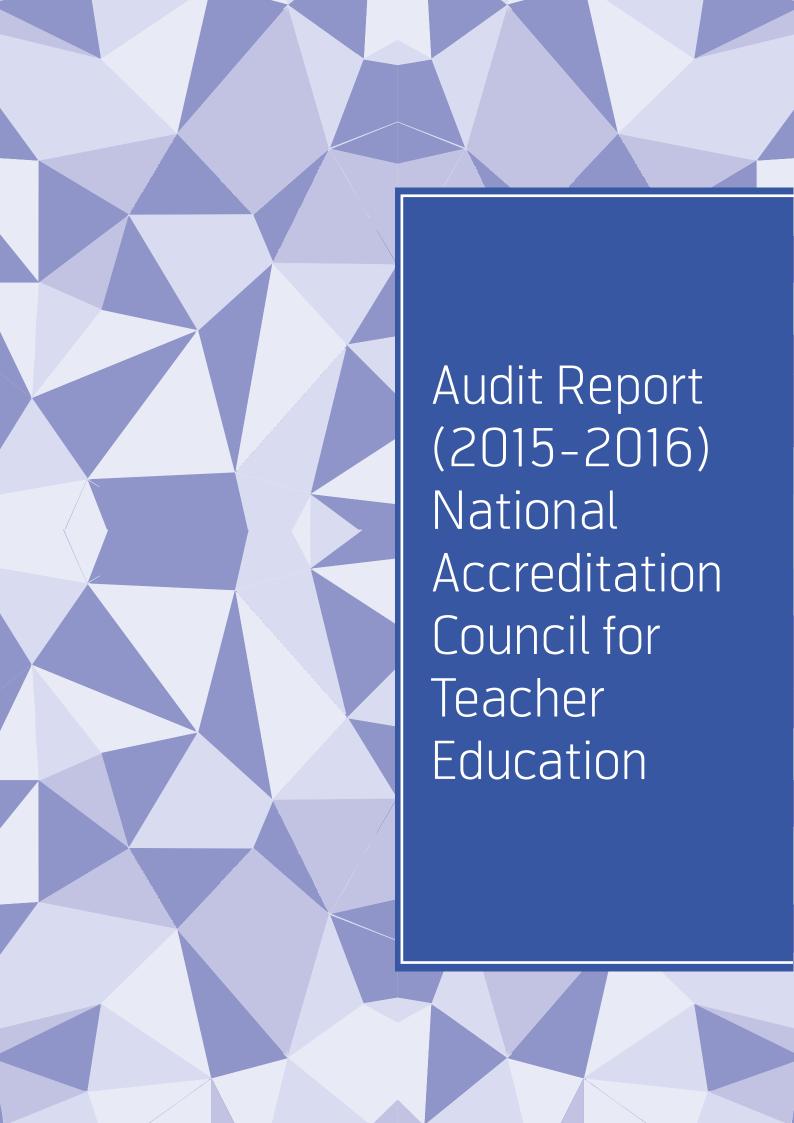
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It is the travel allowance, The average cost is estimated for one person is 25,000 which includes travel by air and road. This reflects an estimated amount while the payment will be made on actual basis per PRP policy

Calculated as per Govt/ HEC policy

[&]quot; Calculated as per Govt/ HEC policy

NACTE will provide required document in support of this amount



RIAZ AHMAD, SAQIB, GOHAR & CO.

Chartered Accountants



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

AUDITORS' REPORT TO THE COUNCIL MEMBERS

We have audited the accompanying balance sheet of the National Accreditation Council for Teacher Education - Higher Education Commission for the year ended June 30, 2016 and the related income and expenditure account, statement of changes in fund and cash flow statement together with the notes forming part thereof (here-in-after referred to as the financial statements), for the year then ended.

Basis of Preparation

The financial statements has been prepared by the management in accordance with the cash receipts and expenditure incurred basis of accounting as described in note 2.1 thereto.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the auditing standards as applicable in Pakistan. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statement. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statement, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statement 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates, if any, made by the Council members, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion the financial statements present fairly, in all material respects, the financial position of the National Accreditation Council for Teacher Education - Higher Education Commission for the year ended June 30, 2016 and its surplus, changes in fund and cash flows for the year then ended in accordance with the cash receipts and expenditure incurred basis of accounting as described in note 2.1.

Labore: 2 5 JAN 2017

Chartered Accountants Muhammad Ali Rafique

Website: www.rangco.com Email: rangfly@rangco.com With Corporate Office at Karachi & Regional Office at Islamabad

NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION HIGHER EDUCATION COMMISSION INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED JUNE 30, 2016

		2016	2015
	Nute	2010 Rut	
INCOME			
Income from accreditation fee	6	10,920,291	3,540,204
Bank profit		573,073	978,962
Amoruzation of fixed asset fund	3	82,074	25,348
	1	11,575,438	1,544,514
EXPENDITURE			
Salaries		3,024,702	2,419,975
Meetings and events		696,117	370,007
Honorarium and T.A./D.A. of external evaluators		1,764,953	1,825,327
Stationery and postage		137,806	91,556
Advertisement		61,055	308,298
T.A./D.A. of NACTE members		327,635	313,701
Audit fee		25,000	25,000
Telephone and internet charges		77,292	91,706
Miscellaneous		134,270	83,069
Bank charges		89,287	97,224
Depreciation	3	82,074	25,348
Al-Hamd examination charges		2,111,778	
Repair and maintenance		53,050	
	1	8,585,019	5,651,121
Surplus/(deficit) for the year		2,990,419	(1,106,607)
			RA

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

SECRETARY

CHAIRPERSON

NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION HIGHER EDUCATION COMMISSION STATEMENT OF CHANGES IN FUND FOR THE YEAR ENDED JUNE 30, 2016

	General Fund	Fixed Assets Fund	Total
Balance as at July 01, 2014 - restated	14,970,049	(Tapear) 67,149	15,037,198
Funds used for purchase of fixed assets	(240,000)	240,000	
Deficit for the year	(1,106,607)	8	(1,106,607)
Amortization of fixed asset fund		(25,348)	(25,348)
Balance as at June 30, 2015	13,623,442	281,801	13,905,243
Funds used for purchase of fixed assets	-	-	-
Surplus for the year	2,990,419	9	2,990,419
Amortization of fixed asset fund		(82,074)	(82,074)
Balance as at June 30, 2016	16,613,861	199,727	16,813,588
			Rom

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

SECRETARY

CHAIRPERSON

NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION HIGHER EDUCATION COMMISSION STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2016

	2016	2015
	Rope	4
CASH FLOW FROM OPERATING ACTIVITIES		
Cash received from/as:		
Income from accreditation fee	10,920,291	3,540,204
Bank profit	573,073	978,962
	11,493,364	4,519,166
Cash paid to/as:	[
Salaries	3,024,702	2,419,975
Meetings and events	696,117	370,007
Honorarium and T.A./D.A. of external evaluators	1,764,953	1,825,327
Stationery and postage	137,806	91,556
Advertisement	61,055	308,208
T.A./D.A. of NACTE members	327,635	313,701
Audit fee	25,000	25,000
Telephone and internet charges	77,292	91,706
Miscellaneous	134,270	83,069
Bank charges	89,287	97,224
Al-Hamd examination charges	2,111,778	
Repair and maintenance	53,050	-
	8,502,945	5,625,773
Net cash generated from/(used in) operating activities	2,990,419	(1,106,607
CASH FLOW FROM INVESTING ACTIVITIES		
Addition in fixed assets		(240,000
CASH FLOW FROM FINANCING ACTIVITIES		-
Net increase/(decrease) in cash and cash equivalents during the year	2,990,419	(1,346,60)
Cash and eash equivalents at the beginning of the year	13,623,442	14,970,04
Cash and cash equivalents at the end of the year	16,613,861	13,623,44

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SECRETARY

CHAIRPERSON

NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION HIGHER EDUCATION COMMISSION NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2016

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 ACOUNTING 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 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.

FIXED ASSETS

	Furniture & Fixtures	Computer Equipment	2016	2015
		-Rapers-		
As at 1st July				
Cost	111,330	532,134	643,464	403,464
Accumulated depreciation	(86,669)	(274,994)	(361,663)	(336;315)
Opening Written Down Value	24,661	257,140	281,801	67,149
Additions during the year			-	240,000
Depreciation for the year	(4,932)	(77,142)	(82,074)	(25,348)
Closing Written Down Value	19,729	179,998	199,727	281,801
Depreciation rates (%)	20	30		
As at 30th June				
Cost	111,330	532,134	643,464	643,464
Accumulated depreciation	(91,601)	(352,136)	(443,737)	(361,663)
Written Down Value	19,729	179,998	199,727	281,801
			2016	2015

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10,000 Cash in hand Cash at bank- saving account 16,603,861 16,613,861

COMMITMENT AND CONTINGENCIES

Approximate expenses Rs. 11 million for 125 programmes will be incurred in the next financial year against current year's income from registration.

INCOME FROM ACCREDITATION FEE

Approximate expenses Rs. 11 million for 125 programmes will be incurred in the next financial year against current year's income from registration.

DATE OF AUTHORIZATION FOR ISSUE

These financial statements were authorized for issue on 25 January, 2017 by the Management.

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

SECRETARY

CHAIRPERSON

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13,613,442













NATIONAL ACCREDITATION COUNCIL FOR TEACHER EDUCATION (NACTE)