National Standards for Accreditation of Teacher Education Programs

National Accreditation Council
for
Teacher Education

August 2009

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Preface

Teacher education in Pakistan is witnessing a visible change and concern for quality assurance and enhancement. Standards based education, in general and teacher education in particular, is part of global movement of quality assurance.

Pakistan aspires to develop a world class education system which is not possible without competent and quality teachers dedicated to their profession. To prepare such teachers and empower them to educate the future generations, the fundamental requirements are very much available in the professional literature which include standards of what a Teacher Education Program should be and be able to produce.

To ensure and enhance the quality of teacher education, the HEC has constituted the National Accreditation Council for Teacher Education (NACTE) as an autonomous body to accredit all teacher education programs offered in the public and private sector institutions in the country. For this purpose, NACTE has developed National Standards for Accreditation of Teacher Education Programs. These standards define the requirements for specific and essential components of a teacher education program. They guide towards the detailed documentation of program and processes for accreditation.

These standards are meant to support teacher education programs, in particular and institutions in general, as they spiral through the development stages. An important function of standards is to inculcate professionalism among teacher educators and prospective teachers. The policy makers at the national and provincial levels in the public and private organizations interested to improve and support any teacher education program may use these standards as guidelines. These standards can help to link the school system with teacher education programs. These can also provide a framework for conducting and evaluating research related to teacher education.

The standards embody a set of concepts or theoretical ideas about accreditation. These concepts have been translated into standards as statements of principles. Each standard consists of several elements representing the policies, practices and the consequences associated with it. Each element further comprises certain indicators meant to operationalize it to provide guidelines for measurement and assessment.

The accreditation standards development process was an extensive exercise. It started with the review of the relevant literature. The existing practices of quality assurance and enhancement of teacher education at national and international levels were studied. Current developments in accreditation and program approval policies and practices in developed and developing countries like USA, UK, Australia, Canada, India, Hong Kong and Philippine were reviewed in specific.

These standards were developed in line with an agreed framework and were discussed and reviewed at provincial and national levels by the professionals and policy makers and at international level by the experts on accreditation of teacher education programs. The consultation process was in the form of meetings, and workshops. Consensus was developed among all the stakeholders on the standards at provincial and national workshops in June, 2009. The standards were then approved by the NACTE in July 2009.

We are deeply indebted to UNESCO and USAID for supporting the lengthy process of standards' development. Thanks are due to the participants of provincial and national workshops/consultations for their valuable comments and suggestions. We also acknowledge the contribution made by the international consultants. Lastly, the hard work of the staff at the NACTE secretariat, from drafting to the finalization of standards, is acknowledged with appreciation.

Dr. Munawar S. Mirza
Chairperson
National Accreditation Council for
Teacher Education (NACTE)

Standards for Accreditation of Teacher Education Programs

Conceptual   Framework

Standard 1: Curriculum and Instruction

Standard 2: Assessment and Evaluation System

Standard 3: Physical Infrastructure, Academic Facilities and Learning Resources

Standard 4: Human Resources

Standard 5: Finance and Management

Standard 6: Research and Scholarship

Standard 7: Community Links and Outreach

[1]Conceptual Framework

Program Ethos
The program has developed a knowledge-based shared vision to prepare committed and competent teachers and educationists.

A. Mission Statement
The program has stated its vision, mission, goals and objectives.

A.1 The vision and mission of the institution are in accordance with its legal and educational mandate.

A.2 Goals and objectives are aligned to each other and to the vision and mission statements.

A.3 The curriculum and instructional strategies relate to the goals and objectives.

A.4 The document presenting the mission statement contains a brief description of the assessment and evaluation system of the program.

B. Coherence
The components of the program are coherent and cohesive.

B.1 There is evidence of inter and intra coherence and integration among all components of the program i.e., the courses, teaching strategies, performance standards of prospective teachers, methods of assessment and evaluation, adequateness of infrastructure and efficiency of the program.

B.2 The plan of the program is aligned with its mission, goals and objectives.

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[1]This section establishes the conceptual framework of the program and is a pre-requisite of accreditation.

Standard 1: Curriculum and Instruction

Curriculum is properly designed to attain the National Professional Standards for Teachers, is approved by the competent authority and disseminated to all concerned.

*1.1   Curriculum Development Process
The curriculum is developed based on national policies, consulting all stakeholders and assuring regular and recurrent revisions.

1.1.1   The curriculum is designed in line with the provisions of the national education policies and professional standards for teachers.

1.1.2   The curriculum development process involves key stakeholders.

1.1.3   The curriculum is approved by the competent authority.

1.1.4   There is provision for periodic and research-based revision of the curriculum to achieve stated objectives effectively.

1.1.5   The revisions/ updating of the curriculum is disseminated and shared with the concerned Teacher Education Institutions.

*1.2   Curriculum Content and Description of the Program
The curriculum presents a detailed description of the program that is flexible, updated and appropriate for diverse spheres of the professional, personal, present and future development of prospective teachers.

1.2.1   The curriculum content is inclusive enough to effectively reflect and include the concerns and expectations of a teacher.

1.2.2   The curriculum content is appropriate and relevant to develop knowledge, skills and dispositions expected of a teacher.

1.2.3   The curriculum content includes both theoretical and practical inputs.

1.2.4   The curriculum content provides a variety of learning experiences in the institution and practicing school.

1.2.5   The curriculum content is compatible with the changing and emerging needs of the society.

1.2.6   The curriculum document includes duration of the program (number of years, semesters and credit hours) and course outlines.

1.2.7   The course credit hours and duration of the program meet the minimum requirements of the Higher Education Commission.

1.2.8   The course credit hours and duration of concurrent degree program is equal to relevant and equivalent degrees.

1.2.9   The curriculum content and duration of program /courses are compatible to each other.

1.2.10   The program includes a mandatory course on application of Information and Communication Technology.

1.2.11   Information and Communication Technology is integrated into the curriculum.

1.2.12   The curriculum or its course outlines provide lists of web sites and recommended books of recent editions for each course.

1.3   Course Transaction and Classroom Management
Course activities are designed and conducted to facilitate the learning and teaching experience in a conducive and interactive classroom environment.

1.3.1   The formal document of the program curriculum is available to all stakeholders.

1.3.2   Teacher educators maintain mandatory course files and prospective teachers' attendance record.

1.3.3   There is evidence that the teacher educators have a written course plan and follow it.

1.3.4   There is evidence of frequent interaction during course delivery between the teacher educators and prospective teachers.

1.3.5   Teacher educators create conditions in the classroom that ensure and facilitate frequent positive interactions among prospective teachers.

1.3.6   Teacher educators attend and facilitate the resolution of difficulties exhibited by prospective teachers in their learning process.

1.4 Teaching Learning Procedures and Methods

Teacher educators deliver course content using appropriate, varied and innovative methodologies.

1.4.1 Teacher educators use a variety of appropriate and effective instructional procedures and methods.

1.4.2 Teacher educators use innovative and relevant pedagogical approaches and strategies to promote analytical / critical thinking and problem solving skills in prospective teachers.

1.4.3 Teacher educators use teaching-learning approaches and strategies that develop desirable values among prospective teachers.

1.4.4 Teacher educators coordinate with each other to provide varied and flexible teaching-learning experiences to prospective teachers.

1.4.5 Teacher educators coordinate all components of the teaching-learning process to reinforce and complement each other.

1.5 Teaching Practice and Internship

There is a mechanism for prospective teachers to undergo teaching practice and internship to enrich their learning experience and provide them with adequate feedback.

1.5.1 The program has mechanisms, guiding procedures and stipulated durations for teaching practice/ internship.

1.5.2 The program ensures availability of the teaching practice manual and planner for prospective teachers.

1.5.3 There is evidence that proper feedback is provided to the prospective teachers regarding their teaching practice and internship.

1.5.4 The program ensures availability of manuals for supervisors and cooperative teachers.

1.5.5 Teacher educators provide adequate technical and supervisory support to the prospective teachers, doing their practice/ internship in the cooperative schools.

1.5.6 Teaching practice is strengthened through activities like in-house orientation, simulated practice and microteaching.

1.5.7 There are prescribed tools and mechanism that teacher educators use to provide feedback to prospective teachers on their teaching and conduct during teaching practice.

Standard 2: Assessment and Evaluation System

The institution has a fair and transparent assessment and monitoring system that follows-up on various traits of prospective teachers from entry to exit of the program, monitors the performance of the teacher educators and evaluates institutional functioning for individual and institutional consumption and program improvement.

2.1 **Assessment and Evaluation System of the Program**
There is evidence that the program plans and provides activities that will foster educational quality based on feedback from valid assessment.

2.1.1 The assessment system is based on the objectives of the program.

2.1.2 There is evidence that the teacher educators and stakeholders monitor and provide constant feedback for regular review and revision of the assessment system.

2.1.3 The system collects data from multiple assessments at various transition points.

2.1.4 The assessment system has procedures to ensure fairness, accuracy, consistency and transparency of its procedures and operations.

2.1.5 The results from the assessments are disseminated to all stakeholders.

2.1.6 There is a feedback mechanism that is used by teacher educators, prospective teachers and other stakeholders.

2.1.7 Complete record of the stakeholders' written complaints, with their follow-up and resolutions, is maintained.

2.1.8 Quality improvement plans are developed, implemented and monitored based on the assessment results, feedback and complaints of the stakeholders.

2.1.9 There is evidence that actions have been taken according to the mechanism that links the assessment system with the quality of the program.

2.1.10 There is a system for seeking regular and periodic feedback about the program from alumni and their employers.

2.2   Maintenance of an Assessment System

There is evidence that an assessment system is put in place, adequately and transparently managed to produce useful information, following ethical guidelines and the individuals' right to privacy.

2.2.1 The assessment system is documented and disseminated.

2.2.2 The system has a mechanism to provide timely feedback to those who are assessed.

2.2.3 There is adequate evidence that the procedures and tools used for assessment of the system are systematic, valid and reliable.

2.2.4 A record of all assessments conducted during the program is maintained.

2.2.5 The assessment system is maintained, using appropriate information technologies.

2.2.6 The assessment system adheres to the established/standard implementation procedures.

2.2.7 The assessment calendars and notified transition periods for evolution of teacher educators and prospective teachers are followed.

2.2.8 There is evidence that the date collected have been analyzed using appropriate procedures to determine the quality of learning.

2.2.9 There is evidence that an appropriate procedure to protect the individual's right to privacy when access is provided to the assessment data.

2.3   Assessment and Monitoring of Prospective Teachers

Systematic, valid and reliable procedures and tools are used to assess prospective teachers with the intention of using the date to improve educations quality.

2.3.1 There are mechanisms and procedures to monitor prospective teachers' performance throughout the program.

2.3.2 The system provides for the assessment of prospective teachers' knowledge, skills and dispositions as laid down in the National Professional Standards for Teachers in Pakistan.

2.3.3 There is evidence that the procedures and tools used for assessment of prospective teachers are systematic, valid and reliable.

2.3.4 There is evidence that assessment data of prospective teachers is used systematically and regularly to improve their performance, program effectiveness and institutional development.

2.4 Assessment and Monitoring of Teacher Educators

Systematic, valid and reliable procedures and tools are used to assess Teacher Educators with the objective of using the data to improve quality of teaching and learning.

2.4.1 The system describes mechanisms and procedures to monitor the performance of the teacher educators.

2.4.2 The system provides mechanisms for the assessment of teacher educators' knowledge, skills and dispositions.

2.4.3 There is evidence that the procedures and tools used for assessment of teacher educators are systematic, valid and reliable.

2.4.4 The system provides for the assessment of the teacher educators' practice of teaching, research, publications and scholarly work.

2.4.5 There is evidence that assessment data of teacher educators is used systematically and regularly for the improvement of teacher educators, program and institution.

2.4.6 There is a mechanism available for the regular assessment of all the teacher educators by the head of the program, peers and prospective teachers.

Standard 3: Physical Infrastructure, Academic Facilities and Learning Resources

The program is provided with adequate and necessary facilities, infrastructure and learning resources to prepare teachers following the prescribed curriculum and providing opportunities for supervised teaching practice and internship through linkages with the school system.

3.1   Facilities
        The institution offering the program has facilities that ensure a safe, healthy and academic environment.

3.1.1   The institution is located in an independent building or buildings.

3.1.2   The institution is located in a hazard free environment.

3.1.3   The building/buildings where the program is offered is/are well designed, well constructed, and safe.

3.1.4   The building caters for the need of special people.

3.1.5   There is an adequate number of classrooms, lecture theaters and laboratories to accommodate the number of courses offered.

3.1.6   Classrooms, lecture theaters and laboratories are of adequate size to accommodated the expected number of prospective teachers.

3.1.7   Classrooms and laboratories are equipped with the facilities and equipment requited for the courses hosted there.

3.1.8   Enough space is allocated in the institution for leisure, artistic and physical activities.

3.2   Library
        The institution that hosts the program has an accessible and well-equipped library.

3.2.1   The library is strategically located to be accessible to all teacher educators and prospective teachers.

3.2.2   The library is functionally designed.

3.2.3   The library is managed by an adequate number of qualified, trained and professional staff.

3.2.4   The library is furnished with well designed furniture, proper storage, shelving and electronic equipment.

3.2.5   The library comprises of various types of information sources (i.e. print, non-print, electronic and digital materials).

3.2.6   The national documents on teacher education are available in the library (e.g., program curriculum, National Professional Standards for Teachers in Pakistan).

3.2.7   There is evidence that the library is regularly upgraded.

3.2.8   The library collection includes all the recommended books mentioned in the syllabus / curriculum document of the program.

3.3   Orientation and Support

The program provides prospective teachers with the necessary opportunities to learn from the teacher educators, and cooperative teachers as they put into action their newly acquired competencies.

3.3.1   The program is associated with the number of schools necessary for all prospective teachers to practice / do internship.

3.3.2   A follow-up file is kept of all prospective teachers in internship / teaching practice.

3.3.3   There is a program follow-up team to monitor all program activities concerning the prospective teachers.

Standard 4: Human Resources

The institution maintains, develops and supports experienced leadership, qualified teacher educators and competent support staff to conduct the program through an inbuilt staff-development mechanism.

*4.1 Recruitment

The program recruits the necessary personnel through transparent procedures and criteria.

4.1.1 There is a formal appointment/placement policy for teacher educators.

4.1.2 The institution recommends the required number of positions.

4.1.3 There is evidence for recruitment of the necessary number of specialized and professional teacher educators.

4.1.4 The profile of recruited teacher educators available fits with the courses offered by the program.

4.1.5 The necessary number of support staff is recruited.

4.1.6 There is evidence that recruitment procedures were conducted in a transparent manner following notified criteria.

4.1.7 There is evidence that the selection and posting of the head of the program/ institution hosting the program followed procedures that were conducted in a transparent manner following notified criteria.

4.2 Professional Conduct

The teacher educators and support-staff follow professional ethics in their behavior.

4.2.1 A written professional code of ethics is available.

4.2.2 There is evidence that there is follow-up to the teacher educator and support staff's observance of the professional code of conduct and ethics.

4.3   Professional Development

The teacher educators and support-staff take advantage of the opportunities provided by the program of institution for professional development.

4.3.1   The program has a documented teacher educators' professional development process based on justified priorities.

4.3.2   The support staff demonstrates knowledge and skills of recent trends and allied resources in their field.

4.3.3   The teacher educators demonstrate competence and knowledge of recent educational trends, and resources in teaching.

4.3.4   Teacher educators participate in the professional development programs.

4.4   Workload of Teacher Educators' and Support Staff

Teacher educators and support staff follow a clear policy for the distribution of workload.

4.4.1   The program implements a policy for the distribution of workload for different ranks (including teaching, supervision of practice teaching and research) that has been notified and made available by the competent authority.

4.4.2   Workload of teacher educators allocates time for planning of instruction, supervision, practice teaching, research and participation in community outreach.

4.4.3   A prescribed prospective teacher-teacher educator ratio is consistently followed for all program related activities.

4.5   Incentives for Retention

A clear incentive system is devised and executed to enhance retention of teacher educators and support staff.

4.5.1   The program has developed and documented its performance-based merit system and career path.

4.5.2   The program implements an incentive-based strategy to foster retention of qualified teacher educators.

4.5.3   There is an accurate registry of teacher educators and staff awarded and rewarded with incentives and professional development opportunities.

4.5.4   There is evidence that incentives are provided to support staff involved in additional work.

Standard 5: Finance and Management

There is transparent, competent and strategic management of administrative and financial matters of the program and its host institution.

5.1 Budget of the Program
The Program manages its budget transparently and accrues independent funds when possible.

5.1.1 There is evidence of accurate and timely dissemination of information regarding funding opportunities for different types of the programs (e.g. research, maintenance, staff development)

5.1.2 The program maintains its budget transparently abiding by the financial rules and following standard procedures.

5.1.3 There is evidence that efforts have been made to accrue funds for the development of teacher educators and support staff.

5.1.4 There is evidence that efforts have been made to accrue funds to conduct and disseminate research.

5.1.5 There is evidence that efforts have been made to accrue funds for outreach programs.

*5.1.6 A separate and regular budget is allocated for the updating and maintenance of library, laboratory and other resources.

5.2 Management
The program is effectively and efficiently managed.

5.2.1 The program maintains written policies and procedures for its internal management and operational activities.

5.2.2 The program has a set of rules and regulation regarding all academics and administrative matters under its jurisdiction

5.2.3 All academic and administrative matters of the program are managed through notified boards or committees.

5.2.4 The program monitors the adherence of its members to the policies, procedures, rules and regulations.

5.2.5   The program has a document that clearly defines the roles and functions of staff and teacher educators.

5.2.6   Stakeholders are aware of the roles and functions of staff and teachers educators.

5.2.7   There is an annual calendar that has been produced with participation of teacher educator and staff.

5.2.8   The annual calendar of the program is disseminated and available to all the stakeholders.

*5.2.9   The program follows an admission policy and clear pre-requisites.

5.2.10   There is evidence that orientation about the program and institution is provided to the entering prospective teachers.

5.2.11   The class size and prospective teachers grouping for all academic activities (e.g. classes, research, practice teaching) are well defined.

*5.2.12   The graduation and certification requirements of the program are well-defined, clearly stated and documented.

5.2.13   The institution has procedures to verify that the graduating teachers have met the requirements for certification.

5.3   Retention of Prospective Teachers

The program provides an environment and instruction that retains competent prospective teachers.

5.3.1   The program keeps records of enrolment, promotion and retention.

5.3.2   The program keeps records of drop-out rates and reasons for drop-out.

5.3.3   The program develop yearly plan to minimize drop-out rate.

5.3.4   There is evidence of the implementation of incentives.

5.3.5   The institution plans and implements an effective program of prospective teachers' support service, including co-curricular activities.

5.3.6   The institution supports prospective teachers to avail facilities of support services.

5.3.7   All the support services for prospective teachers are managed by professional and qualified staff with provision of adequate physical and financial resources.

5.3.8   The program provides merit and need based scholarship to prospective teachers.

5.3.9   The program provides remedial and counseling service to perspective teachers.

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Standard 6: Research and Scholarship

The program facilities its educators and prospective teachers to undertake research, at the individual and institutional level, to promote the educational process.

6.1 Program's Research and Knowledge Generation Plan
The program has a knowledge generation / research plan that covers a wide range of relevant local, national and international issues.

6.1.1 There is evidence that the program develops and executes a research plan.

6.1.2 The planning and conduct of research is in consonance with local and national priorities.

6.1.3 Research addresses the issues related to teacher education programs and institutions to ensure and improve the quality of education.

6.1.4 Incentives are provided to the teacher educators and prospective teachers engaged in conducting research.

6.2 Dissemination and Use of Research Outputs

The research outputs are disseminated to the concerned stakeholders and are used for the improvement of the program and institution.

6.2.1 There is evidence that measures are undertaken to encourage publication and dissemination of ongoing or completed research.

6.2.2 There are documented mechanisms to improve the teaching and learning processed based on the research finding and results.

6.2.3 There is evidence that efforts are made to use research findings and results to improve teaching and learning.

6.2.4 The program follows a consistent policy of knowledge generation by developing academic activities and instructional materials.

6.2.5 The program shares experiences and services with concerned institutions.

Standard 7: Community Links and Outreach

The institution has link and interacts with its community to mutually support each other to develop and strengthen an equitable society.

7.1 Linkage with the Community

The program sustains a constant dialogue with the community for mutual benefit and support.

7.1.1 The institution has developed a well thought out plan of extension projects based on social needs and educational issues of the community.

7.1.2 There are activates in the program where community members participate in the planning and implementation of projects (e.g. school community development plans, capacity building of teachers)

7.1.3 Members of the staff, teacher educators and prospective teachers have active roles in the community development and outreach projects.

7.1.4 There is evidence that services of different professionals in the community are used to support and improve the programs.

7.2 Supporting an Equitable and Fair Community

The program takes measures to assure that its treatment is fair, equitable and supportive to members of society.

7.2.1 The institution follows clearly defined policies and procedures regarding gender issues for the selection, promotion, retention and other matters that affect teacher educators, staff and prospective teachers.

7.2.2 The program is conducted in a conducive, open, and harmonious environment, free of discrimination.

* This element / indicator will not be evaluated for the institution that does not;

- develop its own curriculum

- develop official admission and graduation policy

- have control over recruitment procedures

- receive a regular allocation of funds for the library

In such cases, when the accreditation procedures are applied, an adaptation of the scoring procedure will be used for fair assessment.

Participants of Provincial and National Consultation Meetings on Standards for Accreditation of Teacher Education Programs

Four consultative meetings were held from 15 June to 30 June of 2009 to review and finalize the standards for accreditation of teacher education programs. These meetings were held in Islamabad, Lahore and Karachi,bringing together representative from every province and area in the country.

Provincial / Area / National consultations have been conducted in the following dates:

15 June 2009 - NWFP, Balochistan, FATA, FANA, AJK

18 June 2009 - Punjab

23 June 2009 - Sindh

30 June 2009 - National Consultation in Islamabad

Federal Ministry of Education

1. Mr. Pervez Iqbal, Joint Educational Advisor, Policy and Planning Wing, Ministry of Education Islamabad

2. Mr. T. M. Qureshi, Deputy Educational Advisor and Focal Officer STEP UNESCO, Ministry of Education, Policy and Planning Wing, Islamabad

Higher Education Commission (HEC)

3. Dr. S. Sohail H. Naqvi, Executive Director, Higher Education Commission (HEC), Islamabad

4. Dr. Azam Ali Khwaja, Managing Director, Quality Assurance, HEC, Islamabad

5. Dr. Noor Amna Malik, Director General, Learning Innovation Division, HEC Islamabad

Academicians and Representatives of Provincial Government

6. Dr. Munawar S. Mirza, Chairperson NACTE, Vice Chancellor, University of Education, Lahore

7. Dr. Mahmood ul Hassan Butt Vice Chairman, NACTE & Vice Chancellor, Allama Iqbal Open University, Islamabad

8. Dr. Rehana Masroor, Dean Faculty of Education, Allama Iqbal Open University, Islamabad

9. Dr. Muzaffar Abbas, Director Division of Arts Social Sciences, University of Education, Lahore

10.   Dr. Hafiz Muhammad Iqbal, Dean Faculty of Education, University of the Punjab, Lahore.

11.   Dr. Parveen Munshi, Dean Faculty of Education University of Sindh, Hyderabad

12.   Dr James Shafi, Dean of Education, Forman Christian College, Lahore

13.   Dr. Muhammad Memon, Director for Educational Development, Agha Khan University, Karachi

14.   Mr. Talat Khursheed, Director, Federal College Education, H-9, Islamabad

15.   Dr. Ijaz Ahmad, Associate Professor/Chairman of Education, University of Balochistan, Quetta

16.   Mr. Javed Iqbal Nasir, Director, Bureau of Curriculum and Extension Centre Quetta

17.   Mr. Nazar Mohammad Kakar, Assistant Professor , Government College of Education, Quetta

18.   Ms. Simab Rafique, Senior Research Officer, Bureau of Curriculum and Extension Center, Quetta

19.   Ms. Shahnaz Akhter, Assistant Professor, Department of Education, University of Balochistan, Quetta

20.   Mr. Mohammad Aamir Khan, Information Officer, Society for Community Education (SCSPEB), Qutta

21.   Ms. Misbah Khurshid, Principal, Government College of Elementary Teachers, Talagang, Chakwal

22.   Dr. Riffat Un Nisa Awan, Assistant Professor, University of Sargodha

23.   Mr. Charagh Din Arif, Director, Curriculum Wing, Punjab Text Book Board, Lahore

24.   Mr. Nasrullah Virk, Additional Director, Directorate of Staff Development, Lahore

25.   Dr. Muhammad Saeed, Director, Provincial Institute of Teachers Education (PITE) Lahore

26.   Dr. Khalid Rasheed, Additional Director, Admin, University of Education, Lahore

27.   Ms. Shahida Jabeen, Director Admin, Directorate of Public Instructions, Lahore

28.   Mr. Muzahir Hussain, Principal, Government College for Elementary Teachers (GCET), Lahore

29.   Syed Tassaduq Hussain Bokhari, Senior Subject Specialist, GCET, Lahore

30.   Dr. Humala S. Khalid, Dean of Social Sciences, Lahore College for Women University, Lahore

31.   Ms. Yasira Waqar, Assistant Professor, Beacon House University, Lahore

32.   Dr. Zulfiqar Ali Khan, Professor, University of Central Punjab, Lahore

33.   Dr. Mumtaz Akhter, Director, Institute of Education and Research, Punjab University, Lahore

34. Dr. M Saeed Anwar, Dean of Education, Hazara University , Mansehra

35. Ms. Naima Qureshi, CDP Coordinator, Ali Institute of Education, Lahore

36. Dr. Wazim Khan, Professor, Institute of Educational Research, University of Peshawar

37. Syeda Sarwat Jehan, Director, Elementary / Secondary Education, Peshawar

38. Mr. Fazal-e-Mannan, Director, Federally Administrated Tribal Areas (FATA)

39. Mr. Qaiser Alam, Additional Secretary, Elementary and Secondary Education, Peshawar

40. Dr. Shaukat Hussain, Assistant Professor, Hazara University, Mansehra

41. Mr. Mohammad Parvez Khan, Director, Directorate of Curriculum and Teacher Education, Abbotabad

42. Dr. Syed Nisar Hussain, Dean Faculty of Arts, University of AJK, City Campus, Muzaffarabad, AJK

43. Mr. Mohammad Sharif Awan, Director General, Directorate of Curriculum Research and Development, Muzaffarabad, AJK

44. Raja Altaf Hussain, Additional Secretary Education, Secretariat, Muzaffarabad, AJK

45. Ms. Mehrun Nisa, Instructor, College of Education, Gilgit, Northern Areas

46. Mr. Mahboob Ali Khan, Deputy Secretary Education FANA, Gilgit, Northern Areas

47. Mr. Mohammad Nasir, Deputy Director, Education Department, Skardu, Baltistan

48. Ms. Dilangaiz, Assistant Professor, Karakoram International University, Gilgit, Northern Areas

49. Mr. Wafa Baig, Assistant Director of Education, (Training) Gilgit, Northern Areas

50. Mr. Khair Muhammad Zardari, Director, Bureau of Curriculum and Extension Center, Hyderabad

51. Dr. Saleha Parveen, Assistant Professor, Faculty of Education, University of Sindh, Hyderabad

52. Dr. Mohammad Saleem Khan, Consultant, Bureau of Curriculum and Extension Centre, Hyderabad

53. Dr. Shakeel R. Farooqi, Coordinator, Professional Development Centre, University of Karachi

54. Dr. Syed Abdul Aziz, Director, Hamdard University, Karachi

55. Ms. Parveen Rajpar, Deputy Director, Sindh Elementary Teachers Training Project, Education and Literacy Department

56. Mr. Haroon Laghari, Government College for Elementary Teachers (GCET), Qasimabad, Karachi

57. Mr. Taj Mohammad Seelero, Additional Secretary, Education and Literacy Department, Karachi

58. Ms. Raisa Adil, Reform Support Unit Sindh, Karachi

59.   Ms. Mubina Jhakro, Prnicipal, Karachi, Sindh (GCET), Shah Faisal Colony, Karachi

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60.   Dr. Doran Bernard, Chief of Party, Pre-STEP / AED, Islamabad

61.   Dr. Fayyaz Ahmed, Senior Advisor, Pre-STEP / AED, Islamabad

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63.   Ms. Ratan Saleem, Provincial Director, Pre-STEP / AED, Sindh

64.   Mr. Anjum Pervaiz, Managing Systems and Capacity Building Specialist Pre-STEP, Islamabad

65.   Mr. Kamran Iftikhar Lone, Provincial Director, Pre-STEP / AED, Islamabad

66.   Mr. Yasir Pirzada, Provincial Director, Pre-STEP / AED, Punjab

UNESCO

67.   Mr. Ichiro Miyazawa, Program Specialist, Education, UNESCO, Islamabad

68.   Ms. Akiko Hanaya, Project Manager, STEP, UNESCO, Islamabad

69.   Mr. Alvaro Fortin, Consultant, UNESCO Islamabad

70.   Ms. Nasreen Gul, Consultant, UNESCO Islamabad

71.   Mr. Amir Wali Khan, National Coordinator, UNESCO Islamabad

72.   Mr. Sajjad Haider, Provincial Coordinator, UNESCO Islamabad

73.   Mr. Muhammad Afzal, Program Assistant, UNESCO Islamabad

Members of the National Accreditation Council for Teacher Education

1.   Dr. Munawar S Mirza Chairperson, Vice Chancellor University of Education, Lahore

2.   Dr. Mahmood Ul Hassan But, Vice-Chairperson, Vice Chancellor
      Allama Iqbal Open University, Islamabad

3.   Federal Education Secretary, Member, Government of Pakistan, Islamabad

4.   Secretary Higher Education, Member, Government of the Punjab, Lahore

5.   Education Secretary, Member, Government of Sindh, Karachi

6.   Secretary Higher Education, Member, Government of NWFP, Peshawar

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7. Education Secretary, Member, Government of Balochistan, Quetta

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