



LINGAYA'S LALITA DEVI INSTITUTE OF MANAGEMENT & SCIENCES  
 (NAAC ACCREDITED 'A+' GRADE INSTITUTE & APPROVED U/S 2(F) OF UGC  
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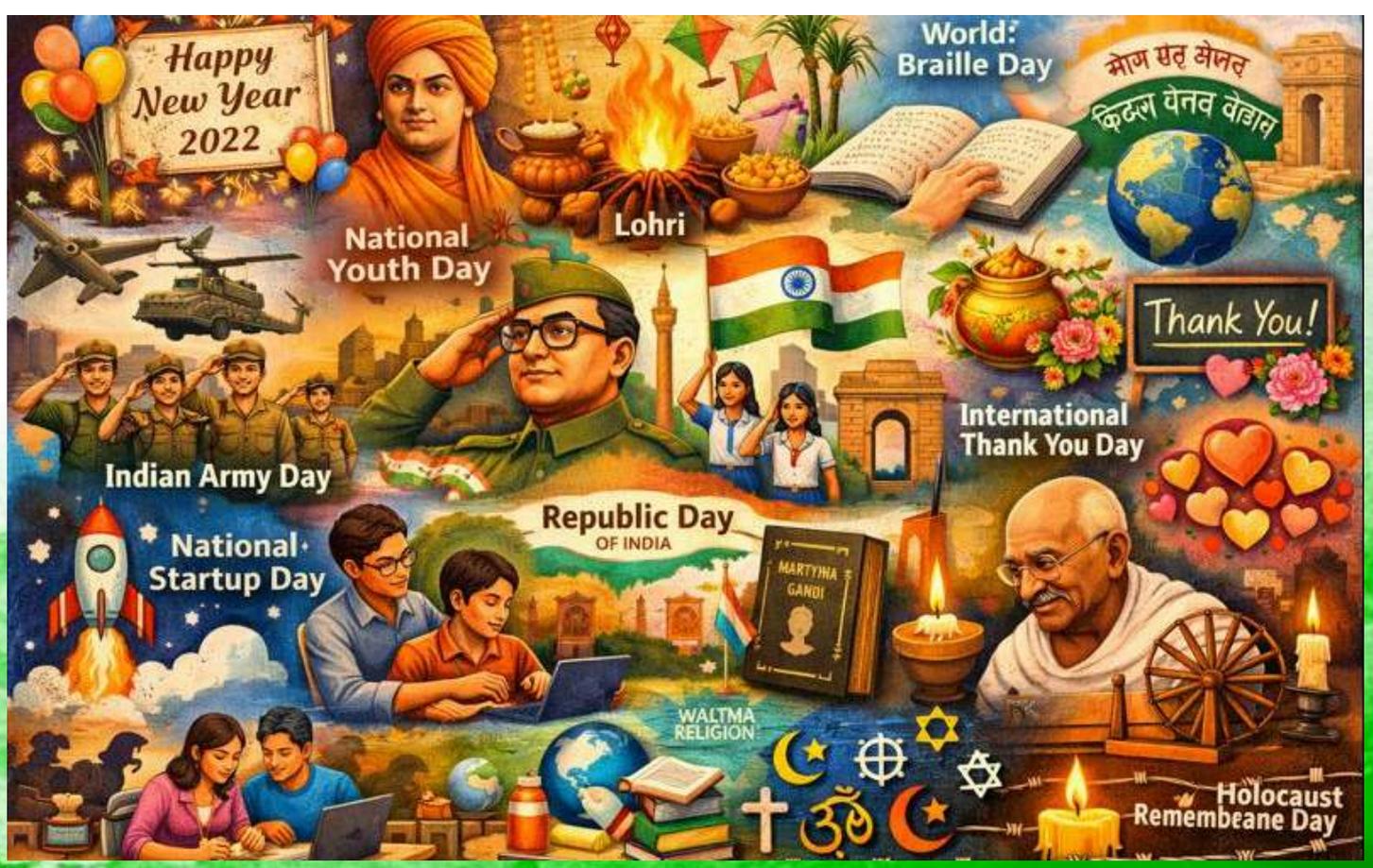


# DEPARTMENT OF EDUCATION

## January 2026 Newsletter

### THEME

“ज्ञान, युवा और गणतंत्र: Education Shaping Tomorrow”

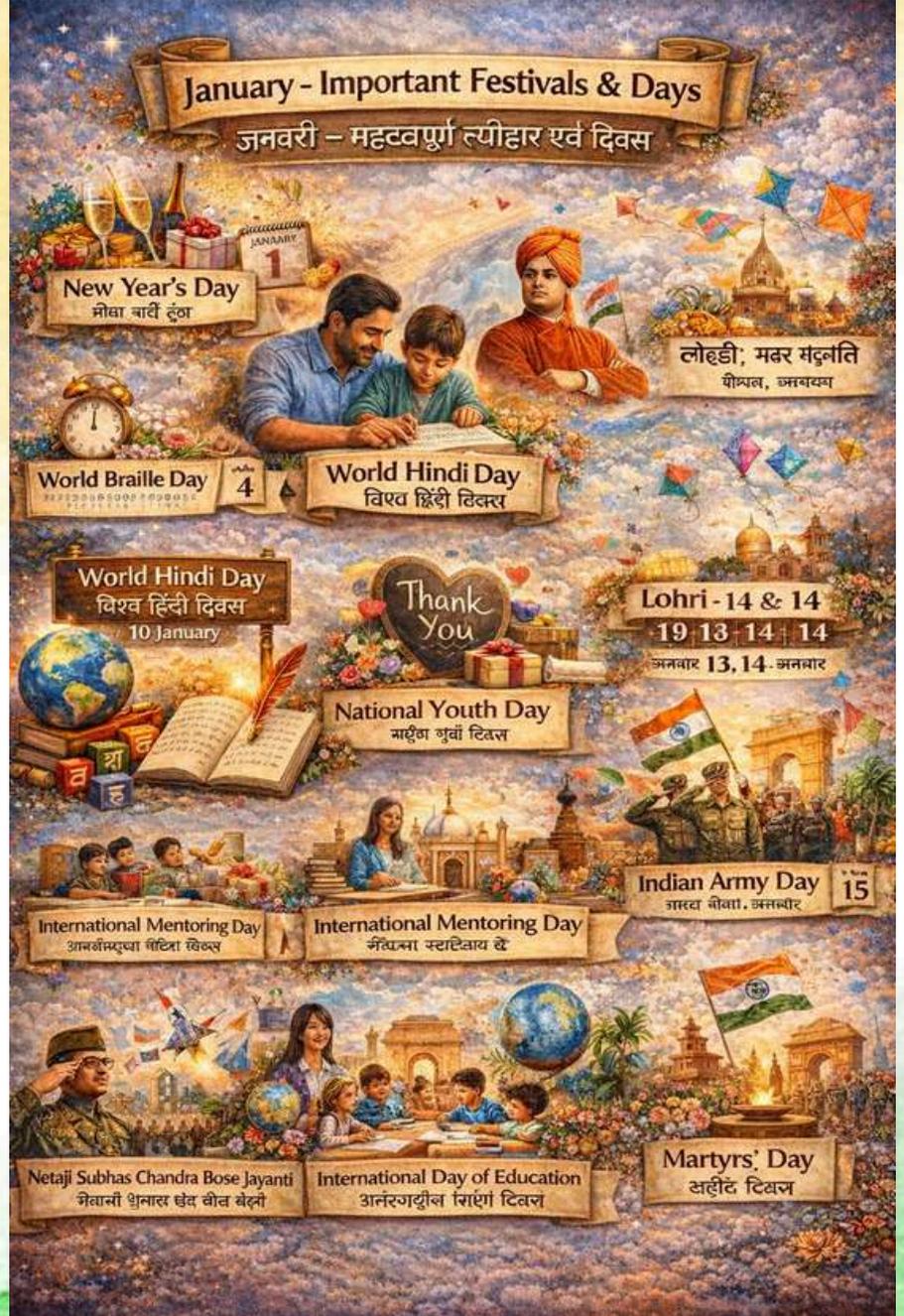


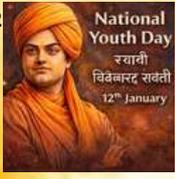
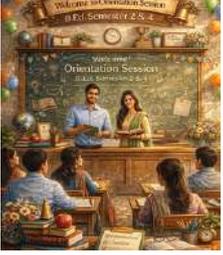
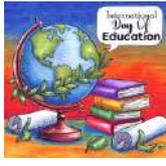
January inspires future teachers to begin the academic year with purpose, pride, and reflection.

As rightly said, “Education is the most powerful weapon to change the world,” this month reminds B.Ed. students that teaching goes beyond textbooks—it shapes values, citizenship, and national development.

Celebrating festivals, youth ideals, constitutional values, and global educational days, January motivates teacher trainees to nurture both intellect and character in learners.

जैसा कि स्वामी विवेकानंद ने कहा है, “उठो, जागो और लक्ष्य प्राप्ति तक रुको मत,” जनवरी भावी शिक्षकों को ज्ञान, मूल्यों और जिम्मेदारी के साथ एक प्रेरक शिक्षक बनने की दिशा दिखाती है।



SUN	MON	TUE	WED	THU	FRI	SAT
				1  नववर्ष दिवस 1 <sup>st</sup> January	2	3
4	5	6	7	8	9  अवसरार्थीण कन्दर्वाट टिवन् 11 <sup>th</sup> January	10
11	12  National Youth Day रचावी विदेबनरद सकंती 12 <sup>th</sup> January	13  Lohri 13 <sup>th</sup> January	14  Makar Sankranti Pongal Uttarayan मकर संक्रांति / पोंगल / उत्तरायण 14 <sup>th</sup> January	15  Indian Army Day 15 <sup>th</sup> January	16  National Startup Day संश्लेष श्वादीन्य टिवन् 16 <sup>th</sup> January  Orientation Session 16 <sup>th</sup> January	17
18	19  International Mentoring Day अंतराज्ठीव प्रवर्ण टिवन्	20  International Day of Education	21  ANUGOONJ ZONALS	22  ANUGOONJ ZONALS	23  Netaji Subhas Chandra Bose Jayanti नयाने शुर्नाव वदोबव यवेज 23 <sup>th</sup> January  ANUGOONJ ZONALS	24
25	26  Republic Day of India 26 <sup>th</sup> January	27 FDP ON AI DRIVEN PROCESS FOR QUALITATIVE IMPROVEMENT IN EDUCATIONAL PRACTICES  ROLE PLAY FOR DEVELOPING SPEAKING SKILLS	28 FDP ON AI DRIVEN PROCESS FOR QUALITATIVE IMPROVEMENT IN EDUCATIONAL PRACTICES  ASSESSMENT DETECTIVE ACTIVITY	29 FDP ON AI DRIVEN PROCESS FOR QUALITATIVE IMPROVEMENT IN EDUCATIONAL PRACTICES  DISCUSSION ON BUILDING RESILIENCE	30 FDP ON AI DRIVEN PROCESS FOR QUALITATIVE IMPROVEMENT IN EDUCATIONAL PRACTICES  हिंदी भाषा: शिक्षा और प्रशिक्षण  SINGLE USE PLASTIC ACTIVITY	31 FDP ON AI DRIVEN PROCESS FOR QUALITATIVE IMPROVEMENT IN EDUCATIONAL PRACTICES

# SYLLABUS TO BE COVERED THIS MONTH

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

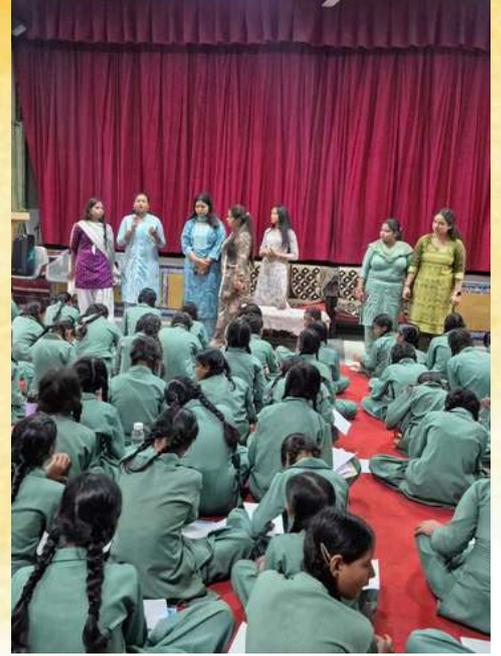
<p><b>Subject:</b>  <b>BED 108- Experiential Learning</b>  <b>Subject Orientation</b></p> <p>Topic:</p> <ul style="list-style-type: none"> <li>• Concept and Features Experiential Learning, Experiential Education, Elements/Conditions of Experience-based learning, Principles, Role of teacher and students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

<p><b>DPSE 1st Year</b>  <b>Subject:</b>  <b>UCC-Understanding Child &amp; childhood</b>  Unit 5 &amp; 6  *Assignments and Presentations</p>	<p><b>DPSE 2nd Year Subject: DUEC- Developing Understanding of Environment in Children</b>  Unit 4- full  *Assignments and Presentations</p>	<p><b>DPSE PRACTICALS</b>  <b>Subject: Self-Development</b>  Unit 2 &amp; 3  *File Submission and Presentation</p>
<p><b>Subject: DMCC- Development of Mathematical Concepts in Children</b>  <b>Unit 5 &amp; 6</b>  *Assignments and Presentations</p>	<p><b>Subject: PLHE-Proficiency in Language: Hindi &amp; English</b>  <b>Unit 6</b>  *Assignments and Presentations</p>	<p><b>Subject:</b>  <b>School Experience Programme (both 1st and 2nd year)-</b>  Submission of all files &amp; teaching aids.</p>
<p><b>Subject: HCNC- Health Care and Nutrition of Children</b>  *Unit-4- Full  *Assignments and Presentations</p>	<p><b>Subject: POP- Planning and organization of a Pre-school Education Programme</b>  <b>Unit 4 -Full</b> *Assignments and Presentations</p>	
<p><b>Subject: PSE- Pre-school Education</b>  *Unit-3 - complete  *Assignments and Presentations</p>	<p><b>Subject: WFC-Working with Families and Community</b>  <b>Unit 3</b>  *Assignments and Presentations</p>	
<p><b>Subject:</b>  <b>ECCE- Early childhood care Education</b>  *Unit 3 &amp; 4 (half)  *Assignments and Presentations</p>	<p><b>Subject:</b>  <b>WCSN- Working with Children with Special Needs</b>  Unit 4  *Assignments and Presentations</p>	
<p><b>Subject: DLLC</b>  <b>Unit 5- full</b>  *Assignments and Presentations</p>	<p><b>Subject: GDD- Gender, Diversity and Discrimination</b>  <b>Unit 4</b>  *Assignments and Presentations</p>	
<p><b>Subject: MM ECCE- Methods and Materials for Early Childhood Care and Education</b>  *Unit-2.3, 2.4- Full  *Assignments and Presentations</p>		

A quick recall looking at December 2025, our journey of B.Ed. student's School Internship of Semester III. Below are some pictures of the same.



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# TEACHING LEARNING EXHIBITION OF SEMESTER III STUDENTS B.Ed. BATCH



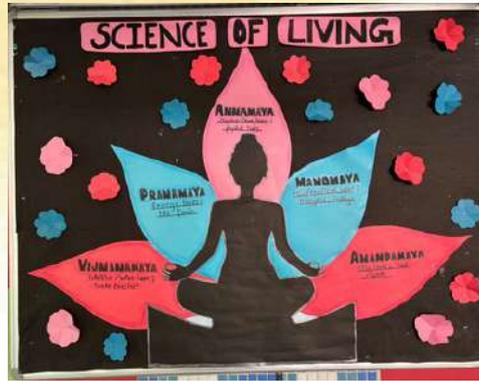
# TEACHING LEARNING EXHIBITION OF SEMESTER III STUDENTS B.Ed. BATCH



A quick recall looking at December 2025, our DPSE students conducted some wonderful activities during their School Exchange Programme (SEP). Below are some pictures of the same.



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**A quick recall looking at December 2025, Glimpses from the AWARD CEREMONY held at LLDIMS campus.**



A quick recall looking at December 2025, Glimpses from the ALUMNI MEET held at LLDIMS campus.



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