

# MANDATORY DISCLOSURE

## COLLEGE OF TEACHER EDUCATION (CTE), KUMARGHAT

*The following information shall be displayed by the Institution concerned on its own website for the information of all concerned as per provision of Regulation 7 (10) and 8 (16) of the NCTE (Recognition Norms & Procedure) Regulations, 2007*

### 1. Details of the institution

1.1 Name of the Institution : **COLLEGE OF TEACHER EDUCATION(CTE),KUMARGHAT**

1.2 Date of Establishment : **2015**

1.3 Complete Postal Address : **COLLEGE OF TEACHER EDUCATION(CTE),**

**KUMARGHAT, UNAKOTI,Tripura (NORTH), 799264**

P.O. : **Ratiabari** P.S : **KUMARGHAT**  
Teshil/Taluka : **KUMARGHAT** Town/City : **KUMARGHAT**  
District : **UNAKOTI,TRIPURA NORTH** State : **TRIPURA**

1.4 Phone (with STD code) : 0381 232 6352/ 9436187467

1.5 Fax : 0381 232 6352

1.6 Email : [ctekumarghat15@gmail.com](mailto:ctekumarghat15@gmail.com)

1.7 Website Address : <https://www.ctekumarghat.in>

1.8 Nearest Railway Station : **KUMARGHAT RAILWAY STATION, Approx. 0.8 Km.**

1.9 Nearest Town : **KUMARGHAT**

1.10 Type of Institution  
(Boys/Girls/Co-Education) : **Co-Education**

1.11 Status of Institution  
(Minority/Non-Minority) : **Non-Minority**

### 2. Management:

2.1 Government owned : **Government Owned Institution.**

2.2 Govt. aided : **N.A.**

2.3 Self-financed : **N.A.**

2.4 University Department : **N.A.**

2.5 Any other (please specify) : **N.A.**

### 3. Details of the course applied for

- 3.1 Level of the Course : **Graduate, Under Graduate**
- 3.2 Name of the teacher  
Education Course : **B.Ed. D.El.Ed**
- 3.3 Duration of the Course : **2 Year 2 Year**
- 3.4 Whether to be conducted  
In face to face or  
distance mode : **Face to face mode**
- 3.5 Proposed Intake : **B.Ed: 100 D.El.Ed: 50.**
- 3.6 Academic session from : **B.Ed: 2015-17, D.El.Ed: 2018-19,** which the course will be : **Two years from the start of the course** Current conducted **2019-2021.**
- 3.7 Details of the Affiliating Body : **Tripura University, A Central University  
Suryamaninagar, Tripura(W), PIN: 799022, India Fax:  
+91 381 237 4802, Phone: +91 381 237 4801.**

#### 4. Land

- 4.1 Whether copy of the Affidavit in the prescribed  
Format has been displayed on the website as required  
Under Regulation 8 (9) of the NCTE Regulations, 2007
- ✓
- |     |  |
|-----|--|
| Yes |  |
|-----|--|

#### 4.2 Land Identification

(Plot / Khasra No.) : Plot No/Dag No: Hal  
No:4120/8027,4121,4122,4123,4124/8025,4125/8026,4132/8028

- Land Area in Sq. mt. : 25292.85 Sq. mt
- Whether the Title of the  
land is on ownership basis : **Yes**
- 4.3 Title of the land is on lease  
as per law : **N.A.**
- 4.4 Duration of the lease : **N.A**
- 4.5 Land Use Certificate obtained for Educational Institution : **Yes**

#### 5. Manpower - (Photographs of teaching faculty of have been displayed)

- 5.1 Details of proposed/appointed teaching staff  
(Date of birth, Qualification, Professional, and other relevant information)  
**(Annexure 1)**
- 5.2 Details of proposed/appointed non-teaching staff  
**(Annexure 1)**

#### 6. Building

- |   |   | Yes                                 | No                                  |
|---|---|-------------------------------------|-------------------------------------|
| 6.1 Construction of building is<br>Complete : | : | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6.2 Building is yet to be constructed :       |   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

- 6.3 Building is fire safety-proof :
- 6.4 Building is disabled friendly :
- 6.5 Common room for boys/girls available :
- 6.6 Date of completion of Building : 19/01/2017
- 6.7 Covered Area in sq mt. : 25292.85 **Approx. Sq.mts.**
- 6.8 Number of classroom : **20**
- 6.9 Other Facilities : **Seminar hall, Principal's Chamber,  
Principal Quarter, Staff room for  
Male and Female, HOSTEL FOR BOYS AND  
GIRLS (SEPERATE)  
Electricity, Drinking Water.  
Internet Facility.**

## 7. Library:

The Library of CTE, KUMARGHAT fosters intellectual growth by supporting excellence and innovation in education and research, managing and delivering information.

- Evaluate, acquire, organize, and provide information resources that adequately support the curriculum of the college, research needs of the students, teaching and research needs of the faculties and other library users.
- Make use of electronic technologies which enables expeditious dissemination of information in various formats.
- Provide library and information service responsive to the needs of the user community.
- Create a learning environment, which enable the students to develop the habit of reading, learning & researching.
- Serve the Education community as a center of reliable information.

- 7.1 The Library has separate section  **Yes**  **No**
- 7.2 Number of books in library : **3008 VOLUMES**
- 7.3 Total number of educational Journals/periodicals being subscribed : **5 no.s**
- 7.4 Number of encyclopedias available in

	the library	:	<b>09 NO.S</b>
7.5	Number of books available in reference section of the library	:	<b>Approx. 2000</b>
7.6	Seating capacity of reading room of the library	:	<b>100</b>

### **NCERT BOOK LIST AVAILABLE**

- a) Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- b) NCERT (2002): Seventh All India School Education Survey, NCERT: New Delhi.
- c) NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- d) NCERT. (2005). National curriculum framework. (NCF 2005). New Delhi: NCERT.
- e) NCERT. (2006a). Position paper-National focus group on education with special needs
- f) NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum (NCF 2005). NCERT.
- g) NCERT. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.
- h) NCERT. (2006d). Position paper-National focus group on teaching of Indian language
- i) Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- j) NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- k) NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
- l) NCERT (2014). Basics in Education, NCERT, Sri Aurobindo Marg, New Delhi.
- m) NCERT (2012), Pedagogy of Mathematics Textbook for Two-Year B. Ed Course.
- n) Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, NCERT, New Delhi
- o) Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi

## **8. Instructional Facilities**

- |     |  |  |
|-----|--|--|
| 8.1 | Detail of Laboratories available                   | <b>(Pl. see Annexure 2)</b>  |
| 8.2 | Arrangement made for practice teaching             | <b>Each Year 100 students are allotted around 10 to 12 Schools in Urban and Suburban area of KUMARGHAT</b> |
| 8.3 | Number and Name of school(s) for practice teaching |  |

<b>SL. NO.</b>	<b>NAME OF THE SCHOOLS</b>	<b>Status</b>
<b>1</b>	<b>KUMARGHAT GIRLS H.S SCHOOL</b>	<b>Govt. School</b>
<b>2</b>	<b>NOYDRONE HIGH SCHOOL</b>	<b>Govt. School</b>
<b>3</b>	<b>PABIACHERRA H.S SCHOOL</b>	<b>Govt. School</b>
<b>4</b>	<b>PABIACHERRA COLONY HIGH SCHOOL</b>	<b>Govt. School</b>
<b>5</b>	<b>DARCHAWI CHRISTIAN H.S SCHOOL</b>	<b>Govt. aided School</b>
<b>6</b>	<b>KUMARGHAT ENGLISH MEDIUM SCHOOL</b>	<b>Govt. school</b>
<b>7</b>	<b>KUMARGHAT RAILWAY COLONY S.B SCHOOL</b>	<b>Govt. School</b>
<b>8</b>	<b>FATIKROY H.S SCHOOL</b>	<b>Govt. School</b>

9	FATIKROY GIRLS HIGH SCHOOL	Govt. School
10	SONAIMURI H.S SCHOOL	Govt. School
11	CHANDRAKHA PARA S.B SCHOOL	Govt. School
12	EKALAVYA MODEL RESIDENTIAL SCHOOL	Govt. School
13	CHITAGANG BASTI J.B SCHOOL	Govt. School
14	NIVEDITA GIRLS H.S SCHOOL	Govt. School
15	KAILASHAR ENGLISH MEDIUM SCHOOL	Govt. School
16	RADHA KISHORE INSTITUTE , KAILASHAR	Govt. School

**9. Facilities for game and sport:**

		Yes	No
9.1	Own playground :	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Playground of another institute on sharing basis :	<input type="checkbox"/>	<input type="checkbox"/>
9.3	Gymnasium/multipurpose hall :		<input type="checkbox"/>
9.4	Facilities for gymnasium :	<input type="checkbox"/>	<input type="checkbox"/>
9.5	Facilities for athletics :	<input type="checkbox"/>	<input type="checkbox"/>
9.6	Facilities for Indoor Games :		<input type="checkbox"/>
9.7			
9.8	Facilities for Outdoor Games :		<input type="checkbox"/>

**10. Other facilities available:**

		Yes	No
10.1	Canteen facilities available or not :	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.2	Medical facilities available or not :	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.3	Hostel facilities available or not :	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Annexure: 1**

**FULL TIME FACULTY COLLEGE OF TEACHER EDUCATION (CTE), KUMARGHAT**

**B. Ed and D.El.Ed**

Sl. No.	Name of Faculty	Designation	Subject
01	Dr. RATNA ROY	Principal	Education
02	NIBAS CHANDRA SIL	Principal I/C.	Education
03	SUDHIR CHANDRA DAS	Asst. Prof.	Education
04	SAMBHU DEBBARMA	Asst. Prof.	Education

05	ATOSHI CHAKMA	Asst. Prof.	Geography
06	BANASREE CHAKRABORTY	Asst. Prof.	Bengali
07	AJIT ROGA	Asst. Prof.	Education
08	UTTAM KUMAR DAS	Asst. Prof.	Physics
09	BISHNUPADA SHOME	Asst. Prof.	Mathematics
10	SAIKAT SAHA	Asst. Prof.	Commerce
11	JASMINE RUPINE	Asst. Prof.	English
12	HIMABATI REANG	Asst. Prof.	Political Science
13	PRATIMA DAS	Asst. Prof.	Life Science
14	MEGHA DEBNATH	Guest Lecturer	Visual Arts
15	PRASENJIT DEBNATH	Guest Lecturer	Physical Education
16	SUPRIYA DEBNATH	Guest Lecturer	English

### **Non-Teaching Staff**

#### **Details of Non-Teaching in position with qualifications and experience**

Sl. No.	Name	Date of Birth	Designation	Qualifications	Status	Scale of Pay
1.	PRATAP CHANDRA SINGHA	03/07/1984	L.D.C(Gr-C)	Metric Pass	Regular	Rs.5,700-24,000/-
2.	SOURAV SINHA	30/12/1985	L.D.C(Gr-C)	Graduate	Fixed Pay	Rs.5,700-24,000/-
3.	JILIN DEBBARMA	02/03/1993	L.D.C(Gr-C)	H.S	Fixed Pay	Rs.5,700-24,000/-
4.	KISHORE KUMAR TRIPURA	06/01/1979	Senior Laboratory Assistant(Gr-D)	Metric Pass	Deputed	Rs.1,600-20,300/-
5.	BIJAN BIHARI DAS	02/01/1981	Group-D	Class vii	Fixed Pay	Rs.4,840-13,000/-

## **Annexure: 2**

### **Physical Sciences Laboratory:**

Instructional resources are key resources used by teacher's everyday to help students to acquiring knowledge. From text books to library books to website, a wide variety of resources are available to help teachers meet the needs and pique the interests of their students.

As Teacher educators a wide variety of tools are used to foster the learning of our learners. Instructional approaches encourage students to find answers for themselves. By using proper instructional approaches a teacher can resolve new challenges and activity involves students in the learning.

In our institute we provide Co-operative learning in pedagogy of Physical Science where small groups work together towards a common goal, e.g. preparation of science wall magazine, Teaching-learning materials project work, assignments etc.

**During our classroom transaction in pedagogy of Physical Science, following approaches of using Instructional resources are used:**

1. Lecture method
2. Lecture cum demonstration method
3. Laboratory method
4. Discovery approach (Heuristic method)
5. Brainstorming
6. Discussion method
7. Problem solving method
8. Science quiz

**In our Institution, the following resources are available in Physical science:**

1. Text books
2. Reference books
3. Work book
4. Materials for project development
5. Electronic media
6. Different Audio-Visual aids
7. Laboratory apparatus and equipments

### **Biology Laboratory:**

Anatomy and physiology are two branches of Biology. Anatomy deals with the study of internal structures and organs of the organism. The tissue level studies also fall in the category of Anatomy. Microscopic study dissected specimens occupies a major part of Anatomical study. Physiology is the branch of Biological Science which deals with the study of Life processes of living being. These life processes work in a coordinated manner to keep us well and fit. Health Education is related to general health of people. It imparts knowledge regarding keeping oneself healthy and free of diseases. It also includes the practices of healthy habits. Recently, Life Skill based Education is also introduced as a part of health education. Pedagogy of Life Science discusses some aspects of health education. Regarding the utilization of anatomy and Physiology resources CTE exerts positive outlook. The Life Science Laboratory has a good collection of apparatus, equipments and materials to impart practical knowledge of Anatomy and physiology to the students and faculty. Students are allowed to access the laboratory materials and equipments in course of their practice teaching, if needed. We are trying making the laboratory more enriched. Although according to the new B.Ed curriculum, routine-wise practical classes are not conducted in the laboratory we are engaging learners in different practicum assignments for which they can utilize the anatomy and physiology resources. A new approach to Education is emphasizing health education in all educational institutions. As a part of this and also out of felt need CTE has ample provisions for imparting health education to her students and faculty members. The CTE library has a good collection of books and journals relating health education. Besides we are happy that new B.Ed curriculum introduced Yoga as a compulsory discipline for B.Ed & D.El.Ed courses. There are good collection of Sports items in Sports department of CTE which are utilized by students and faculty members.

We also Conduct project works on human health like awareness campaign of AIDS, Cancer, Hepatitis, Tuberculosis and many other infectious and non-infectious diseases. We emphasize on healthy habits and physical exercise to keep us fit and fine.

**List the resource materials/equipment available.**

1. Magnifier
2. Simple Microscope

3. Compound Microscope
4. Dissecting Tray
5. Forcep (s)
6. Scalpel
7. Needle
8. Scissor (s)
9. Brush
10. Slide (glass)
11. Cover slip
12. Staining Reagents
13. Hydrochloric Acid
14. Sulphuric Acid
15. Nitric Acid
16. Acetic Acid
17. Ganong' photometer
18. Petridishes
19. Beaker
20. Measuring cylinder
21. Conical flask
22. Test tubes
23. Funnel

### **Language Laboratory:**

In semester-1, one paper named C4 - Language Across Curriculum deals with the issues related to language - Definition of Language, Home Language, Dialect, School Language, Bilingualism, Multilingualism, Schema theory, Descriptive text, Narrative Text etc. In the following some of the approaches are given which is followed to meet the needs of specially students and faculty:

- a) Development of Multilingual Communicative competence is suggested.
- b) Students in the classes will not be discriminated due to his language.
- c) Remedial classes are suggested for students who cannot follow the medium of instruction.
- d) Trainees are instructed to use the standard form of the language.
- e) If any student (in the classroom) to speak the standard form of the language, freedom will be offered to him to speak the dialect. Later he will be corrected and taught the standard form.
- f) Listening and Speaking skill will be enhanced through various activities like – reading comprehension, Presentation etc.
- g) Lesson will be imparted on Correct Pronunciation Intonation, Rhythm etc.
- h) Incorrect Pronunciation is rectified through Pronunciation drill.
- i) Group-discussion will be initiated to develop the linguistic skill.
- j) The sounds of the target-language are introduced in the class.
- k) As education or learning is not possible in a language-free set-up, so language education should be the responsibility of all teachers.
- l) During the Elementary level, language development related activities will be repeated.
- m) The importance and objective of three-language formula focused in the classroom.
- n) As language is basically speech so speaking-activities are done during practical classes.
- o) Grammar is taught in Inductive method.
- p) During prose lesson objective is fixed on the development of four basic skills.
- q) During poetry lesson objective is focused on development of desirable emotions.
- r) In composition lesson we proceed from Part to Whole.
- s) Problem of Bi-lingualism and Multilingualism are identified and remedial measures are taken.



- t) Grammar teaching is done with the help of charts.
- u) Creative writing is encouraged through Essay Competition.
- v) Debate and drama are organized to develop impressive speaking skill.
- w) Wall-magazine and annual magazine are published to develop linguistic skill.
- x) Cultural Programmes are organized in various languages specially- Tribal folk culture and tradition is reacted, which enhances our unity between various language communities.

### **Resources available for language Development -**

Our language department is having the following resources:

- i. Books: The Writing coach
- ii. Books: The Communicative English with CD iii. Books: The Phonic Sound
- iv. Books: Learn Spoken English
- v. Books: Reading Writing Skills
- vi. Educational CDs of Linguistic Skill
- vii. Chart- English Grammar
- viii. Chart- Direct and Indirect speech
- ix. Chart-Passive Voice
- x. Chart- Synthesis of sentences
- xi. Chart- English Teaching (set of 16)
- xii. Chart- English Composition Course (set of 12)

### **Social Science Laboratories:**

Instructional resources generally we mean as the study of material that are studied by the use of sense organ of side mainly. Instructional resource plays a vital role in the field of education as well as Social Science classes. In present time we have several modes of content delivery media, but the Instructional resources are the most significant components of all delivery media till now.

In Social Science classes basically Discussion method is effective, while classroom teaching electronic media like Computer, Laptop and Projector are being used. Sometimes for better teaching Laptop with power point is used in classroom. For this the student gains knowledge in very less time and acquire the knowledge of a student is permanent. It can also make connection between curriculum topics. In Social Sciences classes if instructional resources are used then student can interpret on old topic totally in a new way.

### **Mathematics**

Instructional resources are very important for teaching learning process especially in mathematics. Instructional resources include teaching learning materials, teaching method and equipments of teaching Mathematics. Learning of the students depends on instructional resources. Approaches to use instructional resources are as follows:

1. Clarity the objectives of the content to the student.
2. Motivate the students using co rrelational concept of the content to the real life.
3. Split half the instructional material according to their utility and considering their inter correlation.
4. Preparation of unit plan.
5. Preparation of lesson plan.
6. Selection of suitable methods for teaching.
7. Discussion of the concept using suitable teaching aids.
8. Discussion on why such type of teaching aids as our student will be future teacher.

9. Organizing practical activity on different concept so that the teacher training can easily realize how to organize practical activity in real classroom teaching.
10. Demonstration done by using teaching aids.
11. Student-teachers are asked to demonstrate by using teaching aids so that they can become expert on using teacher aids.
12. Students teacher asked to follow different books on methods of teaching mathematics and then to prepare a lesson on a particular topic following this methods.
13. Different techniques of using teaching aids are discussed.
14. Preparation achievement test are discussed to them following standardized achievement test and they are asked to prepare achievement test.
15. Rules of using chart and model are discussed.

Resources available for Mathematics:

1. Different mathematics text books
2. Different books on methods of teaching mathematics
3. Mathematics laboratory equipments
4. Different models of teaching mathematics

### **History:**

Instructional resources are used to aware the learners regarding various Social Science issues through internal and external understandings by utilizing educational technologies. For faculty a comprehensive knowledge on content of Social Sciences in a very pragmatic manner by using teaching- learning devices and must well informed regarding research in Social Science of recent times.

#### **List of resources available in our Institutions:**

1. Text- materials.
2. Overhead Projector.
3. Computer/Laptop/Power Point.
4. Common Smart Class.
5. Wi-fi enabled Campus.
6. Teaching- Learning devices.

### **Psychology Laboratory:**

The College Of Teacher education was established in 2015. The Psychology Laboratory was established since the institute's inception.

#### **The main purposes or objectives of this Psychology laboratory are –**

- To enable the student to understand way of conducting psychological experiments.
- To give practical experiences to B.Ed trainees with regard to some of the psychological concepts and principles.
- To enable the B.Ed trainees to apply scientific method for the solution of psychological problems in psychological laboratory.
- To give B.Ed trainees living experience with regard to applying psychological principles in their class room situation in future.
- To apply the knowledge of various psychological experiments and tests in school situation. □
- To apply the psychological tests in research work.

### **Facilities in the Psychology Laboratory:-**

In this Psychology Laboratory we are now having near about 85 psychological tests (Verbal, Non - Verbal, Performance), Personality Inventory, Projective Techniques, Creativity Tests, Socioeconomic Scale, Achievement and Achievement Motivation Tests, Study Habit, Social & Emotional Competency Scale, Social Intelligence Scale, Emotional Intelligence Scale, Self Concept Scale, and Attitude Scales etc.

We also have Sensation and Perception Psychological instruments, Learning and Memory Equipments and other equipments like Stop Watch, Belts and Metronome etc.

### **Uses of Psychology Laboratory:-**

This Psychological Laboratory was useful for B.Ed students to understand the way of conducting at-least 5 Psychological experiments and also for applying the knowledge of several of psychological experiments and standardized psychological tests in their school situation.

The Institute is a research centre too. The B. Ed & D.El.Ed pursuing students use various psychological instruments and standardized psychological tests for the purpose of their research work.

### **Art & Craft Laboratory:**

Art & craft is organized expressions of ideas, feelings and experiences in images, in language, in gesture and in movement. They provide for sensory, emotional, intellectual and creative enrichment and contribute to the learner's holistic development. The teaching of art and craft enables the learner to explore alternative ways of communicating with others. It encourages ideas that are personal inventive & makes a vital contribution to the development of a range of intelligence. Art & craft is a way of making communicating meanings through imagery. It is a unique symbolic domain & is a discipline with its own particular demands & core of learning. Art & craft is a natural & enjoyable way of extending & enriching the learner's experience of the world. In drawing, painting, constructing & inventing the learner assimilates and responds to experience and tries to make sense of it. Art & craft education provides for creative & aesthetic experiences through exploring, investigating, experimenting, inventing, designing and making in a range of media. It promotes observations & ways of seeing and helps the learner's to acquire sensitivity to the visual, special and tactile world and to aesthetic experience. Creative achievements in art & craft contribute to a sense of personal identity & self-esteem & help to create cultural awareness & empathy.

In the following some of the approaches are given to using art and craft resources to meet the needs of the students and faculties of this institution: **Drawing**

Drawing is an instinctive way for the learner's to communicate understanding, feelings and their imaginative life. It helps in developing the ability to look with curiosity and concentration at qualities of line, rhythm, texture, colour & tone in the learner's surroundings. **Painting with Colour**

Paint is an ideal medium for developing the learner's sensitivity to colour, because it fluid and its effects are immediate. It is important to explore the expressive and descriptive effects of a variety of colour media and to encourage adventurous use. Colour awareness promotes sensitivity to and enjoyment of colour in the learner's surroundings.

#### **Clay Modeling**

Clay is a versatile medium for free imaginative expressions. Learner begins to understand its inherent possibilities for three-dimensional expression as they model with it and change it.

#### **Fabric & fibre**

Fabric & fibre are adaptable and enjoyable media for creativity and are materials in which the learner can explore, invent and design at all levels. Their structures, textures, patterns and colours can inspire ideas and present opportunities for creative expression.

## **The visual elements**

The visual arts activities suggested for the different media help to develop sensitivity to qualities of line, shape, form, colour, tone, texture, pattern, rhythm and spatial organization, and enable the learner to use them purposefully.

## **Construction**

Construction activities with a variety of three-dimensional materials can help the learner to become more spatially aware, can encourage inventiveness and can help to promote sensitivity to structure in the immediate and wider environments.

### **List of all resource materials/equipment we have:**

- Art papers (white, black, coloured)
- Ink pen and drawing pencils (2B-6B)
- Drawing board (ply board)
- Scale (steel)
- Paint brushes (No. 0, 1, 2, 4, 6, 10)
- Drawing pins (1 box)
- Scissor (1no. small & 1no. big)
- Colour palate
- Colours (Fabric, Poster, Oil Pastel)
- Tissue paper
- Cotton
- Thread (white & black)
- Tracing paper
- Carbon paper
- Plastic clay (for clay modeling)
- Glue (Febicol)
- Terracotta pot
- Ice-cream Stick
- Hand towel
- Sharpener
- Knife
- Eraser
- Marker pen (black)
- Water container
- Bowls (for preparing colours)
- Found objects from nature (such as dry leaf, dry tree stem, dry sand etc.)

## **Computer Laboratory:**

Technology has dominated all spheres of life. The education is also one of the fields where we can see the impact of information technology. Education and library are twin sisters. Over several years the education process has seen drastic changes in imparting knowledge. During the last few years it has been seen, an almost exponential development and growth of the digitalization, automation and the internet, with little sign of a slowdown. No longer is internet access restricted to a few select education establishments it is now available to anyone in their place of work, local libraries, the internet sites and even in the home. It is the information that has becomes the key to the success in different walks of life. Education is one of the largest activities in the world. All students' have a need to accessing information for getting degree or for imparting the same to new generation. So the ability to adopt the change, from

traditional way to e-environment, therefore in the changing information scenario the students have to use ICT to gain knowledge and study purpose.

Today ICT acts as a catalyst for change, change in all things, teaching & learning too. By using modern information technology communication technologies students can get information within short time. They can access all e- resources 24X7 through internet. It is the duty of the institutions to provide such ICT facilities with good speed to their students for their better results and knowledge, more number of computer systems should be provided to students for accessing internet at department or computer lab, as to save time at home.

For the academicians in CTE the usefulness of the Internet is shown through the frequency of its use. Most of the students and teachers use Internet more frequently, with 80 percent of them indicated using it daily, 20 per cent of them more than two or three times in a week. Internet presence helps to improve the educational process and address problems related to weak collaborative partnerships, declining educational standards, rising costs, increasing student numbers and to meet the general increased demand for higher education. A well-managed information flow in an academic institution can lead to the improvement of academic standards and can ensure greater equality. With the introduction of the Internet, information-seeking activities and information access have become much easier, faster, and more cost-effective for the intellectual community.

### **Games and Sports:**

Health and Physical Education Resources in our institute helps to develop team leadership among the students. We have sports equipments of the highest quality, which are made available to our students throughout the session. Health and physical resources are utilized for the development of students and teachers in the institute.

<b>SI. No</b>	<b>Name of the Articles</b>	<b>Quantity</b>
1	Foot Ball	12 Pieces
2	Volley Ball	12 Pieces
3	Cricket Ball	6 Pieces
4	Cricket Bat	6 Pieces
5	Wickets	1 Set
6	Stamp	6 Pieces
7	Pad	1 Set
8	Volley Ball Net	4 Pieces
9	Chess Board	12 Pieces
10	Badminton Net	4 Pieces
11	Shuttle Cork	2 Box
12	Badminton Racket	12 Pieces
13	Caram Board with Coins	4 Pieces
14	Javelin	6 Pieces
15	Stop Watch	2 Pieces
16	Discus	4 Pieces
17	Matress for Physical Exercise	3 Pieces
18	Chinese Game	6 Pieces
19	Ludo	6 Pieces

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20	Mat for physical Exercise	2 Pieces
21	Skipping	6 Pieces

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