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TISS Evaluation of the CSSTE, August-September 2017		Tool 5	Institution fact sheet for IASE CTE, DIET and BITE	
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Instructions Please ill u	the basic information abou	t the institution,	with the help of interview of the institution	
head. General (Data ma	y available with CTE / DIET	/ BITE – In Ann	nual work plan Document – 5 year trend)	
State Telangana State			Hyderabad.	
Name of institution			study in Education	
Researcher name	un Company tacky self. Cores	Date of visit	the has also seek assets and a periodicinal of	
Respondent name	Mrs M. Manjudja	Designation	Tectivar, Grant IASE,	

1. When was the institution established? Was it upgraded from some earlier institution? What was its earlier form?

Organizational Structures (organogram) today

PRINCIPAL, teaching start and nonteaching; coveres (Biedanis)
(1) Perof 1, 2 lecturers (27). Ministerial start (3)
(6) Worky (16) office subordinates (12).

3. Academic posts vacancy (note vacancies and transfers over the last five years)

Tg. staff 20 Vacancies. (including Principal, Pruf. and lectures)

4. Non academic posts (note vacancies and transfers over the last five years)

03 Vacancies . > Ministerial staff 04 Vacancies > office subordinates

5. What are the key duties which the institution is expected to perform and which are performed within the current constraints of resources? (note expected duties and actually performed duties)

Pegeda.
Page 25

Parfamet.

Page 32

Page 33,34;36

6. Has there been any recent major revision of the duties and functions of the institute? After RtE? After CSSTE 12 <sup>th</sup>	
seadenically yes - Commencement of 2 year B cd & M. cd. in 201	15
7. When did these take place? And why? (who has occasioned them? For what reasons? Etc)	
This was mooted by the NCTE	
Man was the continuous englishment. When individual from early action arises was the waster continuous from the continuous fro	
8. Was there any revisioning exercise based on which these changes were made?  Yes semester-wise design for every months	
9. Have there been any major restructuring of the institution? Why? How does the present structure compare with the earlier structure? Better/ more problems etc:	
The inferastructure meds to be graved up.	
T3 style 20 Vacancias (including Principal, Page)	
6. Collection of related Documents -Syllabus of ongoing courses (Pre-service) and Annual work plan/budget (if an	y)
Entosure.	
www. osmania. ac. in.	
eyllabus eyr B.ad.	
2 ya M. ad	

7. Which of the following activities of the DIET are currently taking place (as envisioned in the 2012 guidelines):

Role	Yes/No		
1. Has the DIET been conducting ISTE programs?	NA	No. of Master resource persons prepared, no of courses designed, school follow up and documentation	EST SELECTION SE
2. Has the DIET planned for direct school intervention and improvement?	NA	How Many interventions planned and What-kind of interventions?	postant is amoni postant propins in the propins in
3. Has the DIET developed as a resource centre?	MA	What kind of resources? How many? Who uses the resource centre	est i de mondre de la composition della composit
4. Has the DIET organized forums?	NA	How many conducted? How many participants were there? On what were the forums conducted?	
5. Has the DIET organized co-curricular activities?	NA	How many? On what? And for whom were these conducted?	
6. Has the DIET followed the staffing guidelines?	NA	Annielin) 112 M. B. Sinth Reit Britis	S. 1.10. Newson (name of Section Secti
7. Does the DIET have a PAC?	NA	If yes, is the composition as per suggested norms? How many times have they met? Are there any minutes of meetings? Collect if any?	en processamente, al la comentación e enconcollece de securación dels Chemicolles dels escales enconcol
8. Are the infrastructure facilities at the DIET as per the guidelines? (use guidelines to expand and check against each)	NA	<ul> <li>Classrooms</li> <li>Seminar rooms</li> <li>Special rooms</li> <li>Staff rooms</li> <li>Library</li> <li>Hostels</li> <li>Canteen / Dining Hall</li> </ul>	Tente to the control of the control
9. Has the DIET established systemic linkages with other institutions?	NA	Details of linkages/interactions with SSA, RMSA, CTE, SCERT, NGOs, Higher education institutions, others. What is the nature of / operational form of these linkages and meetings?	tessure di ATO etitolica

10. Does the DIET conduct any		How many in the last five years, topics, number of participants?					
programs/ activities for faculty development and capacity building?	4				;		
11. Is the DIET involved in research activities?	Cac alas	-Areas of research covered -No. Of publications	w 23	and the second	and Ball on	(Ayda	erae T
12. Has the DIET prepared the perspective plan?		How is it prepared?		477			
13. Has the DIET prepared its annual plans?		How are these prepared?		A.V.	e J. Tr Konsup Europiana	Circlina perton period i	el i Delo ndo
14. Has the DIET introduced any innovation in the role it plays?		Details of innovative programs? Who has funded them?		ŧŽi.	Papel   174   121	overight Oratifica a bassal association	i licie oli I nesto

## 8. CTEs

8.1. Role as envisaged under 2012 CSSTE Guidelines

Role	Yes/No	If yes, details	Remarks
1.Has the CTE played a role in development of excellence in secondary teacher education?	Yes	-Needs analysis surveys for trainings conducted -Creation of context specific handbooks -maintenance of detailed database on secondary schools and secondary school teachers -other activities	Tours are Direct  and a 2000 a second and a
2. Have new CTEs been set up wherever a need was identified?		atheres in a Little of the control o	ententesbugs Link for Marie Gringes
3. Has the CTE developed collaboration with IASEs?	Anc. A cities which can be sufficient.	-Capacity development of CTEs - Capacity development for handling research	There is peer sharing without which we annot go hand in hand
4. Has the CTE developed collaborations with SCERT?		-Facilitating collaborations with other	Cavarantan

15. Is the organisational structure and personnel as per the given norms?	yes		If these are not followed, why not?
14. Has material development taken place?	Yes .	What kind of material? How many resources were used? Where is this material available?	contectival dent of de papers by Various institutions like Tehn
13. Has the CTE undertaken research?		Number of research studies? What were the topics? How were these disseminated or used?	Yes on CEE; should shaket submitted to SCERT; S. Contextual dent of d
12. Has the CTE established linkages with other education institutions?		an makkama a M	et Ster observoer wold
11. Has the CTE provided resource support to DIETs?	Yes.	How many? When? What support was provided?	over the years.
10. Has the CTE provided extension and resource support to secondary schools?		How many schools? What kind of support has been provided?	Se vinera into on a cally.
9. Has the ISTE program been implemented?		How many participants in 5 years?	and the state of t
8. Does professional development of TEs form a part of the CTEs activities?	It Should	In what way?	CTE's needs are the bosis of octivity for 14.
7. Has the mandated process of tracking and monitoring been followed?			2180.00 23
6. Has the PSTE programme been implemented?	Yes.	How many students have completed the PSTE?	every year,
	duela	-Retention of institutional memory -Institutional Development -Development of institutional links -Development of locally relevant teacher education modules -Development of COPs	See a supplier near presentation of transferred and a supplier of the second and second
5. Has the CTE used ICT effectively?	2.7	-Adherence to NCFTE	a ne avec en devana seld. I
Spercyfyr, bossgoo, are a rollal	H ba	state agencies - Support provided to the CTE's PAC	emographic and H. Tales and S.

1 ASE

18. Are there annual reports prepared?	Her	· Eve lised	. If this is not prepared, why not?
19. Does the CTE have a perspective plan prepared? IASE	Yis.	Submitted echi SCERT. R	If this is not prepared, why not?
20. What innovations have been introduced by the CTE in its role?	ave	iculum design;	

1ASE

9 Academic and non-academic posts vacant as of August/Sept 2017:

	sanctioned	Post filled	Permanent / Contractual	Innovations/ Measures to deal with vacancies	Any Litigation for not filling up vacancies
Academic	·				ever anisotrous bracanche
Non-acade mic	steen 2	JTQ .	Property status?	AT TO SEE	Lucs professional Juvelius
Total	Pulsa h	#Aracl			

10. Faculty Information

1	Is there an appointed head or acting head?	angeserviole vins
2	What is the total faculty senior	
	How short when the Cyes the Cycers	324.1 279 association (24.2
3	What is the total faculty-junior	
		CO anabichies makenes CO
4	How many faculty fulfil the NCTE qualifications>	
	Marian President Yes on CE E . S	Program makeraline 200
5	Which subject specialisations do faculty have? Science, maths, language (of the state/region), English,	
	social sciences, work experience art, physical education,	
	education foundations including psychology and history.	and and substitute of the co
	Leave today remained from the series by Vernage	
	material material restriction to Telephone	
	24c	

<sup>11.</sup> How may in service programmes were conducted under the CSSTE scheme?

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4	For teachers	For MRP.s/KRPs	For teacher educators/TEIs	School heads
2011-2012	Ti mad line	essal e s. husis	Services paragr	
2012-2013	EN CHESTAL STATE OF THE STATE O	(state)		
2013-2014				5,110
2014-2015				
2015-2016		and the second s		
2016-2017				

## 12. How many inservice programmes were conducted under other schemes? (SSA/RMSA/other state funds)

12. How many ms	ervice programmes we	For MRPs/KRPs	For teacher	School heads
	For teachers	or bridge Charles and St.	educators/TEIs	1991
2011-2012	184 (201 (2000)			
2011-2012				
2012-2013	Laborate too	A Districts of Delta	Status :	1911
2013-2014		3500		
2014-2015	at dock			
2015-2016	•			
2016-2017				·

Course Name	No. of Students	No. of Girls	No. of SC Students	No. of ST students	No. of students from under Rs. 1 lakh annual family income	Any other details

4	For teachers	For MRPs/KRPs	For teacher educators/TEIs	School heads
2011-2012	Tomas I month	NOTE OF	Total (design	ray was 1 100°
2012-2013	Mariana de la constanta	The state of the state of		
2013-2014			Na design	
2014-2015				
2015-2016				
2016-2017				

## 12. How many inservice programmes were conducted under other schemes? (SSA/RMSA/other state funds)

no instituto e la la co	. For teachers	For MRPs/KRPs	For teacher educators/TEIs	School heads
2011-2012				
2012-2013	La legge Constitution	ei saksaki		ender to the surface of
2013-2014		118 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	(A)	
2014-2015	ACAD S			
2015-2016	·			
2016-2017				

## 11. Student Profile

Course Name	No. of Students	No. of Girls	No. of SC Students	No. of ST students	No. of students from under Rs. 1 lakh annual family income	Any other details
			• 1			