

ORIENTAL UNIVERSITY, INDORE

FACULTY OF MEDIA STUDIES



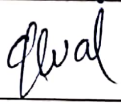
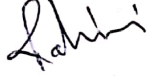

23.6.2022

Board of Studies

Minutes of the Meeting

A meeting of Board of Studies of the Faculty of Media Studies was held on 23.6.2022 (Thursday) at 11:30 AM in the HOD Room, Faculty of Media Studies.

The following members attended the meeting:

S.N.	BOS Members	Designation	Signature
1	Dr Manmeet Singh, Chairman, BOS and HOD, Faculty of Media Studies, Oriental University	Chairperson	
2	Mr. Vishwanath Joshi, Copywriter at 94.3 MY FM (Radio Division of Dainik Bhaskar Group), Indore	Expert	
3	Dr. Vandana Tiwari, Assistant Professor, SABV GACC, Indore	Expert	
4	Dr. Rashmi Somani, Professor and Dean, Faculty of Media Studies, Oriental University, Indore	Member	
5	Mr. Sourabh Gupta, Assistant Professor, Faculty of Media Studies, Oriental University, Indore	Member	

Dr Manmeet Singh, Chairman, BOS and HOD, Faculty of Media Studies, chaired the meeting and welcomed all the members.

The following Agenda points were discussed:

Item no. 1: To consider and approve the minutes of the last meeting of BOS held on 14.02.2022

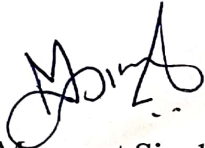
BOS approved the minutes of the last meeting.

Item no. 2: To discuss the implementation of NEP, 2020 for BJMC Program from the forthcoming academic year 2022-23

NEP, 2020 was implemented in BJMC program from academic year 2022-23 and new scheme and syllabus was designed and implemented. A copy of revised scheme and syllabus is enclosed in Annexure-1.

Item no 3: To discuss any other item with the permission of chair.

Since no other item was there to discuss, meeting ended with vote of thanks by the Chair



Dr Manmeet Singh
Chairman, BOS

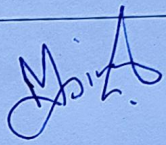
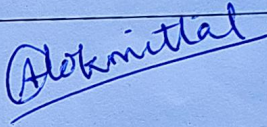
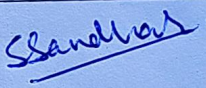
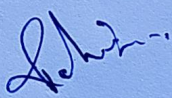

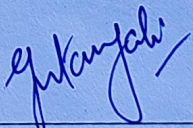
ORIENTAL UNIVERSITY, INDORE
FACULTY OF COMMERCE

24.6.2022

Board of Studies
Minutes of the Meeting

A meeting of Board of Studies of the Faculty of Commerce was held on 24.6.2022 (Friday) at 10.00 AM in the HOD Room, Faculty of Commerce.

The following members attended the meeting:

S.N.	BOS Members	Designation	Signature
1	Dr Manmeet Singh, Chairman, BOS and HOD, Faculty of Management & Commerce, Oriental University	Chairperson	
2	Dr. Alok Mittal, Director, Lal Bahadur Shastri Institute of Technology & Management, Indore	Expert	
3	Dr. Simranjeet Kaur Sandhar, Principal, Indore Institute of Management & Research, Indore	Expert	
4	Dr. Rashmi Somani Professor and Dean, Faculty of Management & Commerce, Oriental University, Indore	Member	
5	Dr. Neelu Gupta, Associate Professor, Faculty of Management & Commerce, Oriental University, Indore	Member	
6.	Dr Geetanjali Sharma, I/C Dean, Faculty of Education, Oriental University, Indore	Special Invitee	

Dr Manmeet Singh, Chairman, BOS and HOD, Faculty of Commerce, chaired the meeting and welcomed all the members.

The following Agenda points were discussed:

Item no.1: To consider and approve the minutes of the last meeting of BOS held on 14.2.2022

BOS approved the minutes of the last meeting

Item no. 2: To apprise the BOS about action taken on last meeting

Members appreciated the efforts of faculty members for their achievements.

Item no. 3: To discuss the implementation of NEP, 2020 for B COM Program from the forthcoming academic year 2022-23

NEP, 2020 was implemented in B COM program from academic year 2022-23 and new scheme and syllabus was designed and implemented. A copy of revised scheme and syllabus is enclosed in Annexure-1.

Item no 4: To consider the faculty academic achievements

Chair shared the faculty achievements before the BOS. Details are enclosed in Annexure-2

Item no 5: To consider the feedback report for academic year 2021-22

Considered the various feedback reports for academic year 2021-22 and proposed action taken report was reviewed. Resolved to approve the action taken report.

Item no 6: To discuss any other item with the permission of chair.

Since no other item was there to discuss, meeting ended with vote of thanks by the Chair



Dr Manmeet Singh
Chairman, BOS



ORIENTAL UNIVERSITY
Faculty of Computer Science and Engineering
(Established under M.P. Niji Vishwavidyalay (Sthapana avam Sanchalan), Adhiniyum 2007)
(Recognized by University Grants Commission, New Delhi)
Opp. Rewati Range Gate no. 1, Post: Shri Aurobindo
Indore-Ujjain State Highway, Jakhya , Indore 453 555 (M.P.)
Website: www.orientaluniversity.in E-Mail: registrar@orientaluniversity.in Ph.-0731-3265651,
3295651

Date: 24/02/2023

MINUTES OF BOARD OF STUDIES MEETING

A meeting of Board of Studies of Computer Science and Engineering was held on **24/02/2023** at **12:00 PM** in the Department of Computer Science and Engineering, Oriental University, Indore.

Following members were present in the meeting:

1. Dr.Maya Rathore, (Chairman, HOD CSE) Associate Professor, CSE, Oriental University
2. Dr. Gurveen Vaseer, (Secretary) Associate Professor, CSE, Oriental University
3. Miss. Ojasvee Kaneria, Asst. Professor, Oriental University, Indore
4. Mr. Vijay Shankar Mishra, Asst. Professor, Oriental University, Indore
5. Mrs. Fiona Lawrence, Asst. Professor, Oriental University, Indore
6. Mr. Javed Nagori, Asst. Professor, Oriental University, Indore
7. Ms. Pakeeza Khan, Asst. Professor, Oriental University, Indore
8. Ms. Aanchal Sharma, Asst. Professor, Oriental University, Indore
9. Ms. Kiran Ajmera, Asst. Professor, Oriental University, Indore

In the presence of mentioned members, a meeting of Board of Studies was held on **24/02/2023** at 12:00 PM in the Department of Computer Science and Engineering of this University and the following agenda was discussed:

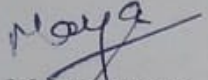
Agenda:

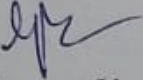
1.Academic Activities

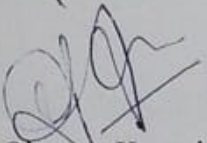
1. Assignment of new course codes of all branches of B.Tech, BCA, MCA, M.Tech, B.Sc, Diploma (CS) as per NEP policy.
2. Review of scheme and syllabus of B.Tech, BCA, MCA, M.Tech, B.Sc, Diploma (CS).
3. Revision of syllabus of Fundamentals of Engineering in B.Tech 2 semester.
4. Discussion of results of the previous semester.

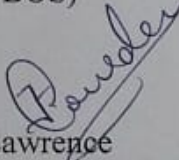
2. Result Semester Wise (December- 2022)

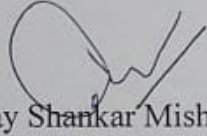
Course	Sem	Pass	Fail	Withheld	Total
B. Tech	III	22	46	46	114
B. Tech	V	31	14	35	70
B. Tech	VII	21	5	0	26
Diploma CS	III	4	11	11	26
Diploma CS	V	3	0	3	6

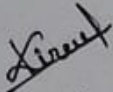

Dr. Maya Rathore
Associate Professor
(Chairman, HOD CSE)



Dr. Gurveen Vaseer
Associate Professor
(Member, BOS)

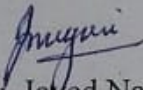

Miss. Ojasvee Kaneria
Assistant Professor
(Member, BOS)

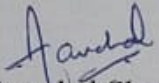

Mrs. Fiona Lawrence
Assistant Professor
(Member, BOS)


Mr. Vijay Shankar Mishra
Assistant Professor
(Member, BOS)


Ms. Kiran Ajmera
Assistant Professor
(Member, BOS)


Ms. Pakeeza Khan
Assistant Professor
(Member, BOS)


Mr. Javed Nagori
Assistant Professor
(Member, BOS)


Ms. Aanchal Sharma
Assistant Professor
(Member, BOS)

Department of Education
ORIENTAL UNIVERSITY

(Established under M.P. Niji Vishwavidyalay (Sthapana avam Sanchalan), Adhiniyum 2007)
(Recognized by University Grants Commission, and NCTE New Delhi)
Opp. Rewati Range Gate no. 1, Post: Shri Aurobindo
Indore-Ujjain State Highway, Jakhya, Indore 453 555 (M.P.)
Website: www.orientaluniversity.in E-Mail: registrar@orientaluniversity.in Ph.-0731-3265651, 3295651



Date: 06/01/2022

MINUTES OF BOARD OF STUDIES MEETING

A meeting of Board of Studies of Education was held on 06/01/22 at 2.00 PM in the Department of Education, Oriental University, Indore, regarding research work review, and review of value added courses.

Following members were present in the meeting:

1. Dr. Jasmeet Tandon, Gyanoday College of Education, Indore (External Member)
2. Dr. Geetanjali Sharma, I/C Dean -Education, Oriental University, Indore
3. Dr. Veerendra Jain, Associate Professor, Education, Oriental University
4. Dr. Shailbala Singh, Assistant Professor, Education, Oriental University
5. Mrs. Ekta Pandey, Assistant Professor, Education, Oriental University
6. Mr. Manoj Verma Assistant Professor, Education, Oriental University

In the presence of mentioned members, a meeting of Board of Studies was held on 06/01/2022 at 2.00 PM department of Education of University and the following agenda was discussed:

Agenda: 1. Review of Ph.D. and Dissertation work and research publications. Review of upcoming value added courses.

Agenda: 2. Syllabus Revision- M.Ed. I sem, B.Ed. II sem, B.A. B.Ed. V, B.Ed. Part time II sem.

Agenda: 1 The Oriental University, Indore has offered Ph.D. and dissertation research work. Dr. Lubhawani Tripathi appointed as a research Guide for Ph.D. and dissertation work. Three students have submitted their Ph.D. thesis in research cell. For the upcoming session its compulsory to publish one paper before submission of dissertation work for M.Ed Course in reputed research journal as decided in the previous BOS for the quality improvement of research work.

Education department has offered two Value added courses for upcoming session Gardening and handicraft.


Agenda: 2 Syllabus Revision required in M.Ed. I sem, B.Ed. II sem, B.A. B.Ed. V, B.Ed. Part time II sem.

Committee has recommend to change the syllabus in these courses M.Ed., B.Ed. II sem, B.A. B.Ed. V, B.Ed. Part time II sem. according to the UGC NET syllabus, because students are appearing in NET test during M.Ed. course.

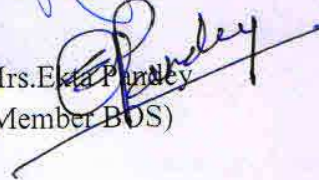
BOS Committee has approved the New Syllabus for upcoming semester.

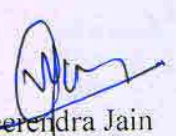
1. Annexure I Old syllabus
2. Annexure II- Approved syllabus



Dr. Jasmeet Tandon
(External Member)


Dr. Shambhala Singh,
(Member BOS)


Dr. Geetanjali Sharma
Chairman, BOS


Mrs. Ekta Pandey
(Member BOS)


Dr. Veerendra Jain
(Member BOS)


Mr. Manoj Verma,
(Member BOS)

Copy to:

- 1) Registrar, Oriental University, Indore.
- 2) All members of Education Department of Oriental University.
- 3) Prof Dr. Jasmeet Tandon, Gynoday College of Education, Indore MP (External Member)

Annexure I

B.Ed. 201

Second Semester old syllabus

CC 1: Learning & Teaching

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

Signature
6/1/29

- applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge':
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Meta-cognition.
 - Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)

Approved by
Jas
6/1/22

B.A. B.Ed. 506
Fifth Semester syllabus revision
Learning & Teaching

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.

Approved by
[Signature]

Social mediation

Cognitive negotiability

Situated learning and cognitive apprenticeship

Meta-cognition.

- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner-centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective. (The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)

B.Ed. Part Time 201

Second Semester syllabus revision

Learning & Teaching

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and

- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge':
 Experiential learning and reflection
 Social mediation
 Cognitive negotiability
 Situated learning and cognitive apprenticeship
 Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner-centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, personality, values

[Handwritten signature and date]
 6/11/22

- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.

Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective. (The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)

ORIENTAL UNIVERSITY, INDORE

Syllabus for B.A.-B.Ed. .

Class-	B.A. Bed. (BBED-205E)
Semester-	II sem
Subject-	poetry
MAX. Marks-	75 Marks

Unit- 1	Annotations
Unit- 2	Francis Bacon - Of Studies of Expense, Of Travel Of Great Place
Unit- 3	Joseph Addison - Sir Roger at Church, Sir Roger at Home, The Spectator's Account of Himself, The Vision of Mirza
Unit- 4	Charles Lamb:- After a Holiday, Loneliness. E.V. Lucas : Unbirthday and other presents, On Finding Things
Unit - 5	A.G. Gardiner - On the Rule of the Road, On Saying Please H.G. Wells - The Stolen Bacilus

Approved by
J. S. / 6/11/22

M.Ed. SEMESTER – 101

Syllabus revision

COURSE 1: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

OBJECTIVES:

- To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- To enable the students to understand the branches of Philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.
- To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

CONTENT

UNIT I: PHILOSOPHY OF EDUCATION

- Meaning, Functions, Scope and Role of the Philosophy of Education. Relationship between education and philosophy
- Metaphysics, Axiology and Epistemology in Philosophy.

UNIT II: THEORY BUILDING

- (a) Concept, Process, characteristics, types and importance of Definition
- (b) Concept, types and characteristics of Proposition and Assumption
- (c) Concept, Types and Structure of Inference.

UNIT III: SCHOOLS OF INDIAN PHILOSOPHY

Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Yoga with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT IV: SCHOOLS OF WESTERN PHILOSOPHY

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT V: EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS

Indian Philosophers: Tagore, Aurobindo and Krishnamurti.

Western Philosophers: Rousseau, Russell and Dewey.

Amund
Jan
6/12

Annexure II

B.Ed. 201

Second Semester syllabus revision

CC 1: Learning & Teaching

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner’s based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

Handwritten signature and date: J. S. 6/1/22

applications of Vygotsky's ideas in teaching.

- Understanding processes that facilitate 'construction of knowledge' :
 - (vi) Experiential learning and reflection
 - (vii) Social mediation
 - (viii) Cognitive negotiability
 - (ix) Situated learning and cognitive apprenticeship
 - (x) Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)

UNIT 5: Intelligence, Personality and Mental hygiene

Intelligence – its theory , principal and measurement

Personalities, type and trait, theories measurement of personality

Mental health & hygiene –

Process of adjustment and conflicts, and defense mechanism , mental hygiene , and mental health

June 6/11/22

B.A. B.Ed. 506
Fifth Semester syllabus revision
Learning & Teaching

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge'.

[Handwritten signature]
6/1/22

Social mediation

Cognitive negotiability

Situated learning and cognitive apprenticeship

Meta-cognition.

- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)

UNIT 5: Intelligence, Personality and Mental hygiene

Intelligence – its theory , principal and measurement

Personalities, type and trait, theories measurement of personality

Mental health & hygiene –

Process of adjustment and conflicts. and defense mechanism , mental hygiene , and mental health

Jing
6/1/22

B.Ed. Part Time 201
Second Semester syllabus revision
Learning & Teaching

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories; -
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge'

Jan 6/11/2011

Social mediation

Cognitive negotiability

Situated learning and cognitive apprenticeship

Meta-cognition.

- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction. impact of differential 'cultural capital' of learners.

Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)

UNIT 5: Intelligence, Personality and Mental hygiene

Intelligence – its theory , principal and measurement

Personalities, type and trait, theories measurement of personality

Mental health & hygiene –

Process of adjustment and conflicts. and defense mechanism , mental hygiene , and mental health

Handwritten signature and date:
Jais
6/1/22

M.Ed. SEMESTER – 101

Syllabus revision

COURSE 1: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

OBJECTIVES:

- To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- To enable the students to understand the branches of Philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.
- To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

CONTENT

UNIT I: PHILOSOPHY OF EDUCATION

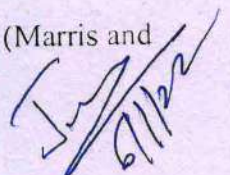
- Meaning, Functions, Scope and Role of the Philosophy of Education. Relationship between education and philosophy
- Metaphysics, Axiology and Epistemology in Philosophy.

UNIT II: Modern concept of Philosophy analysis

Modern concept of Philosophy analysis- Logical Empiricism Positive Relativism. (Marris and Biggie)

UNIT III: SCHOOLS OF INDIAN PHILOSOPHY

Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Yoga
I. Classical Schools with Special Reference to their Basic Tenets and their Educational



Handwritten signature and date: 6/1/22

UNIT IV: SCHOOLS OF WESTERN PHILOSOPHY

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT V: EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS

Indian Philosophers: Tagore, Aurobindo, Vivekanad and Krishnamurti. Western Philosophers: Rousseau, Russell and Dewey.

ORIENTAL UNIVERSITY, INDORE

Syllabus for B.A.-B.Ed.

Class-	B.A. Bed. (BBED-205E)
Semester-	II sem
Subject-	poetry
MAX. Marks-	75 Marks

Unit- 1	Annotations change with Prose meaning & definition forms of Prose – Elizabethan Restoration Victorian
Unit- 2	Francis Bacon - Of Studies of Expense, Of Travel Of Great Place
Unit- 3	Joseph Addison - Sir Roger at Church, Sir Roger at Home, The Spectator's Account of Himself, The Vision of Mirza
Unit- 4	Charles Lamb:- After a Holiday, change with Dream Children Loneliness. E.V. Lucas : Un-birthday and other presents, On Finding Things
Unit - 5	A.G. Gardiner - On the Rule of the Road, On Saying Please H.G. Wells - The Stolen Bacillus

J. S. /
6/1/22

ORIENTAL UNIVERSITY, INDORE
FACULTY OF MANAGEMENT

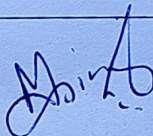
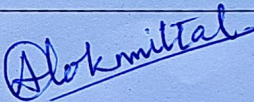
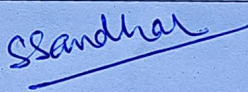
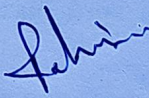


24.6.2022



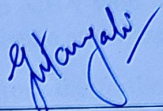
Board of Studies

Minutes of the Meeting

A meeting of Board of Studies of the Faculty of Management was held on 24.6.2022 (Friday) at 11.30 AM in the HOD Room, Faculty of Management.

The following members attended the meeting:

S.N.	BOS Members	Designation	Signature
1	Dr Manmeet Singh, Chairman, BOS and HOD, Faculty of Management & Commerce, Oriental University	Chairperson	
2	Dr. Alok Mittal, Director, Lal Bahadur Shastri Institute of Technology & Management, Indore	Expert	
3	Dr. Simranjeet Kaur Sandhar, Principal, Indore Institute of Management & Research, Indore	Expert	
4	Dr. Rashmi Somani Professor and Dean, Faculty of Management & Commerce, Oriental University, Indore	Member	
5	Dr. Dheeraj Nim, Professor, Faculty of Management, Oriental University, Indore	Member	
6	Dr. Manjari Gupta, Assistant Professor, Faculty of Management, Oriental University, Indore	Member	

7	Dr Supriya Pathak, Assistant Professor, Faculty of Management, Oriental University, Indore	Member	
8.	Ms. Neha Sharma, Assistant Professor, Faculty of Management, Oriental University, Indore	Member	
9.	Dr Geetanjali Sharma, I/C Dean, Faculty of Education, Oriental University, Indore	Special Invitee	

Dr Manmeet Singh, Chairman, BOS and HOD, Faculty of Management & Commerce, chaired the meeting and welcomed all the members.

The following Agenda points were discussed:

Item no. 1: To consider and approve the minutes of the last meeting of BOS held on 14.2.2022

BOS approved the minutes of the last meeting

Item no. 2: To apprise the BOS about action taken on last meeting

Members appreciated the efforts of faculty members for their achievements. The syllabus was revised for two subjects Mathematics and Statistics for Managers (MBA-102) and Accounting for Managers (MBA-103) and implemented from the Academic Year 2022-23.

Item no. 3: To discuss the implementation of new specialisations in BBA and MBA Programs and the revision in Scheme of MBA Plain Program from the forthcoming academic session 2022-23

Presently the BBA (Plain) is being offered to the students and now new Specialisations in BBA has been commenced from academic year 2022-23 onwards are as under:

- a. BBA (Digital Marketing)
- b. BBA (Banking, Financial Services and Insurance)
- c. BBA (Business Intelligence and Analytics)
- d. BBA (Financial Technology)
- e. BBA (Retail Management)
- f. BBA (Aviation)

BOS approved the commencement of new specializations in BBA Industry Ready with an Intake of 60 seats from new academic session 2022-23 and also approved the scheme and syllabus.

(A) Presently MBA(Plain with dual specialization) is being offered to the students and now new specializations in MBA has been commenced from academic year 2022-23 onwards are as under:

- a. MBA (Business Analytics)
- b. MBA (Data Analytics and Data Visualization)

BOS approved the commencement of new specializations in MBA with an Intake of 60 seats from new academic session 2022-23 and also approved the scheme and syllabus.

(B) It was proposed to revise the MBA (Plain) scheme from the forthcoming session 2022-23 and also revise the course credits and syllabus contents wherever required as per current needs and expert advice.

BOS approved the revision of scheme, course credits and course codes in MBA (Plain) syllabus from the forthcoming academic session 2022-23.

Item no. 4: To discuss the implementation of NEP, 2020 for BBA Program from the forthcoming academic year 2022-23

NEP, 2020 was implemented in BBA program from academic year 2022-23 and new scheme and syllabus was designed and implemented. A copy of revised scheme and syllabus is enclosed in Annexure-1.

Item no 5: To consider the faculty academic achievements

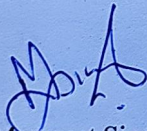
Chair shared the faculty achievements before the BOS. Details are enclosed in Annexure-2

Item no 6: To consider the feedback report for academic year 2021-22

Considered the various feedback reports for academic year 2021-22 and proposed action taken report was reviewed. Resolved to approve the action taken report.

Item no 7: To discuss any other item with the permission of chair.

Since no other item was there to discuss, meeting ended with vote of thanks by the Chair



Dr Manmeet Singh
Chairman, BOS