



DR. S. RADHAKRISHNAN COLLEGE OF EDUCATION

PROSPECTUS B.Ed. & D.El. Ed.



**MANAGED BY :
BOKARO EDUCATION TRUST**

1st Floor, Hotel Vaibhav Complex,
Bye Pass Road, Chas, Bokaro-827013
E-mail : bokaroeducationtrust@rediffmail.com



**Recognized By N.C.T.E. & Affiliated to
Binod Bihari Mahto Koyalanchal University, Dhanbad (B.Ed.) &
Jharkhand Academic Council, Ranchi (D.El.Ed.)**



Chiksia, Chas (M) Thana, Post-Chiksia, District - Bokaro- 827013 (Jharkhand)

Contact No.: 9234303040, 9117050824

Website : www.dsrcebokaro.org.in, E-mail: dsrce.bokaro@gmail.com

OUR TRUSTEES



SANJAY KUMAR
President, Dr. S. Radhakrishnan College of Education

"A National and social need to fulfil is to develop further educational horizon with good teachers providing them trainings and workshops and make them good citizens too is main effort of DSRCE."



BINAY KUMAR SINGH
Secretary, Dr. S. Radhakrishnan College of Education

"With God's grace we have been able to render a noble service with grand success. This has benefitted the area people and other needy onnce with the motive is to make Bokaro, a hub of Higher Education with our humble and sincere work."



ANIL KUMAR GUPTA
Chairman, Bokaro Education Trust

"We strive for growth in education field and create Bokaro to be a mega educational destination. Our aim is to provide quality in higher education and ensure capable teachers are produced to cater needs of the education sector."



PRAKASH KOTHARI
Secretary, Bokaro Education Trust

"Only good teachers can make children good Citizen and good Nation. BET, besides other social welfare works, aims to produce good teachers vide DSRCE. We are humbly committed to inspire for the same."



MANKOJ KUMAR CHOUDHARY
Treasurer, Bokaro Education Trust

"Bokaro Education Trust is trying to help those aspirants who need training in Bokaro itself conveniently with quality and safeguarding from harassments of going other places for higher education."



SANJAY BAID
Trustee, Bokaro Education Trust

"DSRCE cater to the much required demand of dedicated and qualified teachers in Jharkhand. Being a sate that needs a big thrust in the field of education, DSRCE will surely contribute in this growth."



RAJKUMAR PRIYA
Trustee, Bokaro Education Trust

"The aim of Bokaro Education Trust is to have sincere steps towards Higher Education available in Bokaro So that proper education can be spread by trainings of teachers in better way."



From the desk of **PRINCIPAL**

"Teacher should
be the best minds
in the country"

-Dr. S. Radhakrishnan

Dr. S. Radhakrishnan College of Education is a symbol of progressive and quality based education. Our Mission "We build the citizens of tomorrow". Captures the essence of our spirit. In our institution, on pupil teacher will gain an all-round education and achieve their potential not just in the academic field but also in the field of various learning ways.

Our aim, importantly to make education a fun-filled enjoyable, learning and growing experience on the solid foundation of values.

The basic aim of education must lie in equipping the building blocks with life skills of face the real world, be it planning, organising, questioning, reasoning, analysing teamwork communicating effectively or dealing with challenges confidently.

At the end I would like to extend my best wishes to all our students, staff, parents and alumni.

- Dr. Gayatri Kumari
Principal

MANAGEMENT

With the logo of "Sarva Jana Hitya, Sarva Jana Sukhaya" Bokaro Education Trust is registered under, India Trust Act 1882 and was established in 2008. It is a Non-Profit making organization, emphasizing on value based quality education. It promotes the Virtues of Non-Violence and Social Harmony as propagated by Lord Mahavira.

Bokaro Education Trust Oversees the running of:

1. Dr. S. Radhakrishnan College of Education.
2. Bokaro Private Industrial Training Institute.
3. Swami Vivekananda Academy (NIOS).

OUR COLLEGE

Dr. S. Radhakrishnan College of Education is located in a serene, tranquil and pollution free environment on Dhanbad – Bokaro National Highway (NH-32). The College is spread over 1 lakh 20 thousand sq. ft. of land filled with greenery.

It possesses a decent infrastructure and is situated within 07 (seven) kms. from Bokaro Steel City. The nearest Railway Stations are Bokaro Steel City and Chandrapura.

It was established in 2012 and is affiliated to Vinoba Bhave University, Hazaribagh, & Jharkhand Academic Council & is also approved and recognized by N.C.T.E. (National Council for Teacher Education), Bhubaneswar for its B.Ed. & D.El.Ed. courses. Since 2018 it is affiliated to Binod Bihari Mahto Koyalanchal University, Dhanbad (B.Ed.)

AIMS & OBJECTIVES

- To promote traditional Indian education system in modern context.
- To facilitate students, learn the dynamics of teaching skills and techniques.
- To achieve all round excellence.
- To enhance skills in development programmes and research facilities.



Library



Independence Day



ICT



Teacher's Day Celebration

FEATURES & AMENITIES

- The best placement facilities and support in the region.
- Spacious, Green, Wi-Fi-Enabled Campus.
- Well-Equipped classroom, Science and Mathematics laboratory, Psychology, Language laboratories.
- A Rich ICT Resource Centre, with state of art computers, LCD projector, LCD Screen, TV & Internet Connection.
- A Well-Stocked library with regular inflow of periodicals, reference books, magazines and encyclopedias to keep the students updated.
- A multipurpose hall with a capacity of 500 plus students.
- Art & craft room, health and physical education room, music room.
- Separate recreation room for boys and girls.
- Personality development programmes with CCA and sports.
- A team of experienced and dedicated teaching faculty.
- Appreciation by visiting eminent personalities and top ranking Govt. official on regular intervals.
- Playground for volleyball & badminton along with indoor games.
- 30 KV Silent Generator and canteen along with drinking water facilities.
- Transportation Facility between CHAS & BOKARO STEEL CITY.

ACHIEVEMENTS

The College has set up milestones with grand results of the four batches of B.Ed. and D.El.Ed. trainees.

- With 100% results, 26 students achieved above 80% of marks and the rest with distinction 75% and above. The lowest lot of 20 students also scored above 70% of marks in B.Ed. session 2012-13.
- Best results in university with all first class in B.Ed. session 2013-14.
- With 100% results in B.Ed. session 2014-15, 67% of students scored First Class with distinction and rest scored First Class.
- With 100% results in B.Ed. session 2015-17, 71% of students scored First Class with distinction and rest scored First Class.
- With 100% results in B.Ed. session 2016-18, 76% of students scored First Class with distinction and rest scored First Class.
- With 100% results in B.Ed. session 2017-19, 72% of students scored First Class with distinction and rest scored First Class.
- With 100% results in B.Ed. session 2018-20, 78% of students scored First Class with distinction and rest scored First Class.
- With 100% results in B.Ed. session 2019-21, 100% of students scored First Class with distinction and rest scored First Class. (Appeared 42). & 100% results in D.El.Ed. session 2019-21.
- Many students got placements in premier schools of the Bokaro district with English medium like Chinmaya Vidyalaya, GGPS, Adarsh Vidya Mandir, Crescent Public School, St. Xavier's School, Mithila Academy Public School and MGM Higher Secondary, Bokaro Public School D.P.S. & Others.
- Many of our Students succeeded in C.T.E.T. and have been selected in State Govt. Schools in Jharkhand, Bihar and other states.
- Students from other states have regularly opted to register & study in this institution.

ACADEMIC PROGRAM

The College has successfully and consecutively conducted B.Ed. Course in 2012-13 to 2020-22 & D.El.Ed. Course in 2019-21 to 2021-23 with 100 seats each year.

- The College has been granted extended affiliation to conduct **B.Ed. and D.El.Ed. course still 2022-24**. With an intake of **100 seats** per year.
- After NAAC/QCI accreditation, which is under process, we hope permanent affiliation will be granted.



Beti Bachao Beti Padhao



Art & Craft



Music Class



Health & Physical Room

PLOs (Programme Learning Outcomes) B.Ed. & D.El.Ed.

On Successful Completions of the two year B.Ed Programme, Pupil Teacher will be able to develop

- Teaching Competencies as identified by National Council of Teacher Education (NCTE).
- Attain harmonious development of their Personality.
- Analyse curriculum and select appropriate teaching strategies according to their needs.
- Complete at the global level through the use of Interdisciplinary Knowledge.
- To promote traditional Indian Education System in Modern Content.
- To achieve all round excellence.
- To facilitate Students; learn the dynamics of teaching skills and techniques.
- To enhance skill in development programmes and research facilities.
- Show their concerns towards the emerging issues in the current environment.
- Because reflective learners with an insight for human Welfare.

CLOs (Course Learning Outcomes)

CHILD HOOD AND GROWING UP

Aims of the Course

After completion of course the students will be able to :

- To study childhood, child development and adolescence.
- To develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds
- To enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts: Family, schools, neighborhoods and community.

CONTEMPORARY INDIA AND EDUCATION

Aims of the Course

After completion of course the students will be able to :

- To enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

Language Across The Curriculum

Aims of the Course

After completion of course the students will be able to understand:

- The nature of language.
- Interplay of language and society.
- The developmental process of language acquisition.
- Function of language and how children use them as a tool at different developmental stages.
- Significance and acquisition of early literacy in the larger context of school curriculum.
- Ways of handling aspects of grammar not in isolation but by creatively integrating in with text.

Understanding Discipline and School Subject

Aims of the Course

After completion of course the students will be able to :

- To help the prospective teachers in understanding the nature of children and the ways / approaches the children learn in the school / classroom situations.
- To develop capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process.
- To empower prospective teachers to prepare and use appropriate teaching learning materials for improving learning of the children.
- To expose the prospective teachers to different modes of assessment of learning and enable them to use those effectively to pro / note classroom learning.



School Internship



Student Faculty Exchange



Swachh Bharat Campaign



Rangoli Making

EPC-1 reading and reflecting on text

Aims of the Course

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to reach.

Learning and teaching

Aims of the Course

After completion of course the students will be able to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them understand theories of learning as conceptualized currently within psychology and cognitive science. I engage critically with theories that reduce learning to behavioral and testable components, engage theoretically and through observation with the notion of learning as construction of knowledge investigate the differences and connections between learning in school and learning outside school.

Knowledge and Curriculum –Part 1

Aims of the Course

The courses intend to inform student-teachers that how knowledge and curriculum – making plays a critical role in a heterogeneous and plural society like India. However, without a clear vision and understanding of curricular aims, schools tend to become rigid in their curricular practices, and uniformly imposed processes, meanings, and values. This negates the ideals that they are expected to actualize.

Pedagogy Course-1

Aims of the Course

The objectives of the course will make the student-teachers able to:

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;

Assessment for learning

Aims of the Course

The course will enable student-teachers to

- Understand the different roles of language;
- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- Become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, text, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

EPC 2 Drama and Art in Education

Aims of the Course

Understanding basics of different art forms impact of art forms on the human mind enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms through genuine exploration, experience and free expression enhance skills for integrating different art forms across school curriculum at secondary level enhance awareness of the rich cultural heritage, artists and artisans.

Pedagogy Course-2

Aims of the Course

The objectives of the course will make the student-teachers able to:

- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;



Voter Awareness Programme



Homage to martyrs of Pulwama Attack



Jal Shakti Team



Awards For Top 10

- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;

GENDER SCHOOL AND SOCIETY

Aims of the Course

This course will enable the students to

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Knowledge and curriculum Part- II

Aim of the Course

The course intends to inform student-teachers that how curriculum - making plays a critical role in a heterogeneous and plural society like Indian. However, without a clear vision and understanding of curricular aims. Schools tend to become rigid in their curricular practices, and uniformly imposed processed, meanings and values. This negates the ideals that they are expected to actualize. Therefore, the course aims at enthusing student-teachers to infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and the schools, so that it becomes culturally sensitive in selection in of knowledge, symbols nd values and child-friendly in pedagogy, student teachers understand the evolving meanings of curriculum when seen as a dynamic process, Within this broad field, conceptual linkages (and distinctions) between educational aims, curriculum framework, curriculum development, syllabus, teaching-learning materials, pedagogy as well as evaluation processes are recognized. The role of school organization school organization and culture as well as of the teacher, in operationalizing and developing a contextually responsive 'curriculum' and 'critical pedagogy' are explored. The scope for teachers to make curricular decisions, based on field realists is highlighted.

Creating an Inclusive School

Aims of the Course

The students will be able to

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resources in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- Modify appropriate learner -friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs;
- Contribute to the formulation of policy; and
- Implement laws pertaining to education of children with special needs.

EPC 3

Aims of the Course

This set of experiences is visualized with an assumption that many student- teachers will have a basic familiarity with computers, even if they do not have much hands-on- experience. It is intended to enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

EPC 4: Understanding the self

Aims of the Course

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.



Community Lunch



Internal Examination



Pariksha Pe Charcha



Quiz Competition

- To develop a holistic and integrated understanding of the human self and personality Workshop Themes.
- Vision as a person: aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formations, values and direction of life.

STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER - 1

SL.NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum Marks		TOTAL
THEORY COURSES							Internal	External Term-End Examination	
1.	1	Childhood and growing up	B.Ed TC-101	06	06	02	20	80	100
2.	2	Contemporary India and Education	B.Ed TC-102	06	06	02	20	80	100
3.	3	Language across the Curriculum (1/2)	B.Ed 03 TC-103	03	03	01	10	40	50
4.	4	Understanding Discipline and Subjects (½)	B.Ed TC-104	03	03	01	10	40	50
PRACTICUM									
5.	EPC 1	EPC 1 Reading and Reflecting on Texts (½)	B.Ed P-105	03	03	01	50		50
TOTAL				21	21	07	110	240	350

SEMESTER - 2

SL.NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum Marks		TOTAL
THEORY COURSES							Internal	External Term-End Examination	
6.	5	Learning and Teaching	B.Ed TC-201	06	06	02	20	80	100
7.	6	Knowledge and Curriculum-part 1 (½)	B.Ed TC-202	03	03	01	10	40	100
8.	7	Pedagogy of a school Subject Part (½)	B.Ed TC-203	03	03	01	10	40	50
9.	8	Assessment for Learning	B.Ed TC-204	06	06	02	20	80	50
PRACTICUM									
10.	EPC 2	Drama and Art in Education (½)	B.Ed P-205	03	03	01	50	50	
TOTAL				21	21	07	110	240	350



World Water Day



Study Tour Purulia



Poster Making Competition



Holi Celebration

SEMESTER -3

SL.NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum Marks		TOTAL
THEORY COURSES							Internal	External Term-End Examination	
11.	9	Pedagogy of s school subjects partII (1/2)	B.Ed TC-301	03	03	01	10	40	50
PRACTICUM									
		School Internship Report	B.Ed P-302	18	18	10	150		150
		Assessment of Practice Teaching in selected subject	B.Ed P-303					100	100
	TOTAL			21	21	11	160	140	300

SEMESTER -4

SL.NO.	Courses	Names of the courses	Course code	Instruc-tional hours	Credit hours	Tutorial	Maximum Marks		TOTAL
THEORY COURSES							Internal	External Term-End Examination	
12.	10	Gender, School and society (½)	B.Ed TC-401	03	03	01	10	40	50
	11	Knowledge and Curriculum partII (½)	B.Ed TC-402	03	03	01	10	40	50
	12	Creating an Inclusive school (½)	B.Ed TC-403	03	03	01	10	40	50
13.	13 Optional Courses	a) Vocational/work education b) Health and Physical education c) Peace Education d) Guidance and Counseling e) Issues of Conservation and Environmental Regeneration f) Yoga Education g) Value Education and Human Rights	B.Ed TC-404a B.Ed TC-404b B.Ed TC-404c B.Ed TC-404d B.Ed TC-404e B.Ed TC-404f B.Ed TC-404g	03	03	01	10	40	50
	PRACTICUM								
	EPC 3	Critical understanding of ICT	B.Ed P-405	03	03	01	50		50
	EPC 4	Understanding the self	B.Ed P-406	03	03	01	50		50
	TOTAL			18	18	06	140	160	300

ADMISSION PROCESS

- **Forms & Prospectus** are available at college office during working hours.
- **Eligibility (in B.Ed. course)** At least 50% marks in aggregate at Graduation / Post Graduation Degree with school subjects from a recognized university. Relaxation to SC / ST / OBC as per norms of NCTE
- **Eligibility (in D.El. Ed. Course)** 50% Marks in +2 Exams or Intermediate Level Exams
- **Selection and Admission** only according to the rules and regulations laid down by the N.C.T.E., Govt. of Jharkhand, Binod Bihari Mahto Koyalanchal University, Dhanbad & Jharkhand Academic Council, Ranchi.



Curriculum Activity Hall



Earth Day



Essay Competition



Community Lunch 2019-21

LIST OF DOCUMENTS REQUIRED AT THE TIME OF ADMISSION FOR B.Ed.

- Self-Attested photocopy of the **Matriculation** Marks – sheet and passing certificate.
- Self-Attested Photocopy of Marks – sheet of **+2/IA /ISC /I Com.**
- Self-Attested photocopy of Mark – sheet of **Bachelor's and / or Master's degree.**
- Original copy of **CLC / DLC.**
- Original copy of **Migration**, if last examination passed from university other than **Binod Bihari Mahto Koyalanchal University, Dhanbad.**
- **Recent Photographs** (02 Stamp 06 Passport)
- Attested photocopy of **Residential certificate** issued by an authority not below the rank of first class magistrate.
- Attested photocopy of **Caste certificate** issued by the first class magistrate (SC/ST/OBC candidates only.)
- Attested photocopy of **Income certificate** issued by the first class magistrate (SC/ST/OBC candidates only.)
- In case of **handicapped candidates** attested photocopy of certificate issued by Civil Surgeon.
- An affidavit sworn before a notary public that all information given by the candidate is true, must be attached along with their application.
- **Anti-ragging Declaration** Affidavit.
- **Attested photocopy** Adhaar Card.
- Medical Certificate of Fitness.
- Allotment letter.

(At the time of admission, all original certificate/documents must be produced for verification.)

LIST OF DOCUMENTS REQUIRED AT THE TIME OF ADMISSION FOR D.El.Ed.

- Self-Attested photocopy of the Matriculation Marks – sheet.
- Self-Attested Photocopy of Marks – sheet and passing certificate of **+2/IA /ISC /I Com.**
- Original copy of **CLC.**
- Original copy of **Migration**, if last examination passed from university other than Jharkhand Academic Council, Ranchi.
- Eight recent Pass-port size colour photographs.
- Attested photocopy of **Residential certificate** issued by an authority not below the rank of first class magistrate.
- Attested photocopy of **Caste certificate** issued by the first class magistrate (SC/ST/OBC candidates only.)
- In case of **handicapped candidates** attested photocopy of certificate issued by Civil Surgeon.
- An affidavit sworn before a notary public that all information given by the candidate is true, must be attached along with their application.

(At the time of admission, all original certificate/documents must be produced for verification.)

RULES & REGULATIONS

As per norms of college, Managing Committee based on NCTE & B.B.M.K.U. guidelines.

- Students will have to strictly comply with rules and regulation of the institution issued from time to time relating to their studies, examination conduct and discipline.
- Students, who secure admission on the basis of false certificates, mark-sheet or on the basis of any misinterpretation of facts or illegal mean, shall be summarily cancelled and the fee paid by him/herself be forfeited. Legal Action may also be taken against them.
- No refund of fees will be made on withdrawal of admission under any circumstances.
- In case, the candidate, who fails to submit the documents as required by the university or NCTE or state authorities, the admission may be treated as cancelled and no request for refund of fees shall be entertained under any circumstances.



Republic Day 2022



Womens Day



Internal Exam COVID



Lohri Celebration

- If the applicant is employed, then employer's no objection certificate with proof of two years of work-study leave must be submitted at the time of admission.
- Candidates selected for admission shall have to furnish an undertaking prescribed by the management at the time of admission, in respect of maintaining congenial behavior and environment in the college.

ANTI-RAGGING CELL

- The college has an Anti-ragging cell to make it a 'Ragging free campus'. The college has well disciplined, friendly and peaceful environment for teaching & learning. Two Faculties and one Management Member are looking after this cell to avoid any cases of ragging.

ACTIVITIES

- **Seminars** are organised to promote higher thinking and to find solutions on various issues. A National Seminar in 2017 was organised under the benign presence of the Hon'able Vice Chancellor of Vinoba Bhave University.
- **Workshop Facilities** are organised to help students in obtaining better skills for placements and jobs.
- **Value-added Courses** are those courses designed to enhance the standard of students beyond those levels specified in academic curriculum.
- **Educational Tour** – Students regularly undertake educational tours of places like:
 - Science Centre, Purulia, West Bengal (2014, 2016 & 2021).
 - Jawaharlal Nehru Botanical Garden, Bokaro (2018) Quiz on Animals / birds to enhance their environmental knowledge.
 - Sudha Diary (2015) study of the process of production of Dairy products in a MechinsedWay.
 - Puri, Odisha (2019) - Nandankanan Zoological Park, Jagannath Temple, Lingaraja Temple, Konark Sun Temple, Chandrabhaga Beach.
 - Bodh Gaya, Nalanda, Pawa Puri Tour (2022) – Mahabodhi Temple, Bodhi Tree, Great Buddha Statue, Thai Monastery, royal Bhutan Monastery, Dungeswari Hills, Glass Bridge, wild life Safari, ropeway, Jal Mandir,

UNIFORM

- **Boys:** Shirt with Strips of Sky Blue Colour, Trousers of Deep Blue Colour (No Jeans allowed).
- **Girls:** White Salwar & Dupatta with Kurta with Strips of Sky Blue Colour.
Note: - a) Sample displayed on Notice Board.
b) For Winter Blazer of Air Force Blue Colour.

TIMINGS

- **Day Session :** 09:30 am to 03:30 pm; Office Hour: 09:00 am to 04:00 pm
- **Morning Session :** 07:30 am to 12:30 pm; Office Hour: 07:30 am to 01:30 pm

FEE / SCHOLARSHIPS

- SC/ST Candidates will get concession in fees as per University/Council rules.
- Scholarship to OBC/ST/SC students from Jharkhand E-Kaylan.

SYLLABUS

- Syllabus prescribed by Binod Bihari Mahto Koyalanchal University (B.Ed.) & Jharkhand Academic Council (D.El.Ed.) will be followed.



VC, B.B.M.K.U., University Inspection



Trainee Teachers B.Ed. 2018-20



Saraswati Puja



Plantation



Induction Programme 2021-23



Azaadi Ka Amrit Mahotsav



Assembly



Yoga Day

Dr. S. Radhakrishnan College of Education

"Learning Through Activities"



D.C., Bokaro & S. P., Bokaro
at Diwali Milan Samaroh



V.C., V.B.U., Hazaribagh & M.L.A., Bokaro
at National Seminar 2017



Mr. L.P. Singh, D.I.G., Bokaro 2012-13
Doing Tree Plantation



Educational Tour-Bodh Gaya



Trainee Teachers of Session 2020-22