Galgotias University Vision

To be known globally for value-based education, research, creativity and innovation"

Galgotias University Mission

1. Establish state-of-the-art facilities for world class education and research.
2. Collaborate with industry and society to align the curriculum,
3. Involve in societal outreach programs to identify concerns and provide sustainable ethical solutions.
4. Encourage life-long learning and team-based problem solving through an enabling environment.

Dean
School of Education
Galgotias University, Uttar Pradesh

Vision, Mission, Program Educational Objectives, Program Specific Outcomes and Program Outcomes of School of Education

Vision Statement of the School of Education

To be known globally as one of the School of Education in nurturing aspiring students in to S.M.A.R.T.* teachers and teacher educators for teaching generation next with Innovative Pedagogies, Research and Development.
*S- specific, M- measurable, A- attainable, R- relevant, T- time frame

Mission Statements of the School of Education

1- Nurture core values of the educators and researchers through enabling environment and Education 4.0.
2- Collaborate with the stakeholders to align the curriculum for future need and gaining facilities for internship, field experience, research and development.
3- Contributing to society, educators and researchers passionate for modern teaching technology, tools and outreach activities.
4- Evolution of innovative pedagogies and assessment strategies.

Program Educational Objectives (PEOs)

The Galgotias University School of Education (GSOE) faculty have formulated the following Program Educational Objectives (PEOs) that are broad statements that describe the career and professional accomplishments that the program is preparing its post graduates to achieve in two years subsequent to receiving the degree. The PEOs of the Master of Education (M.Ed.) program are as follows:

PEO-1: Graduates of M.Ed. shall take up successful career as teacher educators, reflective practitioners and be dynamic leaders in their organisation.

PEO-2: Graduates of M.Ed. shall develop global outlook and modern tools to bring innovative reforms in the education.

PEO-3: Graduates of M.Ed. shall enrich their own stature by engaging themselves in higher education, researcher in multidisciplinary fields.

Program Outcomes (POs)

Program Outcomes are attributes of the graduates from the program that are indicative of the students' ability and competence to work as a professional educator upon graduation. Program Outcomes (POs) are statements that describe what prospective educators are expected to know or be able to do by the time of post-graduation. They must relate to knowledge and skills that the students acquire from the program. The achievement of all outcomes indicates that the M.Ed. student is well prepared to achieve the program educational objectives down the road. The following Program Outcomes (POs) have been chosen by the M.Ed. faculty of Galgotias University. The M.Ed. curriculum has been designed to allow students to achieve the following outcomes prior to post graduation:

PO-1: **Educational Knowledge:** The student acquires the central concepts, tools of inquiry, and structure of the discipline and could create learning experiences that make these aspects of subject matter meaningful.

PO-2: **Research Knowledge:** The student develops the skills for using innovative research tools and techniques that are based on learner's existing knowledge, proficiency, interests, experiences including misconceptions and errors.

PO-3: **Curriculum Development:** The student uses various innovative strategies to develop curriculum and evaluation strategies of the courses in his/her subject areas, and ensure the continuous scholastic, intellectual, social and physical development of the learner.

PO-4: **Learning Approaches & Strategies:** The student develops an understanding about various educational approaches and strategies.

PO-5: **Self Identity as an Educator and Researcher:** The student develops self-identity as an 'educator' and 'researcher' through field-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

PO-6: **Contemporary Issues of Education:** The student develops an understanding of the nature, purpose and philosophy of the school and higher education in India and world in the context of contemporary related issues and problems.

PO-7: **Communication Strategies:** The student uses modern research tools, teaching technology and information communication technologies (ICTs) to foster verbal and non-verbal communication, active inquiry, collaboration, and supportive interaction in the field.

PO-8: **National and International Education Systems:** The student develops the capabilities for inculcating national values, goals as mentioned in the constitution of India, social cohesion and understanding of national and international education systems.

PO-9: **Self and Society:** The student develops an understanding of the close relationship between the society and the factors and forces affecting educational system and classroom situation and acts as an agent of modernization and social change.

PO-10: **Professional Ethics:** The student develops an understanding of an educator's professional responsibilities, competencies, commitments and performances in the Indian world context.

PO-11: **Professional Sensitization:** The student gets sensitize about emerging research, educational and social issues, such as environment, population, gender equality, educational & legal literacy, protection of human rights, and rights of the child, health, sports and yoga education, outreach activities etc.

PO-12: **Life Long Learning:** The student develops an understanding of the importance of the life-long learning and need of the professional development for an educator and researcher in the broadest context of rapidly changing research tools, educational technologies and educational environment.

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Program Specific Outcomes (PSOs)

PSO-1: M.Ed. Students at the time of graduation shall be able to develop and use research skills.

PSO-2: M.Ed. Students at the time of graduation shall be able to develop problem solving skills like data analysis, numerical computation and interpretation by using modern software.

Mapping of M.Ed. Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Outcomes (PSOs)

Program Educational Objectives (PEOs)	PEOs, POs and PSOs Mapping (S/M/L indicates strength of correlation) S- Strong, M- Medium, L- Low													
	Programme Outcomes (POs)												PSOS	
	Educational Knowledge	Research Knowledge	Curriculum Development	Learning Approaches & Strategies	Self Identity as an Educator and Researcher	Contemporary Issues of Education	Communication Strategies	National and International Education Systems	Self and Society	Professional Ethics	Professional Sensitization	Life Long Learning		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
PEO-1	S	S	S	S	S	S	S	L	M	S	M	M	S	S
PEO-2	S	S	S	S	S	S	S	S	S	M	S	S	S	S
PEO-3	S	S	S	S	S	S	S	S	S	S	S	S	S	S

MEDU1005	Introduction to Research Methods	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 56			

COURSE OBJECTIVES

1. To get familiarized with the basic terms of research methodology.
2. To appreciate the utility of literature search and identifying research problem.
3. Identify issues related to sampling techniques and formulate hypothesis.
4. Compute the different measures of descriptive statistics.
5. Develop an appreciation about the role and use of statistics in educational research.
6. To prepare research proposal.

COURSE OUTCOMES

On completion of this course, the students will be able to-

1. Critically examine the meaning, purpose, scope and types of research in education.
2. Identify research problem.
3. Select appropriate sampling techniques.
4. Apply various types of statistics and analyze the data.
5. Explain and apply the concept of Normal Probability Curve and Correlation.
6. Prepare research proposal.

TEXT BOOKS

1. Best J.W. & Kahn (1999). Research in Education, New Delhi: Prentice Hall of India Pvt.Ltd.
2. Gupta, S. (2005). Research Methodology and Statistical Techniques. New Delhi: Deep & Deep Publication.
3. Koul, L. (2002). Methodology of Educational Research (3rd Ed.). New Delhi: Vikas Publishing House.
4. Mangal, S. K. (2013). Research Methodology in Behavioural Sciences. New Delhi: Prentice Hall of India.

REFERENCES

1. Banerjee, N. P. (1993). Strategies of Educational Research. Ambala Cantt: The Associated Publication.
2. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
3. Correy, S. M. (1953). Action Research to Improve school Practices. Columbia University. New Delhi: Vohra Publishers & Distributors.
4. Garrett, H.E & Woodworth, R, S. (1998). Statistics in Psychology and Education. New York: Longman Greens & Co.
5. Guilford, J.P. and Fruchter, B. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student sixth edition).

COURSE CONTENT

Unit I: Research in Education   10 Lecture hours

Educational Research: Meaning, Nature, Scope, Need and Purpose of Educational Research: Types of Research: Fundamental, Applied and Action Research; Methods of Research: Historical Method of Research,   Scientific enquiry,   Experimental and Quasi Experimental Methods of research, Ex-post facto Research

Unit II: Identification and Conceptualization of Research Problem   10 Lecture hours

Identification and Selection a Research Problem, Sources of research problems, Criteria for Selection of a Problem, Defining and stating the research problem, Research questions in qualitative and quantitative research; Review of the Literature: Purpose and objective, Types of Resources- primary and secondary, literature search- manual, using databases and internet reference; Concept of Variables: Different types of variables

Unit III: Hypothesis and Sampling Techniques   10 Lecture hours

Formulation of Hypotheses: Need, sources and functions, different ways of stating hypotheses, criteria for a good hypothesis; Concept of population and sampling, Characteristics of a good sampling; Basis for selecting Sampling and its application; Types of sampling: Random, stratified, proportionate stratified, cluster, incidental, multistage, purposive snowball; Sampling Error: Reason, types and its prevention

Unit IV: Descriptive Analysis of Data   10 Lecture hours

Introduction and Application of Statistics in Educational Research;Descriptive and Inferential Statistics; Data Types: Nominal, Ordinal, Interval and Ratio scales; Organizing Data: Frequency distribution from raw scores; Graphical and Diagrammatical Representation of Data: Histogram, frequency curve, cumulative frequency curve, pie diagram, application of computer software in diagrammatical representation; Measures of Central Tendency: Mean, median and mode, computation and uses, merits and demerits; Measures of Dispersion: Computation of range, quartile deviation, standard deviation, uses of each measure, merits and demerits; Percentiles and percentile ranks; Derived scores: Z- score & T- score

Unit V: Normal Distribution & Correlation   10 Lecture hours

Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, Practical use of NPC and Its Application in Educational Research;
Measure of Relationships: Product Moments Correlation Coefficient, Partial Correlation, Multiple Correlation.

Unit VI: Designing a Research Proposal   6 Lecture hours

Components of a Research Proposal; Format of Research Proposal; Format of Research Report; Expected Outcome of the Study (if any); Educational Implications of research, financial requirement and time frame of the activities; Funding agencies of educational project; Review of latest research papers on the course

PRACTICUM

1. Formulation of research questions, objectives, hypothesis, delimitations for the selected topic.
2. Prepare a flow chart based on selection of sample from a population.
3. Select a set of data and draw appropriate graph/diagram to represent the data using any software. (Soft copy)
4. Prepare a brief report on application of correlation in educational research. (Soft copy)
5. Evaluation of various research proposals

MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	Internal	ETE
Marks	50	50
Total Marks	100	

Course Outcomes (COs) and Program Outcomes Mapping

CO/PO Mapping															
(S/M/L indicates strength of correlation) S- Strong, M- Medium, L- Low															
		Programme Outcomes (POs)														
Course Outcomes (COs)	Knowledge Level of the CO	Education Knowledge	Learning Approaches & Strategies	Pedagogical Knowledge	Assessment Strategies	Self Identity as a Teacher	Contemporary Issues of Education	Communication Strategies	National and International Education Systems	The Teacher and Society	Teaching Ethics	Teacher Sensitization	Life Long Learning	Education 4.0	Internship
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	K6	H		M		M	H		L	M		L	L		
CO2	K5	H	M	L		L	H	L	M	M	L		H	H	
CO3	K5	H		M	L	M	M		M	M	L	L	L		

CO4	K4	M	H	L		M	M	M		L		L	M	M	
CO5	K4	H	H	M		M		L		M		M	L		
CO6	K6	M	H	M	L	H	M	M	M	H	L	L	M	H	

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