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NCTE

Guidelines for Transforming NCTE Recognized Stand-Alone Teacher Education Institutions Into Multidisciplinary Higher Education Institutions

May 2025



Guidelines for Transforming NCTE Recognized Stand-Alone Teacher Education Institutions Into Multidisciplinary Higher Education Institutions



National Council for Teacher Education

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राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)
National Council for Teacher Education
(A Statutory Body of the Government of India)

FOREWORD

The National Education Policy 2020 lays out a comprehensive and progressive framework for reforming India's education landscape. NEP 2020, Para 15.4 underscores that "*teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy.*" It mandates that all teacher education programmes be housed within multidisciplinary institutions. This transformation is both a policy imperative and a developmental opportunity to elevate the quality, relevance, and impact of teacher education in the country.

In line with this vision, the National Council for Teacher Education (NCTE) has developed the *Guidelines for Transforming NCTE-Recognized Stand-Alone TEIs into Multidisciplinary Higher Education Institutions (HEIs)*. These guidelines offer a forward-thinking framework for reimagining TEIs, empowering them to expand their academic horizons and embrace a more integrated, multidisciplinary approach to Teacher Education.

By transitioning into multidisciplinary institutions, TEIs have a unique opportunity to move beyond traditional boundaries, fostering environments where diverse disciplines intersect and enrich one another. This transformation will not only enhance the skill sets of students but will also equip them to address complex, real-world challenges with a broad, cross-disciplinary perspective.

These guidelines provide a strategic roadmap for institutional transformation through the merger and collaboration of stand-alone TEIs into multidisciplinary HEIs, as well as the infrastructure enhancements needed to support this evolution. In addition, they emphasize the importance of encouraging innovative teaching practices, expanding research opportunities, and promoting cross-disciplinary academic collaborations- all aimed at ensuring the success and growth of both educators and students in an ever-changing educational landscape.

I would like to extend my sincere congratulations to the Expert Committee, led by Professor Chand Kiran Saluja, for their dedicated efforts in crafting these transformative guidelines. I am confident that these guidelines will pave the way for TEIs to flourish into vibrant, multidisciplinary institutions, providing students with the knowledge, skills, and experiences to excel in diverse fields and make meaningful contributions in advancing NEP 2020.

Place: New Delhi
Dated: 15th May 2025

(Pankaj Arora)

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Guidelines for Transforming NCTE Recognized Stand-Alone Teacher Education Institutions (TEIs) into Multidisciplinary Higher Education Institutions (HEIs)

1. Preamble

The National Education Policy (NEP) 2020 envisions an education system rooted in Indian ethos, aimed at transforming India into a sustainable, equitable, and vibrant knowledge society. At the heart of this transformation is the shift towards an integrated, multidisciplinary education that encourages collaboration, fosters innovation, and empowers students with a broad range of skills and competencies.

“A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. [Para 11.3, NEP 2020]

“As teacher education requires multidisciplinary inputs, and education in high quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges- will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme”. [Para 15.4, NEP 2020]

To prepare teachers as envisaged in NEP 2020, the Policy recommends a new school structure of 5+3+3+4, covering ages 3 to 18. In alignment with this structure, teacher education programmes are being restructured, either by situating them within multidisciplinary institutions or converting Teacher Education Institutions (TEIs) into multidisciplinary institutions, to equip future teachers with the knowledge, skills, and pedagogical approaches required to effectively teach at Foundational, Preparatory, Middle, and Secondary stage. A central element of this reform is the integration of Stand Alone Teacher Education Institutions (TEIs) into larger, inclusive Multidisciplinary Higher Education Institutions (HEIs). At present, many TEIs function in isolation, limiting their potential for innovation and growth. NEP 2020 aims to address existing limitations in teacher education by ensuring that, by 2030, all Teacher Education Programs shall be conducted within Multidisciplinary Higher Education Institutions (HEIs).

In light of these reforms, the National Council for Teacher Education (NCTE) has released draft guidelines for transforming NCTE recognized Stand-Alone TEIs into Multidisciplinary HEIs, aligned with the vision of NEP 2020 and in accordance with UGC Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions (2022) for establishing Department of Education in Multidisciplinary Institutions. The role of NCTE is to ensure that teacher education programmes adapt to the evolving needs of the education system and create education departments that are future ready, research-driven, and deeply rooted in India’s cultural values, while maintaining global relevance. The aim is to develop an education system that equips teachers to contribute effectively to nation-building, as envisioned by NEP 2020.

The guidelines for transforming NCTE recognized Stand-Alone TEIs into Multidisciplinary HEIs serve as a comprehensive guide for institutions seeking such transformation. These guidelines aim to uphold quality standards and reflect NCTE's commitment to reform and transparency in teacher education, in alignment with the multidisciplinary and holistic approaches outlined in NEP 2020.

2. Definitions

- (a) "Teacher Education Programme" refers to programme that prepare student-teachers to teach across all levels of school education as per the new school structure (5+3+3+4) prescribed under the National Education Policy 2020, covering ages 3 to 18.
- (b) "Multidisciplinary institution" as defined in NCTE Regulations 2021 means "a duly recognized higher education institution involving several different subjects of study/ combining or involving more than one discipline. Multidisciplinary universities and colleges will aim to establish education departments, which besides carrying out cutting-edge research in various aspects of education, will also run the Integrated Teacher Education Programme, in collaboration with other departments or field of liberal arts or humanities or social sciences or commerce or mathematics, as the case may be, at the time of applying for recognition of Integrated Teacher Education Programme."
- (c) "Nearby Multidisciplinary HEI" means a multidisciplinary institution running in the same campus as that of the Stand-alone TEI or in adjacent campus/es situated within a radius of 3 KM from the Stand-alone TEI.
- (d) "One unit of ITEP" means the basic unit that shall comprise a maximum of 50 students each in the programme.
- (e) "Stand-Alone Institution" for the purpose of these guidelines means an institution offering NCTE recognised teacher education programme(s) only.

Note: The definitions given in these guidelines shall supersede all existing and previous definitions applicable to the NCTE recognized Stand-alone TEIs with effect from the date of its publication in the Gazette.

3. Timeline for transformation of NCTE recognized Stand-Alone TEIs into Multidisciplinary HEIs

All existing Stand-Alone TEIs offering teacher education programmes shall transform into Multidisciplinary HEIs by 2030 as envisioned in NEP 2020.

4. Mechanisms for transforming NCTE recognized Stand-Alone TEIs into Multidisciplinary HEIs

All NCTE recognized Stand-Alone TEIs shall transform into Multidisciplinary HEIs by adopting any one of the following structured mechanisms:

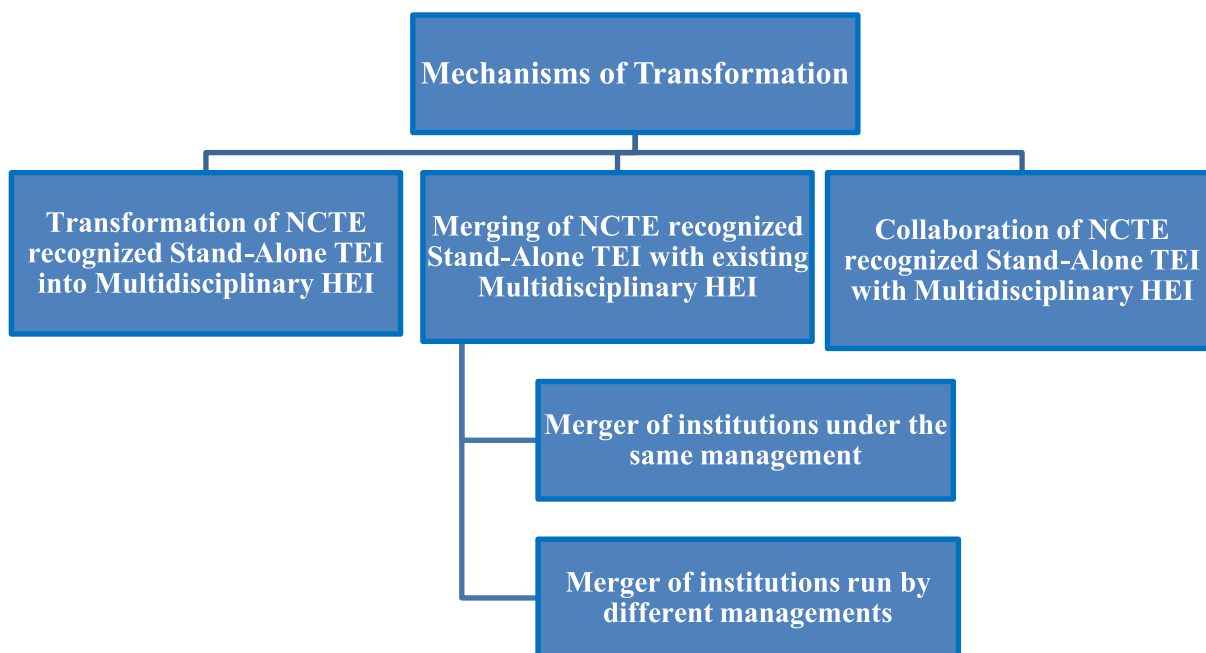


Fig. (i): Mechanisms of Transformation

4.1 Transformation of NCTE recognized Stand-Alone TEI into Multidisciplinary HEI

NCTE recognized Stand-Alone TEI may independently evolve into Multidisciplinary HEI by:

- (i) offering a minimum of two new undergraduate degree programmes, consisting of a disciplinary/interdisciplinary component of 64 credits or more, as mandated by UGC or other regulatory bodies, in accordance with the curricular requirements of ITEP, as per regulations developed by NCTE.
- (ii) Fulfilling accreditation and compliance requirements in terms of land, building, infrastructure, instructional facilities, governance, faculties and other requirements set out by NCTE, UGC, relevant regulatory bodies and the affiliating university.
- (iii) Regular compliance with the Performance Appraisal Report (PAR) is mandatory and must be ensured. PAR filing as mandated by NCTE.

4.2 Merging of NCTE recognized Stand-Alone TEI with existing Multidisciplinary HEI

If NCTE recognized Stand-Alone TEI could not transform itself into Multidisciplinary HEI, then it may be allowed to merge with a nearby Multidisciplinary HEI, provided that the concerned State Government justifies the need for a teacher education programme in that region. Such institution shall produce a certificate to this effect from the concerned State Government.

- (i) NCTE recognized Stand-Alone TEI may merge with Multidisciplinary HEI in the manner stated at 4.2.1 and 4.2.2 below.
- (ii) NCTE recognized Stand-Alone TEI shall merge as Department of Education with a nearby Multidisciplinary HEI, run by the same or different management/society/trust and submit affiliation with the same university.
- (iii) The merged institutions offering teacher education programmes must comply with the norms and standards of NCTE and other regulatory bodies.
- (iv) The merged institution, so formed, will apply for fresh NCTE recognition.
- (v) One unit for ITEP in each programme (B.A. B.Ed., B.Sc. B.Ed, B.Com. B.Ed.) is permissible under this model of merger.

4.2.1 Merger of institutions under the same management

The managing trust/ society must submit to NCTE the approval of such merger by: (i) the management committee (ii) affiliating university and (iii) State Government, as applicable.

4.2.2 Merger of institutions run by different managements

NCTE recognized Stand-Alone TEI under one management/trust/society may merge with a multidisciplinary HEI under another management/trust/society as per the procedures laid out in the relevant Societies Registration Act.

As evidence of this merger, the following documents need to be submitted to NCTE:

- (i) Memorandum of Merger (MoM) duly signed by the authorized entities of both the institutions, as per the relevant law and rules. (attached as Appendix 1)
- (ii) Fresh certificate of merger issued by the Registrar of Societies
- (iii) Approval of the Affiliating University
- (iv) Approval of the State Government

4.3 Collaboration of NCTE recognized Stand-Alone TEI with Multidisciplinary HEI

If NCTE recognized Stand-Alone TEI is neither able to transform itself into a Multidisciplinary HEI nor merge with another multidisciplinary HEI, then it may be allowed to collaborate with a multidisciplinary HEI situated within a radius of 10 km from it, as an interim measure, provided there is a need for a teacher education programme in that region. In such cases:

- (i) The applicant Stand -alone TEI shall produce a certificate from the concerned State Government justifying the need for teacher education programme in that area/ region.
- (ii) A proposal for collaboration shall be submitted to NCTE for consideration by the sub-committee of the Governing Body constituted for the grant of approval of such collaborations.

The collaboration will be subject to the following:

- (a) Both the institutions intending for such collaboration must be affiliated to the same university. The affiliating university, through its statutory bodies, must approve of such collaboration. It shall comply with the guidelines of the relevant regulatory body(ies). Both the institutions shall be situated within a radius of 10 KM.

- (b) The collaborating Multidisciplinary HEI shall offer at least two undergraduate degree programmes in accordance with the requirements of ITEP.
- (c) The collaborating Multidisciplinary HEI must not have an education department of its own.
- (d) The collaborating Multidisciplinary HEI shall be allowed to collaborate with only one NCTE recognized Stand-alone TEI for this purpose.
- (e) One unit for ITEP in each programme (B.A. B.Ed., B.Sc. B.Ed., B.Com. B.Ed.) is permissible under this model of collaboration.
- (f) Both institutions shall sign a functional Memorandum of Collaboration (MoC) spelling out the following details: academic infrastructure, instructional facilities, departments, faculty allocation, administration, interdisciplinary activities, governance, and strategy for a sustainable and successful running of the teacher education programmes. (attached as Appendix 2)
- (g) NCTE shall maintain supervisory and regulatory authority over all such collaborative arrangements.

5. Procedure for grant of recognition as a Multidisciplinary HEI

The procedure for the grant of recognition as a multidisciplinary Higher Education Institution shall be governed by the provisions of the NCTE Regulations, as amended from time to time.

6. Appeal provision

Any Stand-alone TEI whose application to the NCTE for recognition as a Multidisciplinary HEI through transformation/ merger/ collaboration under these guidelines has been rejected, may file an appeal before the designated Appeal Committee as per the provision.

7. Power to inquire

NCTE may conduct a formal inquiry into the process of transformation of NCTE-recognized Stand-Alone Teacher Education Institutions (TEIs) into Multidisciplinary Higher Education Institutions (HEIs), as per these guidelines, at any point in time, in accordance with the applicable norms, as amended from time to time.

8. Withdrawal of recognition

If, after formal inquiry, it is found that a Stand-Alone Teacher Education Institution was granted recognition as a Multidisciplinary Higher Education Institution by NCTE through misrepresentation, fraud claims, deceit, or by submitting false or defective documents, NCTE may withdraw such recognition under Clause 17(1) of the NCTE Act, 1993.

9. Power to remove difficulties

If any doubt or difficulty arises in the interpretation of or giving effect to the provisions of these guidelines respectively, NCTE may do anything deemed necessary to remove such doubt or difficulty, within the power invested in it by the National Council for Teacher Education Act, 1993, as amended from time to time.

References

1. Government of India. (2020). *National Education Policy 2020*. Ministry of Human Resource Development.
2. National Council for Teacher Education. (1993). *The National Council for Teacher Education Act, 1993*.
3. National Council for Teacher Education. (2014). *NCTE regulations, 2014*.
4. National Council for Teacher Education. (2021). *National Council for Teacher Education (Recognition, Norms and Procedure) Amendment Regulations, 2021*.
5. University Grants Commission. (2022). *Guidelines for transforming higher education institutions into multidisciplinary institutions*.

MEMORANDUM OF MERGER

(To be prepared on non-judicial paper of appropriate value as applicable in the respective State/UT)

Memorandum of Merger

Between

[Organization/Society/Trust-1]

And

[Organization/Society/Trust-2]

This Memorandum of Merger (hereinafter referred to as "MoM") is entered into on this ____ day of _____, 2025 by and between:

[Organization/Society/Trust-1], a registered entity under

_____, having its principal office at: _____ (hereinafter referred to as “ ” which expression shall unless repugnant to the context or meaning thereof, be deemed to mean and include, its successors -in office and permitted assignees) of the **FIRST PART;**

AND

[Organization/Society/Trust-2], a registered entity under

_____, having its principal office at: _____ (hereinafter referred to as “ ” which expression shall unless repugnant to the context or meaning thereof, be deemed to mean and include, its successors -in office and permitted assignees) of the **SECOND PART;**

For the purpose of this Merger, the First Part and the Second Part shall be individually referred to as “**Party**” and collectively as “**Parties**”, wherever the context so permits .

WHEREAS:

- The parties herein recognize their mutual interest in the fields of teacher education, research, development, training, and knowledge dissemination on a long-term, non-commercial basis;
- The parties acknowledge the vital role of multidisciplinary higher education institutions in advancing education and contributing to social development;
- The parties herein, under the circumstances have come together and decided to execute the MoM with a view of transforming NCTE recognized Stand Alone Teacher Education Institutions (TEIs) into Multidisciplinary Higher Education Institutions (HEIs), aligned with the vision of NEP 2020 and in accordance with the UGC Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions (2022) for establishing Departments of Education in Multidisciplinary Institutions.

NOW, IT IS AGREED BY AND BETWEEN THE PARTIES HERETO AS FOLLOWS:-

The parties agree to a merger in accordance with the Norms and Standards of the NCTE/UGC/Affiliating body.

1. Purpose

WHEREAS, the purpose of this MoM is to affirm mutual agreement to undertake activities aimed at imparting teacher education programs within a multidisciplinary environment.

AND WHEREAS it aims to unify academic programs under a single multidisciplinary institution to enhance the quality and delivery of teacher education.

AND WHEREAS to promote collaborative curriculum transaction that integrates pedagogical innovations and cross-disciplinary approaches.

AND WHEREAS, to establish a common platform for conducting joint seminars, workshops, and academic events to foster continuous professional development.

AND WHEREAS, to create shared infrastructure and academic resources that support scalable and cost-effective educational delivery.

AND WHEREAS to facilitate joint accreditation and recognition of teacher education programs by relevant statutory bodies.

AND WHEREAS, to support innovation in teaching and learning methodologies through collaborative research and knowledge exchange.

AND WHEREAS, to build institutional sustainability by leveraging the strengths of both organizations in governance, human resources, and strategic planning

a. Merger of Institutions within the Same Organization/Society/Trust:

(Details to be inserted here)

b. Merger of Institutions under Different Organization/Societies/Trusts:

(Details to be inserted here)

2. Confidentiality

2.1 Confidential information shall mean any proprietary information, data or facts belonging to PARTIES collectively or severally, disclosed by the disclosing party under this MoM or any subsequent MoM, whether in writing, verbal or electronically, irrespective of the medium in which such information is stored, which is marked confidential or with any other words having similar meaning by the parties, or declared or identified so by the disclosing party before such disclosure or during the discussions. However, confidential information shall not include any data or information which:

- a) is or becomes publicly available through no fault of the receiving party.
- b) is already in the rightful position of the receiving party prior to its receipt of such data or information.
- c) is independently developed by the receiving party without reference to the confidential information of the disclosing party
- d) is rightfully obtained by the receiving party from a third party or is in the public domain.
- e) is disclosed with the written consent of the party whose information it is, or
- f) is disclosed pursuant to court order or other legal compulsion, after providing prior notice to the disclosing party.

2.2 During the tenure of the MoM both the parties will maintain strict confidentiality and prevent disclosure of all the information and data exchanged under the scope of this MoM for any purpose other than in accordance with this MoM.

2.3 Both the parties shall bind their respective personnel who come into possession or knowledge of any confidential information not to disclose the same to third parties without written approval of the disclosing party or use such confidential information for any use other than intended under this MoM.

2.4 Further, both the parties shall put in place adequate and reasonable measures to keep and store confidential information secure so as to prevent any unauthorized use.

3. Duration and Termination

Total duration of the MoM shall be..... years from the date of the sanctioning of the MoM by..... Any extension, modification or termination of the MoM shall be subject to mutual consent of the parties.

4. Dispute Resolution

This MoM shall be governed by and construed in accordance with the laws applicable in the State/Union Territory where the merged entity is primarily registered. In the event of any dispute or difference arising out of or in connection with this MoM, the parties shall first attempt to resolve the matter amicably through mutual consultation. Failing such resolution, the matter shall be referred to arbitration in accordance with the Arbitration and Conciliation Act, 1996 (as amended), and the venue of arbitration shall be mutually agreed upon. The language of arbitration will be English.

5. Governing Law

The competent courts having jurisdiction over the location of the registered office of the merged entity shall have exclusive jurisdiction for any legal proceedings. If any provision of this MoM is held to be invalid or unenforceable, the remaining provisions shall remain in full force and effect.

This MoM shall be subject to the jurisdiction of courts at _____

6. Link Management and Administration

The responsibility for negotiation, implementation, and coordination under this MoM will lie with:

- **Head of Institution-1**
- **Head of Institution-2**

Signatories

Date: _____

(Signature with Seal)

[Institution-1]

Name:

Designation:

Address:

Telephone:

e:

Fax:

Email:

Date: _____

(Signature with Seal)

[Institution-2]

Name:

Designation:

Address:

Telephone:

Fax:

Email:

IN WITNESS WHEREOF, the undersigned have executed this Memorandum of Collaboration in the presence of the following witnesses:

Witnesses:

[Institution-1]

1.

2.

3.

[Institution-2]

1.

2.

MEMORANDUM OF COLLABORATION

(To be prepared on non-judicial paper of appropriate value as applicable in the respective State/UT)

Memorandum of Collaboration**Between**

[Institution-1]

And

[Institution -2]

This Memorandum of Collaboration (hereinafter referred to as "MoC") executed, on this ____ day of _____, 2025 by and between:

[Institution-1], a registered entity under

_____, having its principal office at: _____ (hereinafter referred to as “ ” which expression shall unless repugnant to the context or meaning thereof, be deemed to mean and include, its successors -in office and permitted assignees) of the **FIRST PART**;

AND

[Institution -2], a registered entity under

_____, having its principal office at: _____ (hereinafter referred to as “ ” which expression shall unless repugnant to the context or meaning thereof, be deemed to mean and include, its successors- in office and permitted assignees) of the **SECOND PART**;

For the purpose of this Collaboration, the First Part and the Second Part shall be individually referred to as “**Party**” and collectively as “**Parties**”, wherever the context so permits .

WHEREAS:

- The parties herein recognize their mutual interest in the fields of teacher education, research, development, training, and knowledge dissemination on a long-term, non-commercial basis;
- The parties acknowledge the vital role of multidisciplinary higher education institutions in advancing education and contributing to social development;
- The parties herein, under the circumstances have come together and decided to execute the MoC with a view of transforming NCTE recognized Stand Alone Teacher Education Institutions (TEIs) into Multidisciplinary Higher Education Institutions (HEIs), aligned with the vision of NEP 2020 and in accordance with the UGC

NOW, IT IS AGREED BY AND BETWEEN THE PARTIES HERETO AS FOLLOWS :-

The parties agree to collaborate in accordance with the Norms and Standards of NCTE/UGC/Affiliating Body under the following terms:

1. Purpose

WHEREAS, the purpose of this MoC is to affirm mutual agreement to undertake collaborative academic and professional development activities within a multidisciplinary framework.

AND WHEREAS it aims to establish a framework for mutual cooperation between the parties to enhance the quality and effectiveness of teacher education within a multidisciplinary environment.

AND WHEREAS, this collaboration aims to unify and align academic programs, promote joint curriculum implementation incorporating pedagogical innovations and interdisciplinary approaches, and create a shared platform for organizing seminars, workshops, training sessions, and academic events to foster continuous professional development.

AND WHEREAS, the parties also intend to develop shared infrastructure, human resources and academic resources to enable scalable and cost-effective educational delivery, facilitate joint accreditation and recognition of programs by relevant statutory authorities, support collaborative research and innovation in teaching methodologies, and strengthen institutional sustainability through coordinated governance and strategic alignment.

2. Areas of Collaboration

(Details to be inserted)

3. Confidentiality

- 3.1 Confidential information shall mean any proprietary information, data or facts belonging to PARTIES collectively or severally, disclosed by the disclosing party under this MoC or any subsequent MoC, whether in writing, verbal or electronically, irrespective of the medium in which such information is stored, which is marked confidential or with any other words having similar meaning by the parties, or declared or identified so by the disclosing party before such disclosure or during the discussions. However, confidential information shall not include any data or information which:
- a) is or becomes publicly available through no fault of the receiving party.
 - b) is already in the rightful position of the receiving party prior to its receipt of such data or information.
 - c) is independently developed by the receiving party without reference to the confidential information of the disclosing party
 - d) is rightfully obtained by the receiving party from a third party or is in the public domain.
 - e) is disclosed with the written consent of the party whose information it is, or
 - f) is disclosed pursuant to court order or other legal compulsion, after providing prior notice to the disclosing party.
- 3.2 During the tenure of the MoC both the parties will maintain strict confidentiality and prevent disclosure of all the information and data exchanged under the scope of this MoC for any purpose other than in accordance with this MoC.
- 3.3 Both the parties shall bind their respective personnel who come into possession or knowledge of any confidential information not to disclose the same to third parties without written approval of the disclosing party or use such confidential information for any use other than intended under this MoC.
- 3.4 Further, both the parties shall put in place adequate and reasonable measures to keep and store confidential information secure so as to prevent any unauthorized use.

4. Duration and Termination

Total duration of the MoC shall beyears from the date of the sanctioning of the MoC by..... Any extension, modification or termination of the MoC shall be subject to mutual consent of the parties.

5. Dispute Resolution

This MoC shall be governed by the laws applicable in the State/UT where the collaborating institutions are registered. Any disputes arising out of or in connection with this MoC shall be first resolved amicably through mutual consultation. If unresolved, they shall be referred to Arbitration under the Arbitration and Conciliation Act, 1996 (as amended). The language of arbitration will be English.

6. Governing Law

This MoC shall be subject to the jurisdiction of courts at _____

7. Link Management and Administration

Overall responsibility for the coordination and administration of collaborative activities under this MoC will lie with:

- **Head of Institution-1**

- **Head of Institution-2**

Signatories

Date: _____

(Signature with Seal)

[Institution-1]

Name:

Designation:

Address:

Telephone:

Fax:

Email:

Date: _____

(Signature with Seal)

[Institution-2]

Name:

Designation:

Address:

Telephone:

Fax:

Email:

IN WITNESS WHEREOF, the undersigned have executed this Memorandum of Collaboration in the presence of the following witnesses:

Witnesses:

[Institution-1]

1.

2.

3.

[Institution-2]

1.

2.

अभिलाषा झा मिश्र, आईआरएस
सदस्य सचिव
Abhilasha Jha Misra, IRAS
Member Secretary



राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)
National Council for Teacher Education
(A Statutory Body of the Government of India)

Acknowledgement

A document titled "Guidelines for Transforming NCTE Recognized Stand-Alone Teacher Education Institutions into Multidisciplinary Higher Education Institutions" has been developed with the support of an Expert Committee.

The Committee was chaired by Prof. Chand Kiran Saluja, Director, Samskrit Promotion Foundation, and co-chaired by Prof. Manisha Wadhwa, Aditi Mahavidyalaya, University of Delhi. Other distinguished members included Prof. (Retd.) H.C.S. Rathore, Chairperson, NRC, NCTE; Prof. Anjali Bajpai, Department of Education, Banaras Hindu University; Prof. K. Ratnabali, Faculty of Law, University of Delhi; Shri Harshit Mishra, Deputy Advisor (Education), NITI Aayog, Government of India; Shri D.K. Chaturvedi, Academic Advisor, NCTE (Convenor); and Dr. Neha Gupta, Academic Consultant, NCTE (Co-convenor).

Additional support was extended by Dr. Asha Sundraram and Dr. Chanchal Malhotra, Senior Academic Consultants; Mr. Mukund Kumar Jha, Consultant; and Mr. Jyanranjan Sahoo, Data Analyst, NCTE.

The NCTE gratefully acknowledges and deeply appreciates the valuable contributions of the Expert Committee in the preparation of this important document.


15/05/2025
Abhilasha Jha Misra IRAS

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15th May 2025

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