National Standards for Accreditation of Distance and Virtual Modes of Teacher Education Programs

**National Accreditation Council
for
Teacher Education
July 2016**

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Contents

Preface

Teacher education is a globally accepted reality having strong structure comprehensive course work and field experiences, mandatory as its crucial components. It is important because of its direct impact upon a teacher's quality, which is a significant and decisive factor for the student outcomes. Teacher education ensures that teachers are and remain competent and motivated. Registration, licensing, accreditation and certification are the most effective means to motivate and raise the quality of teacher education as part of global movement of quality assurance.

The role of teacher education is to prepare competent teachers and empower them to educate the future generations. It must ensure the standards of what a Teacher Education Program should be and be able to produce. The rapid changes in information and communication technologies have brought a revolution particularly in higher education. The new vistas of opportunities and access to knowledge have made it obligatory to ensure the quality of distance and virtual modes of teacher education by developing the accreditation standards for these modes.

To ensure and enhance the quality of teacher education, the HEC had established the National Accreditation Council for Teacher Education (NACTE) as an autonomous body to accredit teacher education programs offered in the country. NACTE developed National Standards for Accreditation of formal Teacher Education Programs. These standards defined the requirements of specific and essential components of a teacher education program. There was a dire need felt of national standards for accreditation of distance & virtual mode of teacher education.

The present standards are meant to support distance and virtual modes of teacher education programs as they spiral through the

development stages. An important function of these 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 in distance and virtual modes of teacher education programs may use these standards as guidelines. These standards may help to develop inter and intra link between formal and non formal modes of teacher education school system and may provide a framework for conducting and evaluating research.

These standards have been developed in accordance with the existing accreditation standards of NACTE. The basic philosophy, principals and nature and concept map are the same. The only change is of terminology and requirements of distance and virtual modes of teacher education. 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 purpose is to harness the teacher education and accreditation process and to make wider provisions of teacher education and virtual learning programs to a large segment of society, enhance access to teacher education and expand the overall share of distance and virtual modes of teacher education in Pakistan. NACTE would encourage genuine distance/virtual offerings to high standards of quality as pre requisites of similar offerings globally. These standards are developed to streamline the existing and near future distance and virtual learning systems of the country to ensure the quality of their programs.

Dr. Riaz-ul-Haq Tariq
Chairman
National Accreditation Council for
Teacher Education (NACTE) Pakistan

Standards for Accreditation of Distance & Virtual Modes 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

Conceptual Framework

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

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, instructional strategies, performance standards of prospective teachers, scholars, methods of assessment and evaluation, adequateness of infrastructure and efficiency of the program.

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

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 global trends, 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, learners and scholars.

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

1.2.2 The curriculum content is appropriate and relevant to develop knowledge, skills and dispositions expected of teacher, teacher educators/tutors and researchers.

1.2.3 The curriculum content includes both theoretical and practical inputs.

1.2.4 The curriculum content provides a variety of learning experiences and develops research capacity in the institution.

1.2.5 The curriculum content is compatible with the changing and emerging local and global 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 Management
Course activities are designed and conducted to facilitate the learning, teaching and research experience in a conducive and interactive learning environment.

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

1.3.2 Teachers, tutors and workshop coordinators maintain mandatory course files and attendance record of prospective teachers, learners and scholars.

1.3.3 There is evidence that the teacher educators, tutors, coordinators and resource person have a written course plan and follow it.

1.3.4 There is evidence of frequent interaction during course delivery among the teachers/tutors, coordinators supervisors' and prospective teachers, learner and scholars.

1.3.5 Teachers, tutors and supervisors create conditions that ensure and facilitate frequent positive interactions among prospective teachers/tutors.
learners and scholars.

1.3.6 Teachers, tutors and coordinators and supervisor educators attend and facilitate the resolution of difficulties exhibited by prospective teachers, learner & scholars in their learning and research process.

1.4 Teaching Learning Procedures and Method
Teachers, tutors, coordinators and resource persons deliver course content using appropriate, varied and innovative methodologies.

1.4.1 Teachers/tutors, resource persons and coordinators use a variety of appropriate and affective instructional procedures and methods.

1.4.2 Teachers, tutors, coordinators and resource persons use innovative and relevant pedagogical approaches and strategies to promote analytical / critical thinking and problem solving skills.

1.4.3 Teachers, tutors, coordinators and resource persons use teaching-learning approaches and strategies that develop

National Standards for Accreditation of Distance and Virtual Modes of Teacher Education Programs

desirable values.

1.4.4 Teachers, tutors, course coordinator and resource persons coordinate with each other to provide varied and flexible teaching-learning and research experiences to prospective teacher, learner and scholars.

1.4.5 Teachers, tutors, coordinators, and resource persons 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 duration for teaching practice/internship/workshops.

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

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

1.5.4 The program ensures the availability of teaching practice manuals for supervisors, coordinators and cooperative teachers/tutors.

1.5.5 Teachers, coordinators and tutors provide adequate technical and supervisory support to the prospective teacher doing their practice/internship in the cooperative schools.

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

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

Standard 2: Assessment and Evaluation System

The institution has a fair, transparent, assessment, monitoring and evaluation system that follows-up on various traits of prospective teachers, learners & scholars 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 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/tutors/coordinators 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 coordinators, teachers educators/tutors, prospective teachers' scholars and other stakeholders.

2.1.7 Complete record of the stakeholder's 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 evaluation of teacher educators and prospective teachers, learner and scholars are followed.

2.2.8 The collected data are 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, Leaner and Scholars
Systematic, valid and reliable procedures and tools are used to assess prospective teachers, learners & scholars for providing feedback to improve quality of education.

2.3.1 There are mechanisms and procedures to monitor the performance prospective teachers, learners & scholars throughout the program.

2.3.2 The system provides for the assessment of research capacity knowledge, skills and dispositions of perspective teachers, scholars and learners.

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 is used systematically and regularly to improve performance of learners, 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 for providing feedback to improve quality of teaching and learning.

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

2.4.2 The system provides mechanisms for the assessment of teacher educators/tutors, coordinators research capacity, knowledge, skills and dispositions.

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

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

2.4.5 Assessment data of teacher educators/tutors and coordinators is used systematically and regularly for the improvement of teacher educators/tutors and coordinators, program and institution.

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

Standard 3: Physical Infrastructure, Academic Facilities and Learning Support:

The program is provided with adequate and necessary facilities, infrastructure and learning resources to prepare teachers, scholars following the prescribed curriculum and providing opportunities for supervised research, 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.

3.1.2 The institution, campus, study center is located in a hazard free environment.

3.1.3 The building where the program is offered is 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/study centers, lecture theaters and laboratories are of adequate size to accommodate the expected number of prospective teachers.

3.1.7 Classrooms and laboratories are equipped with the facilities and equipment required 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 accessible to all teacher educators/tutors, coordinators and prospective teachers, learners and scholars.

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 comprise 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 National Standard for Accreditation of Teacher Education program of (Formal, Distance & Visual Modes)}

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 Monitoring and learning support
The program provides prospective teachers, learners & scholars 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 for practice teaching and internship.

3.3.2 A follow-up file is kept of all prospective teachers/tutors scholars and learners for teaching practice / internship academic and research work.

3.3.3 There is a program follow-up team to monitor all program activities concerning the prospective teachers/tutors learners and scholars.

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 appointment/placement policy for teachers/tutors and coordinators and resource persons.

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 teachers/tutors, coordinators and resource persons.

4.1.4 The profile of recruited teacher educators/tutors is available and 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, prospective teachers, learners, scholars and support-staff follow professional ethics in their behavior

4.2.1 A written professional code of ethics and conduct is available.

4.2.2 There is evidence that there is follow-up of the teachers educators'/tutors, coordinators, prospective teachers, learners, scholars and support staff 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/institution for professional development

4.3.1 The program has a documented teacher educators'/tutors 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/tutors and coordinators demonstrate competence and knowledge of recent educational trends, and resources in teaching.

4.3.4 Teacher educators/tutors/coordinators and coordinators 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/tutors and coordinators allocate time for planning of instruction, supervision, practice teaching, research and their participation in community outreach.

4.4.3 A prescribed prospective teacher, learner, scholars and teacher educator/tutors ratio is consistently followed for all program related activities.

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

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

4.5.2 The program implements an incentive-based strategy to motivate qualified teacher educators/tutors.

4.5.3 There is an accurate record of teacher educators/tutors 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 for 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 professional development of teacher educators/tutors 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, E-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 documented and clearly defined job descriptions of the staff and teacher educators/tutors.

5.2.6 There is evidence that institution has provided opportunities for orientation of staff and teachers educators/tutors regarding their roles and functions

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

5.2.8 The annual calendar of the program is disseminated and available to all 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/tutors, learner and scholars.

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

5.2.12 The post-graduation, 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, Learners and Scholars
The program provides an environment and instruction that retains competent prospective teachers/tutors

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 support service including co-curricular activities for prospective teachers, learners and scholars.

5.3.6 The institution supports prospective teachers/tutors, learners and scholars to avail facilities of support services.

5.3.7 All the support services for prospective teachers, learners and scholars 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.

5.3.9 The program provides remedial and counseling services.

Standard 6: Research and Scholarship

The program facilitates its teacher educators/tutors, prospective teachers, learners and scholars to undertake research, at the individual, institutional and system level to promote the quality of education.

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

6.1.1 There is evidence that the program develops and executes a research plan meeting the minimum requirements of HEC.

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/tutors 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, institution, policies and practices.

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

6.2.2 There are documented mechanisms to improve the teaching, learning and research process 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 the quality of teaching, learning and research.

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

6.2.5 The program shares experiences and services with research scholars and 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 activities 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, teachers/tutors, prospective teachers, learners and scholars 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 quality of programs.

7.2 Supporting an Equitable and Fair Community
The program takes measures to ensure that its treatment is fair, equitable and supportive to members of society.

7.2.1 The institution follows clearly defined policies and procedures regarding minorities and gender issues for the selection, promotion, retention and other matters that affect quality of education, process and system.

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

Participants of Consultative Meetings on Development / Modifications of Accreditation Standards, Tools and Procedures for Distance & Virtual Modes of Teacher Education

Five consultative meetings were held from 11 May 2015 to 13 April 2016 to review and finalize the standards for accreditation of distance and virtual modes of teacher education programs. These meetings were held in Islamabad and Lahore bringing together representative from distance and virtual modes of education.

Members of the Working Group

1	Dr. Riaz ul Haq Tariq	Chairperson, NACTE, Pakistan
2	Dr. Irshad Ahmad Farrukh	Secretary, NACTE, Pakistan
3	Dr. Rehana Masroor	Ex Dean, AIOU, Islamabad
4	Dr. Yasra Waqar	Assistant Professor Virtual University, Pakistan
5	Dr. Azra Khan	Assistant Professor IED, Karachi
6	Dr. Zahid Majeed	Assistant Professor AIOU, Islamabad
7	Dr. Huma Lodhi	Assistant Professor University of Education, Lahore
8	Ms. Uzma Shakoor	Senior Research Officer, NACTE, Pakistan

Members by Invitation

1	Dr. Munwar S Mirza	Ex, Chairperson, NACTE, Pakistan
2	Dr. Ijaz Ahmad	Ex Chairperson, Department of Education, UOB
3	Dr. Naveed Sultana	Chairperson, STED, AIOU, Islamabad
4	Dr. Tanveer Afzal	Lecturer, STED, AIOU, Islamabad

Members of the National Accreditation Council for Teacher Education (NACTE)

Sr. #	Names	Designation
1	**Prof. Dr. Riaz ul Haq Tariq** University of Sargodha	Chairperson
2	**Prof. Dr. Rasul Buksh Raisani** Ex Vice Chancellor, University of Baluchistan,Quetta	Member
3	**Prof. Dr. Mumtaz Akhter** Director, IER, University of the Punjab	Member
4	**Prof. Dr. NB Jumani** International Islamic University, Islamabad	Member
5	**Prof. Dr. Muhammad Ramzan** KIU, Gilgit	Member
6	**Prof. Dr. Shagufta Shahzadi** University of Karachi	Member
7	**Dr. Amjed Reeba** I.E.R, Peshawar University, Peshawar	Member
8	**Dr. Waqar un-Nisa** SBBU, Peshawar	Member
9	**Dr. Umer Ali Khan** Acting Vice Chancellor Gomal University, D.I. Khan	Member
10	**Prof. Dr. Mir Afzal Tajak** IED, Agha Khan University, Karachi	Member
11	**Dr. C.J Dubash** FC College University, Lahore	Member
12	**Dr. Shaheen Khan** Advisor L.I. Division HEC Islamabad	Member
13	**Dr. Irshad Ahmad Farrukh** Secretary (NACTE)	Member
14	**Secretary School Education,** Member Government of the Punjab, Lahore	Member
15	**Secretary School Education,** Government of Sindh, Karachi	Member
16	**Secretary School Education,** Government of KPK, Peshawar	Member
17	**Secretary School Education,** Government of Baluchistan, Quetta	Member
18	**Secretary School Education,** Government of A.J.K Muzaffarabad	Member
19	**Representative of the Deputy Chairman** Planing Commission of the Pakistan	

NACTE Secretariat

1. **Dr. Irshad Ahmed Farrukh**

   Secretary, NACTE, Pakistan

2. **Ms. Uzma Shakoor**

   Senior Research Officer, NACTE, Pakistan

3. **Mr. Usman Mukhtar**

   IT, Expert, NACTE, Pakistan