



ANNUAL REPORT

National Accreditation Council for Teacher Education
2020-2021



Established by
Higher Education Commission
Pakistan

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SECTION 1

GENERAL INTRODUCTION

1.1. Chairperson's Message

I am pleased to share with the stakeholders the Council report for the year 2020-21 which contains an account of the Council activities. The Covid pandemic was a major setback for the Council which badly hampered the planned activities. However, the staff members through a team approach were able to accomplish some key activities for which the staff members deserve the appreciation of the senior management of the Council. While there were some challenges the Council also had some successes in spite of covid pandemic. The Council has presented a future plan which will accelerate its progress. Wish you all the best!



Prof. Dr. Muhammad Memon

Dated; June 30, 2021

1.2. Current Chairperson

Prof. Dr. Memon joined National Accreditation Council for Teacher Education (NACTE) as the third Chairperson. He is currently serving as Chairman, Board of Intermediate & Secondary Education, Hyderabad. He also served as Chairman (Officiating), Board of Intermediate & Secondary Education, Shaheed Benazirabad and Mirpurkhas. Prof. Dr. Memon received his doctoral degree from University of Surrey, Guildford, England, UK. He has an illustrious experience of serving AKU-IED, Karachi as Professor for more than two decades and the first national Director for more than eight years. Prof. Dr. Memon was given an award of Excellence in Education by the Aga Khan University. He has been the member of editorial boards of several educational journals. He has more than 50 research publications in referred and non-referred research journals.

1.3. Names of Former Chairpersons



Dr. Munawar Sultana Mirza
Former Vice Chancellor,
University of Education,
Lahore, Pakistan.
(2006-2014)



Dr. Raiz ul Haq Tariq
Member Academics
Higher Education Commission,
Islamabad, Pakistan.
(2014-2018)

1.4. Members of the Council



Dr. Muhammad Memon

PhD in Education (Curriculum Change), University of Surrey, Guildford, England, UK

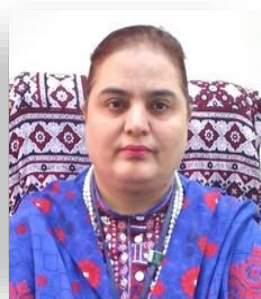
The Chairperson, National Accreditation Council for Teacher Education (NACTE), Pakistan.



Dr. Muhammad Khalid Mahmood

PhD in Education, Institute of Education and Research (IER), University of the Punjab, Lahore.

Secretary, National Accreditation Council for Teacher Education (NACTE), Pakistan.



Prof. Dr. Tayyaba Zarif

The Vice Chancellor, Government College University, Hyderabad, Sindh.



Dr. Nasir Mehmood

PhD in Education, Tokyo Gakugei University, Tokyo, Japan.

Dean, Faculty of Education, Allama Iqbal Open University, Islamabad.

**Dr. Anjum Bano Kazmi**

PhD in Special Education, University of Karachi, Karachi.

Professor, Department of Education, Iqra University, Karachi.

**Prof. Dr Akthar Ali**

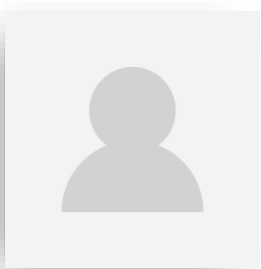
Post Doc, University of Dundee, UK.

Director, Institute of Distance Education & Chairman, EPM,
The Islamia University, Bahawalpur.

**Dr. Riffat-Un-Nisa Awan**

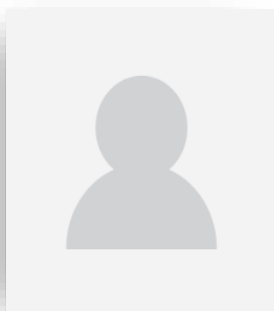
PhD, Institute of Education and Research, University of the
Punjab, Lahore.

Associate Professor, Department of Education, University of
Sargodha.

**Dr. Aliya Ayub**

PhD in Education, Hamdard University, Karachi.

Associate Professor, Sardar Bahadur Khan Woman University,
Quetta.

**Dr. Asif Khan**

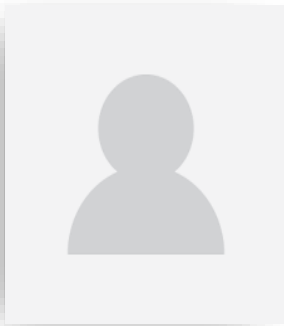
PhD in Education, School of Leadership and Management,
University of Pittsburg, School of Education, Pennsylvania,
USA.

Associate Professor/Dean Faculty of Arts & Humanities,
Karakoram International University, Gilgit.

**Dr. Hafiz Muhammad Inam Ullah**

PhD in Education, Institute of Education and Research, PMS
University, Rawalpindi.

Professor, IER, University of Peshawar, Peshawar.

**Dr. Dilshad Ashraf**

PhD in Curriculum Studies, Ontario Institute for Studies in
Education-University of Toronto, Canada.

Associate Professor, Aga Khan University, Institute for
Educational Development, Karachi

1.5. Executive Summary

In response to the emerging needs, Pakistan has developed quality assurance mechanism to permit its institutions to continue serving the growing Pakistani population, while at the same time preventing further deterioration of educational quality.

In order to ensure quality of teacher education programmes, HEC established National Accreditation Council for Teacher Education (NACTE) in 2006. The Council developed a set of national accreditation standards, tools, and procedures. It has accredited more than 500 teacher education programmes offered in the public and private education sector. The role of Council doesn't only accredit the teacher education programmes but also provides maximum professional and intellectual support for the teacher education institutions to prepare necessary documentation for accreditation purpose and improve quality of teacher education programmes accordingly.

The Council is authorized to assess and evaluate the quality of teacher education programs conducted by public and private sector colleges and universities. The Council mission is to ensure the conduct of high-quality teacher education programmes as an integral part of higher education through a sustained professional internal and external academic evaluation. Its mandate includes all teacher education programmes offered by the institutions of higher learning.

The annual report for the financial year 2020-2021 presents an account of the Council activities, successes and challenges and future plan. The Council's planned activities were affected by the lockdown due to COVID-19 pandemic. However, the Council made all possible efforts to carry out its activities through strict compliance of the government SOPs.

During the reporting year (2020-2021) NACTE had carried out 30 accreditation visits in the different regions of country and accredited different teacher education programmes. The council also held its 15th accreditation committee meeting on January 21, 2021 and recommended the levels of accreditation to be presented in the next council meeting. Over the past year NACTE developed its action plan for the year 2020-2021. A strategic plan 2030 was also drafted by the NACTE secretariate comprising vision, mission, goals and strategies to achieve the objectives and goals. An action plan was also suggested.

1.6. Vision of the Council

Serve as a national resource to accredit and certify teacher education programmes based on the National Accreditation Standards underlying the framework of the National Professional Standards for Teachers in Pakistan.

1.7. Mission of the Council

Promote excellence in teacher education through evidence-based accreditation of teacher education to ensure quality of programmes for preparing professionally competent teachers

1.8. Core Values

Equity, Innovation, Quality , Impact

1.9. Mandate of the Council

The mandate of the council is to assess the quality of teacher education programmes being offered by the public and private sector institutions and universities in the following categories for the purpose of accreditation:

- i. Institutions chartered by the Federal Government or Provincial Government in the relevant field.
- ii. Institutions affiliated with the chartered universities or degree awarding institutions.
- iii. Institutions offering degree programmes under affiliation/ collaboration with foreign universities under the approval of HEC.
- iv. When a multi-campus institution presents a programme for accreditation, each campus will be considered as separate institution in the evaluation process.

1.10. Powers

The council's powers are as follows:

- i. All the existing teacher education degree programmes shall be within the jurisdiction of the council. Any new programme in teacher education shall also be referred to the council for the grant of accreditation.
- ii. The accreditation will be for specific degree programmes and not institutions.
- iii. An accreditation shall be mandatory for all relevant academic programmes offered by public and private sector institutions.
- iv. The council shall assist and advise teacher education institutions in planning their academic and professional programmes.

SECTION 2

Performance during the Reporting Year

2.1. Key Achievements of the Council During Reporting Year

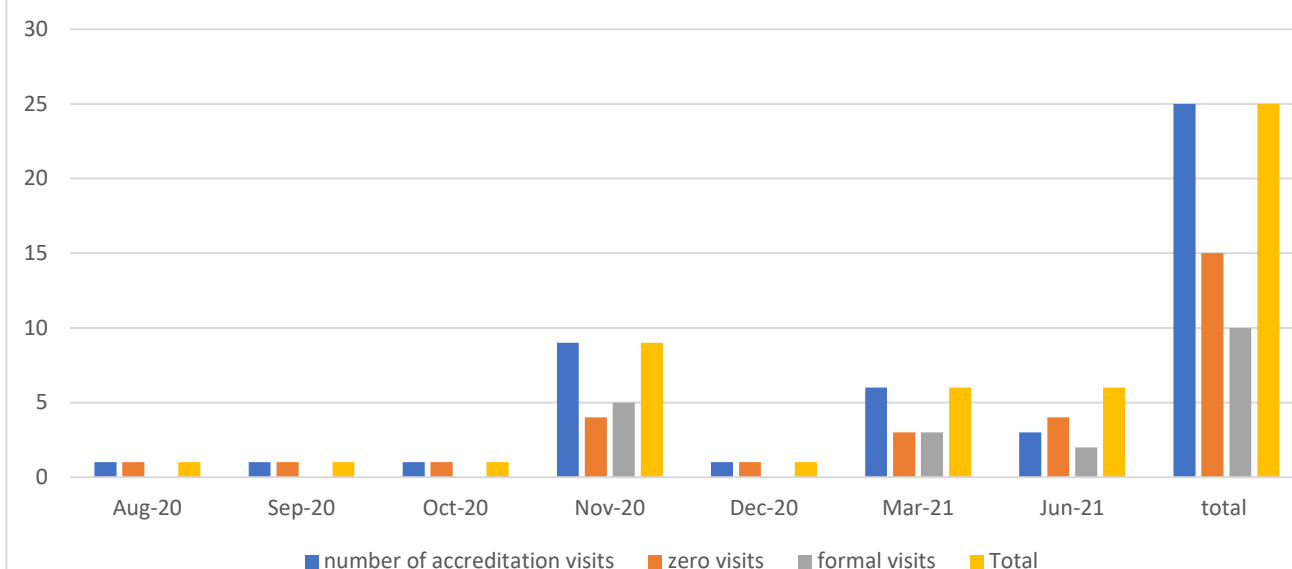
- Accreditation visits; 15 zero visits and 10 formal visits
- Development of action plan 2020-2021
- Development of strategic plan 2030
- National accreditation committee meeting
- Provisional award of accreditation levels
- Academic audit
- Financial audit
- Letters to vice-chancellors for accreditation of their teacher education programmes
- Letters to registrars for information about affiliated institutions and teacher education programmes
- Letters to Secretaries for recruitment of qualified teachers in teacher education institutions
- Orientation sessions of teacher education institutions
- Newsletters

2.2. Accreditation Visits

During the year 2020-2021, the Council continued accreditation of teacher education programmes. Thus, the Council's external evaluators made accreditation visits to institutions in different regions. Below are the details of accreditation visits per month during reporting year:

S.No	Month-Year	Aaccreditation Visits	Zero visits	Formal visits	Total
1	Aug-20	1	1		1
2	Sep-20	1	1		1
3	Oct-20	1	1		1
4	Nov-20	9	4	5	9
5	Dec-20	1	1		1
6	Mar-21	6	3	3	6
7	Jun-21	3	4	2	6
	Total	25	15	10	25

Accreditation Visits in each month of 2020-2021 Fiscal Year



Accreditation Visits during July-2020 -June-2021

During the year 2020-2021, the Council continued accreditation of teacher education programmes. Thus, the Council's external evaluators made accreditation visits to accredit 25 teacher education programmes, in various institutions in different regions of Pakistan. Below are the details of accreditation visits

S.No	Institution	Programme	Zero/Formal Visit	Date of Visit
1	Ziauddin University, Karachi	B.Ed. (Hons)	Zero	August-26, 2020
2	UMT, Lahore	BS Special Education	Zero	September 14, 2020
3	University of Education, Joharabad, Campus	B.Ed. (Hons)	Zero	October 15, 2020
4	Kinnaird College, Lahore	B.Ed. (Hons)	Zero	November 11, 2020
5	The Women University, Mardan	B.Ed. (Hons)	Zero	November 03, 2020
6	Fazaia College of Education, Lahore	BS Education	Zero	November 10, 2020
7	University of Sargodha	B.Ed. (1.5 Years)	Zero	November 24, 2020
8	Notre Dame Institute of Education, Karachi	B.Ed. Hons. (Elm)	Zero	November 31, 2020

9	Women University of Azad Jammu and Kashmir, Bagh	B.Ed. (Hons)	Zero	March 22, 2021
10	GC University Faisalabad	B.Ed. (1.5 Years)	Zero	June 28, 2021
11	University of Education Attock Campus	B.Ed. (Hons)	Zero	March 17, 2021
12	Air University	M.Phil. Education	Zero	March 30, 2021
13	University of Sargodha	BS Education	Formal	November 25-27, 2020
14	University of Sargodha	B.Ed. (Hons)	Formal	November 25-27, 2020
15	University of Sargodha	M.Phil. Education	Formal	November 25-27, 2020
16	University of Sargodha	PhD Education	Formal	November 25-27, 2020
17	Forman Christian College	BS Education	Formal	November 20-21, 2020
18	Fazaia College of Education for Women	B.Ed. (Hons)	Formal	June 29- July 1 st , 2020
19	Fazaia College of Education for Women	Bachelor of Science Education B.S. Ed. (Hons)	Formal	June 29- July 1 st , 2020
20	Iqra University, Karachi	B.Ed. (Hons)	Formal	March 8-12, 2021
21	Iqra University, Karachi	B.Ed. (1.5 Years)	Formal	March 8-12, 2021
22	Iqra University, Karachi	B.Ed. (2.5 Years)	Formal	March 8-12, 2021
23	University of Gujrat	B.Ed. (1.5 Years)	Zero	June 21-22, 2021
24	University of Gujrat	MA Education	Zero	June 21-22, 2021
25	University of Gujrat	PhD Education	Zero	June 21-22, 2021

2.3. Programmes Recommended for Accreditation in 15th National Accreditation Committee Meeting

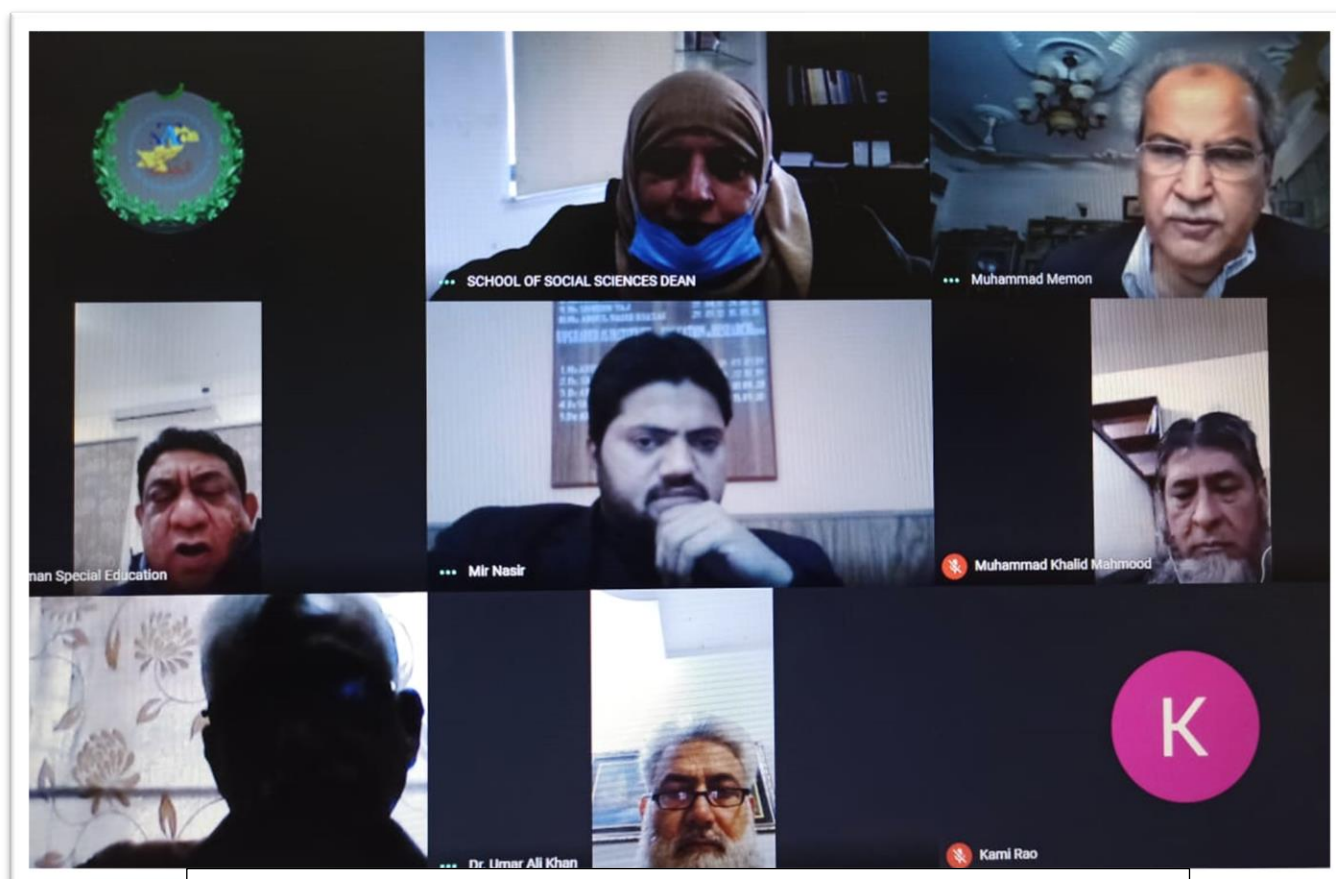
A meeting of National Accreditation Committee was organized on January 21, 2021. Council Could not organize accreditation committee and Council meetings due to Covid-19 pandemic. Decision on ten programmes for formal accreditation and eight programmes for zero accreditation visited during the previous year were lying pending. Eight zero accreditation visits were made during the current year by December 31, 2020. Reports on twenty-six programmes were presented in the National accreditation committee meeting for recommendation of accreditation level. Below are the details of programmes presented in accreditation committee meeting.

S.No	Institution	Programme
1	Islamia University, Peshawar	B.Ed. (Hons)
2	Preston University, Islamabad Campus, Islamabad	B.Ed. 2.5 Years
3	Preston University, Kohat Campus, Kohat	B.Ed. 1.5 Years
4	Khan Muhammad Khan Collage Of Education & Technology, Bhimbar, Azad Kashmir	M.A Education
5	Ghazi University DG Khan	M.A Education
6	NUML, Multan	B.Ed. 1.5 Years
7	UE, DG Khan	B.Ed. (Hons)
8	Iqra College of Education, Sadiqabad	M.A Education
9	Ziauddin University, Karachi	B.Ed. (Hons)
10	UMT, Lahore	BS Special Education
11	University of Education, Joharabad, Campus	B.Ed. (Hons)
12	Kinnaird College, Lahore	B.Ed. (Hons)
13	The Women University, Mardan	B.Ed. (Hons)
14	Fazaia College of Education, Lahore	BS Education
15	University of Sargodha	B.Ed. (1.5 Years)
16	Notre Dame Institute of Education, Karachi	B.Ed. Hons. (Elm)
17	Shaheed Benazir Bhutto University, Shaheed Benazirabad, Nawabshah, Sindh	B.Ed. (Hons.)
18	Jinnah University for Women, Karachi,	B.Ed. (Hons.)
19	Sindh Madressa-tul-Islam University, Karachi	MS (Education)
20	University of Sindh, Jamshoro, Sindh	M.Phil. (Education)

21	University of Sindh, Jamshoro, Sindh	PhD (Education)
22	Shaheed Benazir Bhutto Women University, Peshawar	B.Ed. (Hons)
23	Shaheed Benazir Bhutto Women University, Peshawar	M.A Education
24	Government College of Education, Afzalpur Mirpur, Azad Kashmir	B.Ed. (Hons.)
25	Government College of Education, Afzalpur Mirpur, Azad Kashmir	BS Education
26	University of Education, Multan Campus	B.Ed. (Hons.)

The Committee endorsed the proposal for the award of zero accreditation and formal accreditation of teacher education programmes offered by the institutions. The details of the award are as follows:

- Zero accreditation to 16 teacher education programmes
- Z level accreditation to 8 teacher education programmes
- Y level accreditation to 2 teacher education programmes.



15th National Accreditation Committee Meeting

SECTION 3

Other Engagements

3.1. Orientation of institutions

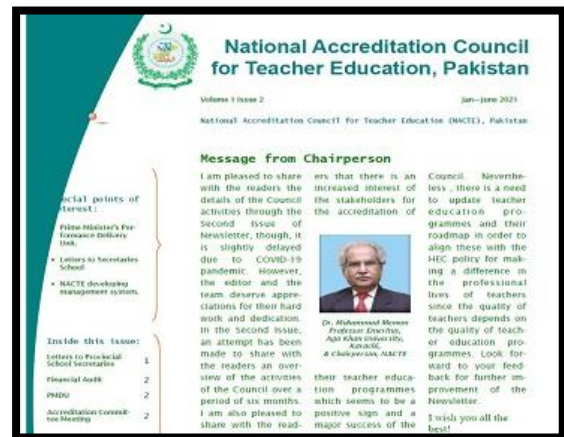
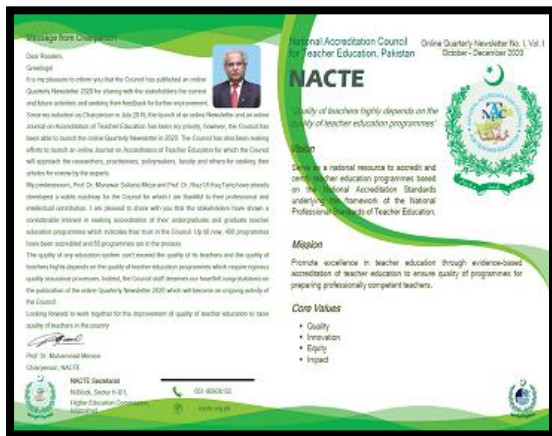
The Council arranged orientations of the heads and faculty of the following six (06) teacher education institutions to apprise them of the accreditation requirements and processes. Dr. Muhammad Khalid Mahmood, Council Secretary oriented the heads and faculty of accreditation standards, tools, procedures and other relevant information, followed by Q&A session.

- University of Education, Attock Campus
- University of Education, Bank Road Campus
- Sir Syed College of Education, Wah Cantt
- Government College University, Faisalabad
- Fazaia College of Education for Women, Lahore • University of Gujrat, Gujrat



3.2 Initiation of Newsletter Publication

The council has published 2 newsletters for year 2020-2021. The first newsletter was published for Oct-Dec 2021 and 2nd for Jan-June 2021. For both of the newsletters, council has highlighted main events of time duration and future activities.



3.3 Academic and Financial Audit of the council by HEC.

The first academic audit of the Council was conducted on December 10, 2020 and the report seems to be quite encouraging. An external financial audit of the Council is a mandatory which is performed at the end of every fiscal year by the third party. This is the first time that the HEC's Audit Department carried out an audit of the Council activities in January 2021 which went well.



SECTION 4

New Developments

4.1 Action plan

An action plan plays an important role in achieving the organizational goals. The Council prepared an action plan consisting of strategic goals, strategies and activities to accomplish those goals for the year 2020-2021 and presented in the Council meeting held on September 9, 2021 which was approved.

The details of goals and activities of the action plan are given below:

Sr. No	Goal	Activities	Outcomes
1	Accreditation of Teacher Education Programmes in public and private sector institutions	Developing plan for accreditation visits	Organized 23 visits for zero accreditation and 20 visits for formal accreditation of teacher education programmes in various universities. Data were analyzed and reports were generated, a national accreditation committee was organized on January 30, 2021. The accreditation committee recommended zero accreditation for 16 programmes and formal accreditation for 10 teacher education programmes. 10 formal accreditation visits and 7 zero accreditation visits were organized by June 2021.
		80-100 accreditation visits by evaluators for data collection.	
		Monitoring of data collection by evaluators	
		Data Entry and analysis. Accreditation Report	
		Capacity building workshop of NACTE Evaluators	
		Organizing NACTE meeting	
		Decisions on accreditation in NACTE meetings	
2	Enhancing quality of accreditation process and procedures	To form a committee to review existing standards, tools and procedures to identify and suggest changes	Activity is required to achieve the goals couldn't be undertaken due to COVID-19 pandemic
		Seeking funding for improvement in NACTE standards and tools	
		Engaging NACTE members, renowned educationists and experts in revision process.	
		Strengthening evaluation capacity of NACTE evaluators to use revised tools	
		Pilot testing of revised tools and finalizing.	
		Seeking National consensus on revised standards, processes and procedures	
3	Marketing for accreditation	To prepare market material for promoting awareness about accreditation	• Letters were written to the vice chancellors of

	teacher education programmes	Utilizing media for highlighting accreditation	<p>public and private sector universities to highlight the importance of accreditation of teacher education programmes.</p> <ul style="list-style-type: none"> • Letters were also written to the heads of the department of education of public and private sector universities to highlight importance of accreditation and pursuit them to apply for accreditation • Letters were also written to the secretaries of education to acquaint them with National accreditation council for teacher education and its function to accredit teacher education programmes. • Orientation sessions were organized in various universities and institutions
		Organizing 2 seminars for the purpose of marketing	
		Dialogue	
		Organizing a national conference on accreditation of TE programmes	
		Meetings with 10 vice-chancellors of universities and heads of institutions offering teacher education programmes to persuade them for accreditation	
		Meetings with Provincial Secretaries of Education and other officials for their orientation about accreditation, teacher licensing and policy making.	
4	Enhancing institutional performance	Fill up core vacant positions	<p>Sub office of the council operating from Lahore has been shifted to main secretariat house in HEC Islamabad.</p> <p>Strategic plan 2030 has been drafted and share with the council members to seek their feedback.</p> <p>The final draft will be presented in the council meeting for approval.</p>
		Orientation of Newly inducted NCATE staff	
		Participation in online professional development programmes	
		Devising a professional development framework for NACTE staff NACTE Evaluators and Faculty of Institutions interested in accreditation of TE programmes	
		Executing capacity building activities according to framework	
		Three council meetings a year	
5	Generating financial resources for making activities sustainable	Contact with VCs, Heads of TE institutions to persuade them for accreditation	<p>Letters were written to vice chancellors and head of the teacher education institutions/departments of public and private sector universities to persuade them for accreditation of</p>
		Meetings with VCs/HODs	
		Writing letters for renewal of accreditation of programmes	
		Seek financial assistance of HEC to support operation cost	

		Seek donor assistance for conferences, Capacity building workshops and accreditation fee	teacher education programmes. Letters were written to the institutions for renewal of accreditation programmes
6	Research and Development	Bi-annual Research Journal	Proposal for research journal has been drafted with the title "Pakistan journal of education and accreditation" and will be presented in council meeting for approval. The council has started publishing quarterly only newsletter.
		Annual report	
		Sharing NACTE findings with NAHE and other stakeholders	
		Two Newsletters (online)	
7	Reduce operational cost and other expenses	Devising mechanism to reduce operational cost.	Austerity measures were adopted to reduce operational cost like shifting of sub office operating in Lahore to main secretariat Islamabad.
		Use of IT to reduce cost	
8	Developing IT resources	Improving features of website	NACTE website has been revamped with new features.
		Online application for accreditation	
		Online submission of documents	
		Online financial transactions application	

4.2 Draft Strategic plan

The Council drafted a strategic plan 2030 with the mission statement to promote excellence in teacher education through evidence-based accreditation of teacher education to ensure the quality of programmes for preparing professionally competent teachers.

The detail of proposed strategic goals and activities are given below:

Sr. No	Goal	Activities	Timeline
1	Award evidence-based accreditation	Digitizing receipt of applications for accreditation and streamlining speedy processing of applications	Continuous process
		Organizing accreditation visits within minimum possible time, data collection and data entry, data analysis and report generation.	Ongoing process with an expansion each year
		Decisions on award of accreditation and evidence-based feedback to teacher education institutions for improvement	Ongoing
		Continuous review of policies, procedures and processes of council	Ongoing
		Review and improvement of NACTE standards, tools, and procedures	Ongoing
		Review and update data analysis tools and digitization of NACTE processes	Ongoing

2	Assess impact of accreditation	Analysis of data collected on existing accreditation tools to find out the impact of accreditation	Ongoing
		Develop additional impact assessment tools, data collection, and analysis to find out the impact.	Planning for it will be started in FY 20-21
		Encouraging impact assessment studies by faculty and M. Phil and Ph.D. scholars	Planning for it will be started in FY 20-21
		Sharing findings of impact assessment with teacher education institutions and HEC	Planning for it will be started in FY 20-21
		Projects will be devised to encourage teacher education faculty and student to conduct research on impact assessment of accreditation.	Planning for it will be started in FY 20-21
3	Market accreditation of teacher education programmes	Preparation and dissemination of print and electronic material for highlighting need and importance of accreditation	
		Seminars/dialogues on policy and practices.	
		Bi-annual National/ International Conferences	
		Orientation meetings with provincial government officials and heads of Institutions/ Universities to persuade them for accreditation.	
4	Grant teacher Certification / Licensing	Negotiations with Provincial Governments	On going
		Devising a system of teacher licensing	
		Assessment of applicants for licensing	
		Decision for award of license	
5	Strengthen Institutional Performance	Development and implementation of strategic plan of NACTE.	
		Appropriate staffing, training and CPD for improving institutional capacity.	
		Digitization of processes	
		Internal evaluation to improve organizational policies, processes and effectiveness	
6	Promote Research and Development	Publishing research findings derived from accreditation data and impact assessment studies.	
		Launching a teacher education research journal	
		Encouraging student and faculty research on accreditation	
		Conducting commissioned research studies	
		Providing teacher education institutions with research based suggestions for improvement	
7	Generate Resources for Financial Sustainability	Increasing clientele for accreditation to increase fee receipt.	On going
		Seeking Donor assistance	
		Seeking HEC assistance	
		Seeking patronization from provincial governments.	

4.3 Website Development

During the reporting year 2020-2021 NACTE has developed a new website with the aim of making it user friendly.



SECTION 5

Challenges and Future Plans

5.1. Challenges

- COVID-19 Pandemic affected the accreditation visits of Council.
- Could not hold council meeting.
- Could not hold external evaluators' training workshop.

5.2. Future Plans

- Timely achievement of goals and planned activities in action plan for 2021-2022
- Continuing the accreditation of teacher education programmes
- Arranging orientation sessions for teacher education institutions prior to accreditation visit
- Revision of accreditation standards, tools and procedures
- Organizing external evaluators' training workshop
- Organizing a national conference



Picture Gallery

