



**NEWSLETTER: MARCH 2025**  
**DEPARTMENT: EDUCATION**  
**THEME: "Accelerate Action"**



*The theme for International Women's Day (IWD) in 2025 is Accelerate Action. The theme calls for collective action to accelerate progress toward gender equality.*

*It emphasizes the need to fast-track gender equality and women's empowerment through tangible, swift action. This theme encourages individuals, organizations, and governments to act with urgency to address the systemic barriers that still exist for women worldwide.*

*Holika Dahan (March 13, 2025) marks the triumph of good over evil and precedes the vibrant festival of Holi. Rooted in Hindu mythology, the ritual commemorates the legend of Prahlad and Holika, symbolizing faith and righteousness.*

*Holi (14 Mar.): The aim of Holi is to celebrate love, happiness, and togetherness by spreading colors and joy. Holi is a Hindu festival that symbolizes the triumph of good over evil, the end of winter, and the arrival of spring.*

*Chaitra shukladi (30 Mar.): The aim of Hindu Nav Varsh/Chaitra shukladi, is to celebrate the beginning of a new cycle, signifying renewal, fresh starts, and a time to set positive intentions for the coming year, while also reflecting on the past and seeking blessings for prosperity and well-being.*

*Eid-ul-Fitr (31 Mar.): Muslim holiday marking the end of Ramadan, and is expected to fall on either March 30th or 31st depending on moon sighting.*

## SYLLABUS TO BE COVERED IN MARCH

<p><b>B.Ed. 1<sup>st</sup> Year (Semester- II)</b>  <b>Subject:</b>  <b>BED 102: Learning and Teaching</b>  <b>Unit III Intelligence and Motivation</b></p> <ul style="list-style-type: none"> <li>• Concept &amp; Nature of Intelligence and the role of Heredity and Environment\</li> <li>• Theories of Intelligence               <ul style="list-style-type: none"> <li>(a) Spearman's Two Factor theory</li> <li>(b) Guilford's Factor Analytical Theory</li> <li>(c) Cattell and Horn's Theory of Intelligence</li> <li>(d) Sternberg's Information Processing Theory</li> <li>(e) Howard Gardner's Theory of Multiple Intelligence</li> <li>(f) Emotional Intelligence (Ability Model)</li> </ul> </li> <li>• Assessment of Intelligence               <ul style="list-style-type: none"> <li>(a) Individual Tests – Verbal Tests</li> <li>(b) Group Tests: Verbal/Non-Verbal</li> </ul> </li> <li>• Use, Misuse and Abuse of Intelligence Testing</li> <li>• Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies, Maslow's Theory of Motivation.</li> </ul>	<p><b>B.Ed. 2<sup>nd</sup> Year (Semester- IV)</b>  <b>Subject:</b>  <b>BED 210: Gender, School and Societ</b>  <b>Unit III: Society, Gender Issues and Education</b></p> <ul style="list-style-type: none"> <li>• Gender Identities and Socialization Practices in Family, other formal and informal organizations; Collection of folklores reflecting socialization processes.</li> <li>• Gender Equity and Equality in Education in relation to caste, class, religion, ethnicity, disability and region (rural, urban and tribal areas).</li> <li>• Gender and Media, Gender Based Violence and Crime against girls &amp; women.</li> <li>• Empowerment of Women: Strategies and Issues, Constitutional provisions and legislations for gender equality and women empowerment in India.</li> </ul>	<p><b>B.Ed. PRACTICALS 1<sup>st</sup> Year (Semester- II)</b>  <b>Subject:</b>  <b>BED 152- Reading and Reflecting on Texts</b>  <b>BED 154- PSE- II</b>  <b>Orientation &amp; Discussion</b></p>
<p><b>Subject:</b>  <b>BED 104- Contemporary Perspectives in Education</b>  <b>Unit III: Education &amp; Socio-Cultural Context</b></p> <ul style="list-style-type: none"> <li>• Constitutional provisions on Education (Different Articles), Right to Education Act and its provisions.</li> <li>• Fundamental duties (article 51A) as recommended by NEP2020</li> <li>• Universalization of School Education</li> <li>• Issues of equity, equality and quality of education (NEP2020)               <ul style="list-style-type: none"> <li>○ Sustainable development Goals (SDG4) of 2030 Agenda for Sustainable development as recommended by NEP2020</li> <li>○ Equitable and inclusive education learning for all (NEP 2020 6.1-6.20)</li> <li>○ Adult Education and lifelong learning (NEP 2020 21.1- 21.10)</li> </ul> </li> <li>• Universal access to education at all levels (NEP 2020 3.1- 3.7)</li> <li>• Equity and inclusion in higher education (NEP 2020 14.1- 14.4)</li> <li>• Relationship between Society &amp; Education</li> <li>• Social Process: Socialisation, Social Stratification, Social Change, Social mobility</li> <li>• Education as an instrument of social Change, Influence of education on Society, Family &amp; their practices.</li> <li>• Socio-Cultural influences on the aims &amp; organization of education (in context of Sanskritization).</li> </ul>	<p><b>Subject:</b>  <b>BED 212: Knowledge and Curriculum Perspectives in Education</b>  <b>Unit III: Curriculum Planning, Construction and Transaction (At School Level)</b></p> <ul style="list-style-type: none"> <li>• Gender Identities and Socialization Practices in Family, other formal and informal organizations; Collection of folklores reflecting socialization processes.</li> <li>• Gender Equity and Equality in Education in relation to caste, class, religion, ethnicity, disability and region (rural, urban and tribal areas).</li> <li>• Gender and Media, Gender Based Violence and Crime against girls &amp; women.</li> <li>• Empowerment of Women: Strategies and Issues, Constitutional provisions and legislations for gender equality and women empowerment in India.</li> </ul>	<p><b>B.Ed. PRACTICALS 2<sup>nd</sup> Year (Semester- IV)</b>  <b>Subject:</b>  <b>BED 252- Reflection on School Experience</b>  <b>BED 254- Drama and Art in Education</b>  <b>Lippan Art Workshop</b>  <b>Warly Art Workshop</b></p>
<p><b>Subject:</b>  <b>BED 106-Assessment of Learning</b>  <b>Unit III: Statistical Methods and Interpretation of scores</b></p> <ul style="list-style-type: none"> <li>• Need &amp; Importance of Statistics in Evaluation</li> <li>• Graphical Representation Histogram, Frequency Polygon, Pie Charts,</li> <li>• Measures of Central Tendency: - Mean, Median, Mode. (Meaning, Characteristics, use only)</li> <li>• Measures of Variability:(Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation</li> <li>• Normal Probability Curve: -Properties and Uses, Skewness and Kurtosis</li> <li>• Coefficient of Correlation-Spearman's Rank Rule Method</li> <li>• Percentile &amp; Percentile rank (Meaning &amp; Uses)</li> </ul>	<p><b>Subject:</b>  <b>BED 214: Guidance and Counselling</b>  <b>Unit III: Major Concerns in Guidance and Counselling</b></p> <ul style="list-style-type: none"> <li>• Dealing with Depression and Academic Stress</li> <li>• Psychological Tests: Kinds and their importance for Guidance Program</li> <li>• Guidance Programme in School: Various Guidance Services in School</li> <li>• Orientation Services</li> <li>• Appraisal Service/Pupil Inventory Service</li> <li>• Occupational Information Service</li> <li>• Counselling Service</li> <li>• Placement Service</li> <li>• Follow up Service</li> </ul>	<p><b>MOOCs</b>  <b>Registration and Exams</b></p>



## SYLLABUS TO BE COVERED IN MARCH

<p><b>B.Ed. 1<sup>st</sup> Year (Semester- II)</b>  <b>Subject:</b>  <b>BED 108: Experiential Learning</b>  <b>Unit III: Types of Experience-based Methods and Techniques</b></p> <ul style="list-style-type: none"> <li>• Method in Use-Transforming the Traditional Methods into Experiential Learning Modes- Question-answer Technique and Discussion Method, Problem Solving Method, Project- based Learning.</li> <li>• Progressive Types – Play-based Experiential Learning Methods- Games, Simulation, Roleplay.</li> <li>• Constructivist Learning Methods/Models- Concept of Constructivism – Types of Constructivism- Cognitive Constructivism, Social Constructivism, Radical Constructivism, Reciprocal teaching/learning Model, Inquiry-based Learning Model, Cooperative learning Model- Appraisal and Suitability of each model.</li> </ul>	<p><b>B.Ed. 2<sup>nd</sup> Year (Semester- IV)</b>  <b>Subject:</b>  <b>BED 216: Environmental Education</b>  <b>Unit III: Environmental Issues and concerns</b></p> <ul style="list-style-type: none"> <li>• Consumerism and waste generation and its management</li> <li>• Genetically-modified crops and food security: positive and negative impacts.</li> <li>• Water consumption pattern in rural and urban settlement</li> <li>• Ethno-botany and its role in the present -day world</li> <li>• Alternative sources of energy</li> <li>• Heat production and green house gas emission and ozone depletion</li> <li>• Economic growth and sustainable consumption</li> <li>• Organic farming</li> <li>• Agricultural waste: Their impact and management</li> <li>• Sustainable use of forest produces</li> <li>• Rain water harvesting and water resource management</li> <li>• Biomedical waste management</li> </ul>	
<p><b>Subject:</b>  <b>BED 110- Entrepreneurship in Education</b>  <b>Unit III: Sources of Finance and Promotion of a Model School</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurial Curriculum at School level.</li> <li>• Sources of Finance: Overview of various financing options for entrepreneurs, Debt financing (Bank loans, microfinance, government schemes), Equity financing (Angel investors, venture capital, crowd funding), Grants and subsidies available for entrepreneurs</li> <li>• Opportunity Analysis: Identification and evaluation of educational opportunities, conducting market analysis and customer segmentation, Assessing the feasibility and students' growth</li> <li>• External Environment Analysis: Economic, Social and Technological analysis.</li> </ul>	<p><b>Subject:</b>  <b>BED 218: Creating an Inclusive School</b>  <b>Unit III: School's Preparedness for Inclusion</b></p> <ul style="list-style-type: none"> <li>• Addressing the diverse needs of children with disabilities with reference to Pedagogical, infrastructural, technological and attitudinal readiness</li> <li>• Support services required in the school to facilitate inclusion: Role and functions of the following personnel: <ul style="list-style-type: none"> <li>• General Educator</li> <li>• Special Education Teacher</li> <li>• Audiologist cum speech therapist</li> <li>• Physiotherapist</li> <li>• Occupational therapist, Counselor</li> <li>• Role of NGOs in promoting inclusion in the schools.</li> <li>• General Educator</li> </ul> </li> </ul>	
<p><b>Subject:</b>  <b>BED116- 150:</b>  <b>Pedagogy of School Subject-(I)</b>  <b>Pedagogy of School Subject-(II)</b>  <b>UNIT III: Assessment and Evaluation of Learning and Teaching of mathematics</b></p> <ul style="list-style-type: none"> <li>• Concept and types of Assessment <ul style="list-style-type: none"> <li>○ Norm-referenced &amp; Criterion- Referenced,</li> <li>○ Placement, Formative, Diagnostic &amp; Summative Assessment</li> </ul> </li> <li>• Continuous and Comprehensive Assessment</li> <li>• Assignments, projects, and portfolios in mathematics.</li> <li>• Unit test, designing blue prints, item construction, marking scheme.</li> <li>• Tools of Assessments: Observation Schedule, Checklist, Rating Scale, Anecdotal Records, Tests, Rubrics, Open-Book examination, online examination</li> <li>• Achievement tests: Their construction, Administration and Analysis, Need and importance of class tests.</li> <li>• Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)</li> <li>• Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment</li> <li>• Diagnostics test and remedial teaching in Mathematics</li> </ul>	<p><b>Subject:</b>  <b>BED 232: Core Life Skills (I)</b>  <b>Unit III: Conceptualizing Human Rights and Human Rights Education</b></p> <ul style="list-style-type: none"> <li>• Skills of Self-awareness and Empathy: Concept, Importance for Teachers in Particular, Integration with the teaching learning process, learning to live Together with other living beings. Acceptance of diversity in perspectives of Different societies and cultures. Acceptance and importance of all living beings as along ecological and psychological social structures.</li> <li>• Skills of Coping with Stress and Emotion: Concept, importance for Teachers In particular and Integration with the teaching learning process.</li> <li>• Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.</li> </ul> <p>MOOC with videos of explanation and quiz on Google Doc; Activities &amp; Projects for increasing Self-awareness&amp; empathy; Reducing Stress &amp; Understanding emotions; maintaining interpersonal relationships]</p>	

2025

MARCH

03

## MONTHLY PLANNER

SUN	MON	TUE	WEB	THU	FRI	SAT
						1
2	3 Women's Day week celebration activities	4 Women's Day week celebration activities/ Cultural fair	5 Women's Day week celebration activities	6 Women's Day week celebration activities	7 Women's Day week celebration activities	8
9	10	11 Workshop on Poster Making	12 Khelo Holi Naturally – Poster Making Activity	13 Holika Dahan	14 Holi	15 Dolyatra
16	17 Workshop on Role of Apex bodies in providing curriculum and pedagogical support to teachers within school	18	19	20	21 Group activities/ Discussion for Assessing Student's ideas and thought on different Topics	22
23	24 Discussion in Curriculum Evaluation	25	26	27 Workshop on Teaching Learning Materials	28 Jamat-Ul-Vida/ Workshop on Teaching Learning Materials	29 Workshop on Teaching Learning Materials
30 Chaitra Sukladi/ Ugadi	31 Eid-ul Fitr					

Red: Gazetted Holiday

Green: Restricted Holiday



ACTIVITIES ARE FLEXIBLE , THE DATES CAN BE CHANGED.

## NAUKARI CAMPUS APTITUDE TEST (03.02.2025)

Department of Education, LLDIMS organized NCAT (Naukri Campus Aptitude Test) by naukri.com on 03.02.2025 for the B.Ed. students. The aim of the test was to enable the students to take the test and know their aptitude, their knowledge level and the different types of tests and the strategy through which the tests can be attempted.

The banner features the Lingaya's L D I M S logo at the top left and the NAAC A+ logo at the top right. The main text reads "NAUKRI CAMPUS APTITUDE TEST NCAT 2025 For Final Year Students". Below this, it says "Powered by naukri.com". The event details are "23rd January, 2025 01:00 PM Onwards" at "Computer Lab LLDIMS Campus". At the bottom, there is a "More Info" button, a helpline number "+91 72177-97832", and the website "www.lldims.edu.in". Social media icons for LinkedIn, Instagram, Facebook, and YouTube are also present.

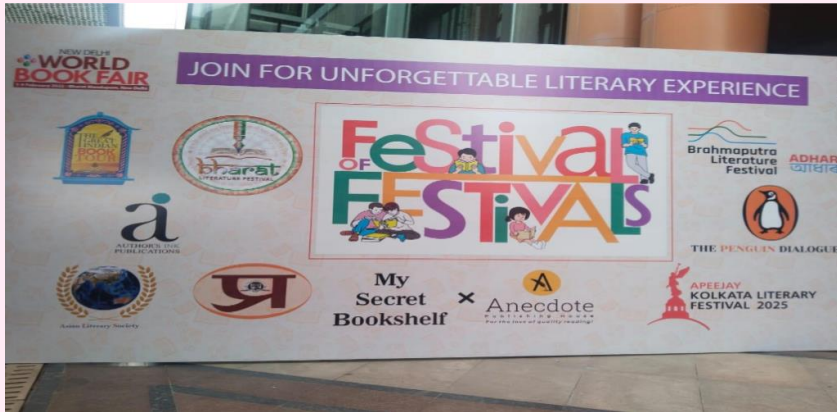


## AN EDUCATIONAL TRIP TO BOOK FAIR (04.02.2025)

Department of Education, Lldims organised an Educational Trip to Book fair at Bharat Mandapam, New Delhi on 04.02.2025 for the B.ed 1st year students. The primary aim of a book fair for students was to promote a love of reading by exposing them to a wide variety of books, encouraging them to discover new titles and authors, and ultimately build their personal libraries, while also potentially raising funds for school libraries or reading programs.

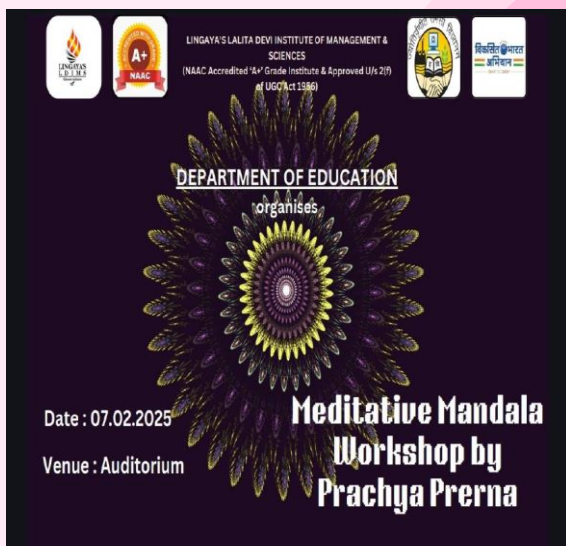
The poster is green and white. At the top, it says "LINGAYA'S LALITA DEVI INSTITUTE OF MANAGEMENT & SCIENCES (NAAC ACCREDITED 'A+' GRADE INSTITUTE & APPROVED U/S 30(D) OF UGC ACT-1956)". Below this, it reads "DEPARTMENT OF EDUCATION ORGANIZES AN EDUCATIONAL TRIP TO BOOK FAIR 2025 04 FEBRUARY". A quote follows: "A book is a dream you hold in your hands— come find your next adventure at the Book Fair. Read, explore, and be inspired! The Book Fair awaits you with treasures of words and wisdom". The meeting time is "MEETING TIME- 10:30AM" at "BHARAT MANDAPAM, NEW DELHI". At the bottom, there is a small image of a book fair display.

## Glimpses of Workshops and Visits organised in the month of February 2025



### WORKSHOP ON MANDALA ART (07.02.2025)

Department of Education LLDIMS organised a workshop on Mandala Art on 07.02.2025 for the students of B.Ed. 4th semester in Auditorium. The Mandala Painting Workshop was aimed to introduce students to the ancient art form of mandala, known for its geometric patterns and spiritual symbolism. Beyond the artistic aspect, the workshop focused on fostering creativity, mindfulness and an appreciation for the meditative qualities of mandala painting.



**VISIT TO SURAJKUND MELA  
(10.02.2025)**

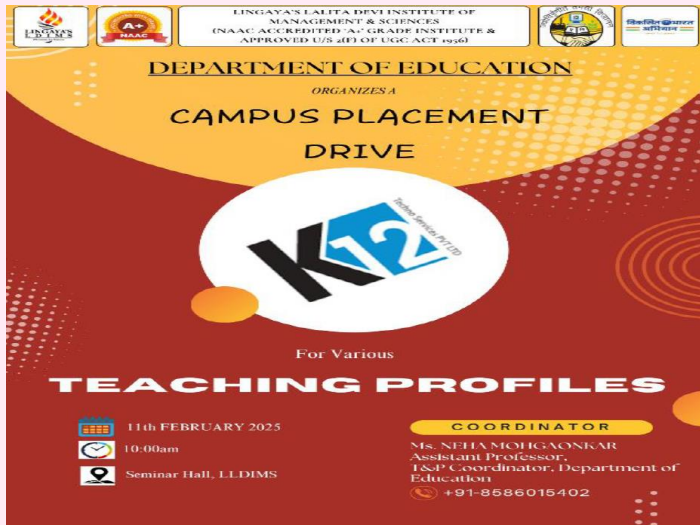
Department of Education, LLDIMS organised a visit to Surajkund crafts Mela for B.ed 2nd year students on 10.02.2025. The Surajkund International Crafts Mela aimed to educate students about India's rich cultural heritage and traditional art forms.



**CAMPUS PLACEMENT DRIVE  
(11.02.2025)**

Department of Education, LLDIMS organized a Campus Placement Drive by K12 on 11.02.2025 for the B.Ed final year students. The process began with the expert giving a brief about their organisation and then the students were asked to take a test of proficiency and subject specific. The last stage of the placement drive was the interview stage of one to one interaction with the students and taking a short demo from them as well. The students actively participated and took maximum benefit from the campus placement drive.

# Glimpses of Workshops and Visits organised in the month of February 2025



LINGAYA'S LALITA DEVI INSTITUTE OF MANAGEMENT & SCIENCES  
(NAAC ACCREDITED 'A+' GRADE INSTITUTE & APPROVED U/S 4(D) OF UGC ACT 1956)

DEPARTMENT OF EDUCATION  
ORGANIZES A  
**CAMPUS PLACEMENT DRIVE**

**V12**  
For Various  
**TEACHING PROFILES**

11th FEBRUARY 2025  
10:00am  
Seminar Hall, LLDIMS

**COORDINATOR**  
MS. NEHA MOHGAONKAR  
Assistant Professor,  
T&P Coordinator, Department of  
Education  
+91-8586015402



## LIPPAN ART WORKSHOP (17.02.2025)

A Lippan Art Workshop was organised by department of Education, LLDIMS on 17.02.2025 for B.ed 4th semester students. Mr.Rashid Ahmad, Assistant professor in education, Ildims was the workshop facilitator. Lippan Art, also known as Mud or Chittar work, is a traditional Indian folk art originating from the rural regions of Gujarat.



Department of Education  
**Lippan Art Workshop**  
17-February-2025  
Time - 12 to 3 pm  
By  
Assistant Professor  
Rashid Ahamad  
Lingaya's Lalita Devi Institute of Management & Sciences  
NAAC 'A+' Institution, Affiliated to GGSIP University, Govt. of NCT of Delhi Recognized by NETE





**WARLI PAINTING WORKSHOP  
(19.02.2025)**

A warli painting workshop was organised by the Department of Education, LLDIMS on 19.02.2025. The workshop was facilitated by Mr. Rashid Ahmed Assistant professor in education, Lldims who is known for his deep knowledge and passion for Indian art forms. His expertise and interactive teaching style created an engaging environment for participants to learn and experiment with Warli painting techniques. Warli painting is a folk art form that originated in the tribal communities of Maharashtra, India.

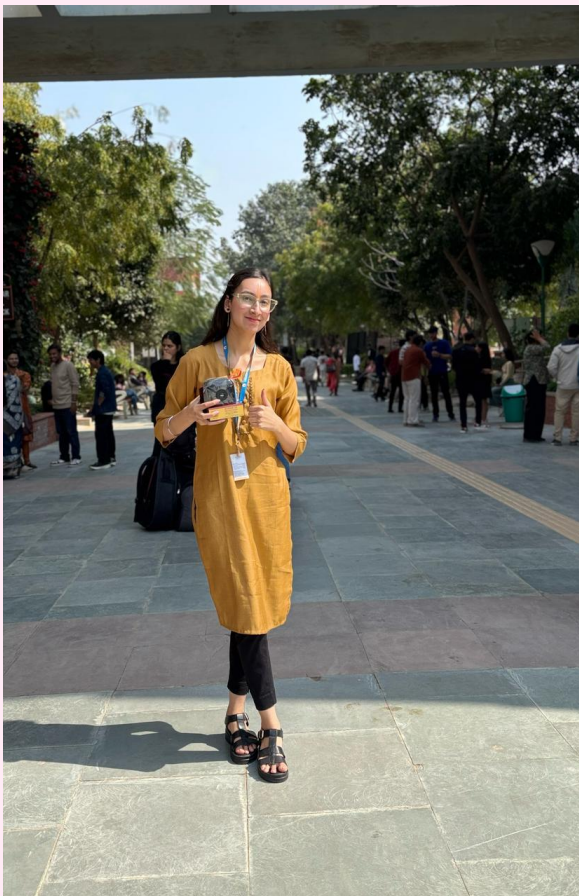


## AWARDS AND RECOGNITIONS

LLDIMS successfully hosted an Interdepartmental Badminton Tournament from 17-19 February 2025. The event showcased exceptional talent, with B.Ed. 2nd semester students (Divyanshi and Seema) excelling in the competition.



Gursift Kaur (B.Ed. 4th Sem) got runner up position Light vocal indian music in Anugoonj 2025 held at GGSIPU.



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