

**IMPLICATIONS OF TEACHER EDUCATION
PROGRAMS' ACCREDITATION: A CASE STUDY
AT UMT**



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Accreditation: A Case Study at UMT**



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ABSTRACT

Researches prove that the quality of initial and -in-service education has a positive effect on the quality or competence of the teacher. Therefore, the pass outs of unsatisfactory and less credible pre-service teacher education programs substantially contribute to poor learning achievements of the learners in public and private schools. Higher Education Commission (HEC) formed National Accreditation Council for Teacher Education (NACTE). HEC has delegated to the NACTE the responsibility of ensuring, assessing and evaluating the quality of teacher education programs through accreditation. Current study tried to explore that emerging phenomenon i.e. accreditation of teacher education programs, its evolution, applicability, utility and perceptions regarding related concepts from the point of view of benefitted institutions, and departments. The purpose of the study was to explore the prospects of the accreditation of teacher education programs with particular reference to achieving the intended outcomes of programs accreditation in the Department of Education of University of Management and Technology (UMT). Document analysis, In-depth interviews, FGD and questionnaire were the major tools to obtain the required data for the study. The study found that basically accreditation was carried out by the Department of Education, UMT as an obligation however it served benefits beyond the expectations of the Department. It boasted Department's confidence acknowledging its strengths and also guided for further improvements. There were certain issues in accreditation system identified by the Department's Faculty and staff and also agreed upon by the NACTE. However, NACTE representatives responded to those concerns positively. Last but not least, students and alumni were not well aware of accreditation and related benefits, however they agreed upon the improvements in the quality of Department's service delivery in the post-accreditation years. The research suggests that first of all, accreditation system itself needs several improvements. Secondly, the Department of Education, UMT also needs to incorporate further improvements in their systems and processes.

Keywords: *Accreditation, Quality assurance, Implications, Teacher education, Standardization.*

LIST OF ACRONYMS

AC	Accreditation Code
AEPAM	Academy of Education Planning and Management
AMDISA	Association of management development institutions in South Asia
ASQ	American Association for quality
AUQA	Australian Universities Quality Agency
B. Ed	Bachelor's in Education
BA	Bachelor's of Arts (14 years of schooling in arts subjects)
BAECE	BA Early Childhood Education
BoF	Board of Faculty
BoS	Board of Studies
BSSSED	BS Science Education
C.T	Certificate in Teaching
CERT-ELM	Certificate Program in Educational Leadership & Management
CHEA	Commission for Higher Education Accreditation
DSD	Directorate of Staff Development
EFMD	European foundation for management development
EMIS	Education Management Information System
FA	Faculty of Arts (12 years of schooling in arts subjects)
FEMT	Faculty of Education Management & Technology
FGD	Focus Group Discussion
GTCS	General Teaching Council for Scotland
HE	Higher Education
HEC	Higher Education Commission
IAC	Institution's Accreditation Committee
ILM	Institute of Leadership and Management
IPC	Information Processing Centre
LRC	Learning Resource Centre
M. Ed	Master in Education
MA	Masters of Arts (16 years of schooling arts subjects)
MAELM	M.A Educational Leadership and Management
MCEETYA	Ministerial Council on Education, Training and Youth Affairs
MPhil-ELM	M. Phil in Educational and Leadership Management
NACTE	National Accreditation Council for Teacher Education
NBEAC	National Business Education Accreditation Council
NCEAC	National Computing Education Accreditation Council
NCHD	National Commission for Human Development
NEASC	New England Association of Schools & Colleges
NEP	National Education Policy
P.T.C	Primary Teaching Certificate
PBS	Pakistan Bureau of Statistics
PEC	Pakistan Engineering Council
PGD-ELM	Post Graduate Diploma in Educational Leadership and Management
PITE	Provincial Institute of Teacher Education
PPP	Program Performance Profile
PSLM	Pakistan Social Living and Measurement Survey
QA	Quality Assurance

QAA	Quality Assurance Agency
QAC	Quality Assurance Committee
QEC	Quality Enhancement Cell
QTS	Qualified Teacher Status
RQ	Research Question
SSSH	School of Social Sciences and Humanities
TE	Teacher Education
TPD	Teachers' Professional Development
U. S. A	United States of America
UMT	University of Management and Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER 1

INTRODUCTION

1.1 Background

Education is the most important social institution. Thus, educational process plays a noteworthy role in the overall development of the society. In addition to that, it has a vital role to play in individual development. Education affects the behavior of an individual which helps in the sustainable development of the community. In other words, raising an adequate number of proficient people for more affluent society is the prime responsibility of education and educational institutions which have certain functions in the community (Campbell, 2006).

Therefore, educational process and related aspects must be well organized and systematically validated for a better education for the students. However, the educational system in Pakistan is facing substantial problems. Lack of opportunities, structural issues, and socio-economic disparity are the few to mention here (G. J. Duncan & Murnane, 2011).

In Pakistan, 279 teacher education/ training institutions offer approximately 25 types of different graduate and post-graduate teacher education programs that include a range starting from B.Ed. and culminating at the Ph.D. in education (UNESCO-MoE, 2009). It is pertinent to mention that undergraduate programs in teacher education that included P.T.C and C.T and one-year B.Ed. have been phased out. Among the operating 279 teacher education institutions, 62.7% are Government managed while 37.3% are privately managed. Further, 16.8% are male, 20.8% are female specific, and 62.4% are open to both male and female students. It is appraised that these teacher-education institutions have been providing qualified teachers to