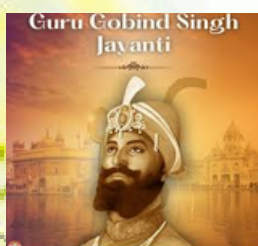


NEWSLETTER: JANUARY 2025
DEPARTMENT: EDUCATION
THEME: "UNIFIED BY DIVERSITY"



India, a nation with rich culture, art, heritage (tangible and intangible) is a place where people belonging to diverse backgrounds coexist in a peaceful manner. The essence of the concept of "Unity in Diversity" or to say "Unified by Diversity" can be observed and experienced in each month of the year, where various festivals and events are celebrated in each state.

Similarly the theme for this month- "Unified by Diversity" is apt as the first month of the calendar comes with several festivals though belonging to particular states are celebrated across all states, such as

- [New Year](#) (marks the beginning of the year, celebrated world wide)
- [Guru Gobind Singh Jayanti](#) (Gazetted Holiday)
- [Lohri](#) (Festival of Punjab)
- [Makar Sankranti](#) (Celebrated in all states)
- [Pongal](#) (Festival of Tamil Nadu)
- [Bhogali Bihu](#) (Festival of Assam)
- [Kenduli Mela](#) (Festival of West Bengal)
- [International Kite Festival](#) (Festival of Gujarat)
- [Bikaner Camel Festival](#) (Festival of Rajasthan)
- [Modhera Dance Festival](#) (Festival of Gujarat)
- [Republic Day](#) (celebration all over India)

Hence, this theme has been selected for the January month since, it is of utmost importance that the younger generations should have a knowledge about the theme and they learn to be tolerant and responsible towards the society.

SYLLABUS TO BE COVERED THIS MONTH

<p>B.Ed. 1st Year (Semester- II) EXTERNAL EXAMINATION Subject: BED 102- Learning and Teaching Subject Orientation Topic:</p> <ul style="list-style-type: none"> • Learning and Teaching – Nature, Relevance and Relationship. • Nature and Nurture • Developmental Influences • Learning Style of Learners • Concept and Model of Teaching • OD, Self- Learning 	<p>B.Ed. 2nd Year (Semester- IV) Subject: BED 210- Gender, School and Society Subject Orientation Topic:</p> <ul style="list-style-type: none"> • Conceptual Foundation: Sex, Gender, Sexuality, Third Gender • Masculinity and Feminism • Gender bias, Gender Equality and Gender Stereotypes • Polyandrous, Matrilineal, Patrilineal and Matriarchal and Patriarchal Societies in India: Relevance and assessing Status of Education. 	<p>B.Ed. PRACTICALS- 1st Year (Semester- II) BED 152- Reading and Reflecting on Texts BED 154- PSE- II Orientation & Discussion</p>
<p>Subject: BED 104- Contemporary Perspectives in Education Subject Orientation Topic:</p> <ul style="list-style-type: none"> • System of Indian Education • 5+3+3+4 (NEP2020,4.1-4.5) • ECCE(NEP2020,1.1-1.5) <ul style="list-style-type: none"> ◦ UEE ◦ USE (RMSA) ◦ Higher Education (RUSA) ◦ Issues of Indian Education • Vocational Education (NEP 2020 16.1 –16.8) 	<p>Subject: BED 212- Knowledge and Curriculum: Perspectives in Education Subject Orientation Topic:</p> <ul style="list-style-type: none"> • Understanding the Meaning and Nature of Curriculum • Foundations of Curriculum: Philosophical, Psychological and Sociological • Components and Principles of Curriculum, Need and Importance • Facets of Curriculum: Significance in Indian context • Significance of Curriculum in School Education • Interrelationship between Curriculum, Society and Learner. • Recommendations for curriculum and schooling(According to NCF 2005 and NPE 2020) 	<p>PRACTICALS- 2nd Year (Semester- IV) BED 252- Reflection on School Experience BED 254- Drama and Art in Education Orientation & Discussion</p>
<p>Subject: BED 106- Assessment of Learning Subject Orientation Topic:</p> <ul style="list-style-type: none"> • Concept of Measurement, Assessment and Evaluation • Need and Scope of Evaluation • Distinction among-Measurement, Assessment and Evaluation. • Evaluation Approaches: Formative - Summative • Difference between Assessment of learning, Assessment for learning and Assessment as Learning • Continuous and Comprehensive Assessment: Need, Implementation Procedure • Types of evaluation 	<p>Subject: BED 214- Guidance & Counselling Subject Orientation Topic:</p> <ul style="list-style-type: none"> • Guidance: Concept, aims, objectives, functions, principles and ethics • Role of Guidance in human development and adjustment • Need & Procedure for (Educational, Psychological and Social)guidance • Group Guidance: Concept, Need, Significance and Principles • Role of Teacher in providing guidance and organization of guidance programs in schools. 	<p>MOOCs Registration and Exams</p>

<p>Subject: BED 108- Experiential Learning Subject Orientation</p> <p>Topic:</p> <ul style="list-style-type: none"> • Concept and Features Experiential Learning, Experiential Education, Elements/Conditions of Experience-based learning, Principles, Role of teacher and students in experiential learning, Process of Experiential Learning, components, Benefits, Limitations, Teaching Non-projectable topics through Experiential mode. • Experiential Learning and Indian Thinkers 	<p>Subject: BED 216- Environmental Education Subject Orientation</p> <p>Topic:</p> <ul style="list-style-type: none"> • Nature, need and scope of environmental education and its conservation • Present status of environmental education at various levels □ Role of individual and community in conservation of natural resources: energy and minerals • Role of individual in prevention of pollution: air and water • Equitable uses of resources for sustainable livelihoods • Role of information technology, media and ecotourism in environment 	
<p>Subject: BED 110- Entrepreneurial Mindset Subject Orientation</p> <p>Topic:</p> <ul style="list-style-type: none"> • Definition and importance of an Entrepreneur, Entrepreneurship in Education • Role and significance of entrepreneurs in the Economy and in Education • Developing entrepreneurial qualities through Education • Key traits, skills and Characteristics of successful Educational Entrepreneurs • Myths of Entrepreneurship • Challenges for Entrepreneurship Education in India. 	<p>Subject: BED 218- Creating an Inclusive School Subject Orientation</p> <p>Topic:</p> <ul style="list-style-type: none"> • Concept of social Exclusion and Inclusion • Understanding Diversities: Linguistic, socio-cultural, Economic, Gender and Disability • Philosophical and social basis of Inclusive Education. • Benefits of Inclusive Education to children without special needs. • Historical and contemporary perspectives to disability and inclusion 	
<p>Subject: BED116- 150- Pedagogy of School Subject-(I) Pedagogy of School Subject-(II)</p> <p>Subject Orientation</p> <p>Topic:</p> <p>Concept- Hindi, English, Math, Social Science, Accountancy, Business Studies</p>	<p>Subject: BED232- Life Skills Education</p> <p>Subject Orientation</p> <p>Topic:</p> <ul style="list-style-type: none"> • Life Skills & Life Skills Education: Concept, need and importance of Life Skills& its education for human beings (especially teachers). • Difference between Livelihood Skills and Life Skills. • Core Life Skills prescribed by World Health Organization. • Key Issues and Concerns of Adolescent students in emerging Indian context. 	

<p>DPSE 1st Year Subject: UCC-Understanding Child & childhood Unit 5 & 6 *Assignments and Presentations</p>	<p>DPSE 2nd Year Subject: DUEC- Developing Understanding of Environment in Children Unit 6- full *Assignments and Presentations</p>	<p>DPSE PRACTICALS Subject: Self-Development Unit 2 & 3 *File Submission and Presentation</p>
<p>Subject: DMCC- Development of Mathematical Concepts in Children Unit 3 & 4 *Assignments and Presentations</p>	<p>Subject: PLHE-Proficiency in Language: Hindi & English Unit 6 (last half) *Assignments and Presentations</p>	<p>Subject: School Experience Programme (both 1st and 2nd year)- Submission of all files & teaching aids.</p>
<p>Subject: HCNC- Health Care and Nutrition of Children *Unit-4- Full *Assignments and Presentations</p>	<p>Subject: POP- Planning and organization of a Pre-school Education Programme Unit 4 & 5- Full *Assignments and Presentations</p>	
<p>Subject: PSE- Pre-school Education *Unit-4 - complete, Unit 5 *Assignments and Presentations</p>	<p>Subject: WFC-Working with Families and Community *Assignments and Presentations</p>	
<p>Subject: ECCE- Early childhood care Education *Unit 3 & 4 (half) *Assignments and Presentations</p>	<p>Subject: WCSN- Working with Children with Special Needs *Assignments and Presentations</p>	
<p>Subject: DLLC *Assignments and Presentations</p>	<p>Subject: GDD- Gender, Diversity and Discrimination Revision & Last Bullet of last unit *Assignments and Presentations</p>	
<p>Subject: MM ECCE- Methods and Materials for Early Childhood Care and Education *Unit-3- Full *Assignments and Presentations</p>		

2025

JANUARY

01

MONTHLY PLANNER

SUN	MON	TUE	WED	THU	FRI	SAT
			1 NEW YEAR	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16 ORIENTATIO N (B.ED SEMESTER II & IV)	17 SCREENING OF MOVIE- "LIPSTICK UNDER MY BURKHA"	18
19	20	21 AWARENESS SESSION ON "RIGHTS OF FEMALES IN OUR CONSTITUTIO N"	22	23	24 PEER GROUP PRESSURE MANAGEMEN T	25
26	27 HOW TO WRITE RESEARC H ARTICLE	28 ISSUES FOR DEBATE: "QUALIFICATI ONS & COMPETANCIE S OF HINDI TEACHER IN MODERN TIMES"	29 THREE DAYS WORKSHOP ON ONLINE ASSESSMEN T TOOLS	30 THREE DAYS WORKSHOP ON ONLINE ASSESSMEN T TOOLS	31 THREE DAYS WORKSHOP ON ONLINE ASSESSMENT TOOLS	

**ACTIVITIES ARE FLEXIBLE, THE DATES CAN BE CHANGED.
* DPSE PRE-ANNUAL EXAM DATE SHEET*

A quick recall looking at December 2024, our DPSE students conducted some wonderful activities during their School Exchange Programme (SEP). Below are some pictures of the same.



*For getting more details regarding the activities and SEP of DPSE students, kindly open the google drive link mentioned below:
https://drive.google.com/drive/folders/1LVHkpTXUvZfkwnXFiiQicCXNjb-qqt--?usp=drive_link

Moving on, the year 2025 at LLDIMS started with a New Year Celebration in the college campus, where several activities were organized from poetry, singing, dance, fashion show and so on. Below are some pictures of the same.



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: <https://youtube.com/@lingayasldims3395>

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