



Programme Brochure

Certificate in Education Management
Advanced Certificate in Education Management

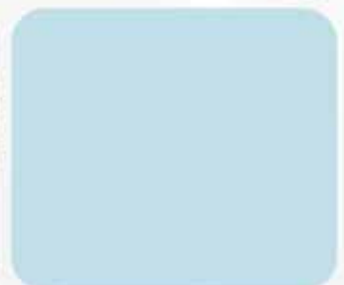
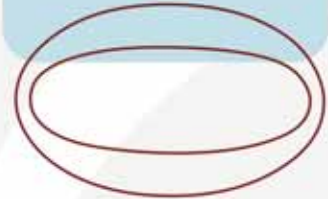


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Message From Special Secretary (Schools), Education Department

Effective and efficient management practices are the very essence of successful initiatives. Even the best intentioned plans and policies fail to deliver if not backed by dynamic, forward looking, quality conscious and results based management

Punjab Education Department (PED), the biggest in the province with an employed HR of around 350,000, is currently undergoing serious reforms. Access, governance and quality issues in the education sector are being identified and addressed in a concerted manner. District tiers of PED assume a pivotal role in the success of new initiatives since they are our implementation partners. Since long there was a need to provide these tiers with logistical, technical and especially managerial support.

It is heartening to state that Government has already provided district educational managers with management information tools, and their logistical needs are also being addressed; whereas, the key support component i.e. managerial capacity building is now being initiated with the assistance of Government College University, Lahore.

The government is investing heavily for seeking skilled and trained HR to manage the all important education sector. Justifiably, it expects exuberant response from its motivated and committed teaching staff to apply for these trainings. It is hoped that successful candidates shall leave no stone unturned in making the trainings effective so that the ultimate objective of enhanced efficiency translating into better educational attainment of our children may be achieved.

Capt. (Retd) Zahid Saeed

Punjab Education Sector Reform Programme (PESRP)

Punjab Education Sector Reform Programme (PESRP) is an initiative by the Punjab government, launched in 2003 with the assistance of the World Bank. This reform initiative has been designed with the following objectives:

- To allocate more financial resources for education at the provincial and district level
- To support devolution and public sector management reforms
- To improve governance, access and the quality of the education system

In conformity with these objectives the programme aims to facilitate, empower and support all the stakeholders of the education system namely:

- Students
- Teachers
- Education Managers

i. Initiatives for the Students

- Provision of free textbooks and waiver of fees
- Provision of missing infrastructure in schools
- Provision of stipend to female students in less developed districts

ii. Initiatives for the Teachers

- Teacher recruitment
- Teacher training
- Refresher course

iii. Initiatives for the Management

- Capacity building of the Education Department
- Establishment of School Councils

Capacity Building of Education Department at the District Level

One of the key weak areas identified during PESRP Phase-I implementation was lack of availability of trained education managers in general and of district education managers in particular. Some of the major causes of such a scenario are ill defined selection criteria, lack of pre-induction managerial level training and absence of basic facilities like conveyance and computers for education managers. In the phase-I of PESRP the focus was on improvement of capacity and skill level of the education managers i.e. Executive District Officers (EDOs), District Education Officers (DEOs), Deputy District Education Officers (DDEOs) and Assistant Education Officers (AEOs). The phase II will focus on improving their mobility and imparting management training.

The capacity building initiative aims to address three important problems which are:

- Inadequate commuting facilities
- Absence of laptop/desktop computers
- Lack of managerial training

Education Management Training

An important part of the capacity building initiative is the education management training. In this part education managers will have management training at the Management Studies Department of the Government College University, Lahore. The trainees will be individuals selected from the school side of the Education Department, screened through a basic test. The test is modeled after GMAT and would test their reasoning, comprehension, basic mathematical skills and their command over the English language. It will not be testing the general knowledge of the applicant. After completion of training, candidates passing the assessment will be posted on managerial positions in different districts.

Advanced Certificate in Education Management

A 12 week programme comprising of:

- 4 week training
- 4 week field attachment
- 4 week training after field attachment

Certificate in Education Management

A 6 week programme comprising of:

- 4 week training
- 2 week field attachment

These programmes are specifically designed for the district education managers of the Punjab. GC University's Management Studies Department has developed these programmes keeping in view the managerial needs of district education managers. As most education managers are only trained as teachers, this training would be particularly useful in providing managerial orientation towards solving the work related problems. Major areas of the training are:

- HR Skills
- Accounting, Budgeting and Planning Skills
- IT Skills
- Professional and Managerial Skills
- Office Management and Communication skills
- Education Reform Model

Benefits

Participants qualifying for the training will have the following benefits:

- It will equip teachers and existing managers with the skills and knowledge to perform better in their jobs.
- Provide peer learning environment and better networking opportunities.
- Is fully funded by PESRP.
- The participants will have free accommodation and transportation during the course of training.
- The participant will receive Rs.1000 per day as allowance during the training; however its disbursement is linked with the performance and behaviour shown during the training programmes.
- The managerial training certification will eventually be a prerequisite for all management level postings of the Education Department in the future.

GC University Lahore

After 143 years of its marvellous history the Government College, Lahore, was awarded the status of a university in 2002. It was renamed as Government College University, Lahore. The academic life here has been re-shaped in accordance with the new challenges with the hope to fulfill the expectations that go with a university. GCU is committed to act as the promoter of quality education for all.

This Institution is one of the oldest seats of learning in the country. As a seat of higher learning GC University blends grand old traditions and modern educational standards to meet the ideals set by persons like Noble Laureate professor Abdus Salam.

Syllabi and courses have been redesigned to train the young minds for productive careers. The university offers B.A/B.Sc. (4-year Hon.), M.A, M.Sc., MBA, M.Phil, and PhD programmes in many disciplines. Steps are taken to sensitize students about the meaning of the university motto: "Courage to Know." It is strived to make the students inquisitive, thinking and independent in pursuit of knowledge. Special measures are taken through discussions, co-curricular activities, writing of term papers and dissertations to make the learners confident in their understanding of the innovative themes and topics. Every student is thus brought into the mainstream of the grand academic culture of the GC University. During their stay, the students benefit from the academic, intellectual and cultural environment of this celebrated educational institution.

Management Studies Department

The Management Studies Department (MSD) was established in 2002 in a purpose-built building within the historic campus of the GC University, situated in the heart of beautiful and vibrant city of Lahore. This is a research-informed department offering graduate, postgraduate and post-experience programmes. The MSD offers a unique opportunity to study and develop at one of the leading universities.

The reputation of the department is reflected in the keen competition for entrance to its programmes. Entry standards are demanding and successful candidates are of a high caliber. The quality of programmes of study and the high esteem in which our graduates are held has been recognized by leading employers.

MSD aims to teach and research matters of practical importance to business. Students coming to GC University's MSD will find themselves in an intense intellectual environment that demands full-time commitment. All the programmes offer tools and techniques of immediate utility in the practical world keeping in view the importance of long term vision in business life.

Programme Monitoring and Implementation Unit (PMIU), Punjab Education Sector reform Programme, Department of Education, through an open competition, has awarded the contract of capacity building of education managers at district level to the MSD, GC University, Lahore.

Education Management Admission Test

A standardized education management admission test will be used to evaluate the candidates. The format selected for the test is similar to the GMAT, except for the essay writing portion. For the purpose of preparation any material selected for GMAT is advisable. Candidates can also submit their GMAT scores.

The education management admission test consists of the following two sections:

- Quantitative section multiple-choice questions, 75 minutes total
 - Problem solving
 - Data sufficiency

- Verbal section multiple-choice questions, 75 minutes total
 - Sentence correction
 - Critical reasoning
 - Reading comprehension

There will be 5-minute breaks between each section.

Some sample questions are attached at the end of the brochure.

Who Can Apply?

The eligibility criteria to apply for the programme are as follows:

For Advanced Certificate in Education Management

- Officers of BS-19 and above belonging to school side of the Education Department, government of the Punjab.
- At least 5 years of service remaining with the department as on January 01, 2008.
- Minimum 10 years of experience in the Education Department

For Certificate in Education Management

- Officers of BS-18 and above belonging to school side of the Education Department, government of the Punjab
- At least 10 years of service remaining with the department as on January 01, 2008.
- Minimum 7 years of experience in the Education Department

Important Dates and Notes to Remember

Last date of application submission: December 18, 2007

Test: Third week of January 2008.

Note: The forms are attached and can also be obtained from the District Monitoring Officer (DMO) office. Forms can also be downloaded from our website www.gcumsd.edu.pk

Sample Questions

This sample does not necessarily represent all types of questions asked. Your best preparation guide is any GMAT book.

1. Jim's regular hourly wage is \$8.00. If Jim worked 12 hours of overtime last week and earned her hourly wage plus 50 percent for each hour of overtime she worked, how much overtime pay did she earn?
 - a) \$156.00
 - b) \$144.00
 - c) \$128.00
 - d) \$96.00
 - e) \$80.00

2. If a stamping machine makes 16 copies every 2.5 seconds, then, at the same rate, how many copies does it make in 3 minutes?
 - A) 400
 - b) 800
 - c) 1,152
 - d) 1,440
 - e) 2,400

3. How many people are in the elevator?
 - 1) The average weight of each person is 150 pounds.
 - 2) The people and the elevator together weigh 3000 pounds.
 - a) If statement (1) ALONE is sufficient, but statement (2) alone is not sufficient to answer the question.
 - b) If statement (2) ALONE is sufficient, but statement (1) alone is not sufficient to answer the question.
 - c) If BOTH statements (1) and (2) TOGETHER are sufficient to answer the question asked, but NEITHER statement ALONE is sufficient.
 - d) If EACH statement ALONE is sufficient to answer the question asked.

e) If statements (1) and (2) TOGETHER are NOT sufficient to answer the question asked, and additional data specific to the problem are needed.

4. If $x + 8y = 20$ and $x = -3y$, then $y =$

- a) 3
- b) 4
- c) 5
- d) 6
- e) 8

5. Sugar quotas imposed by the federal government raise the price of sugar and all sugar-based products, whether the sugar is produced domestically or abroad. Therefore if the president and the Senate approve the proposed treaty to lift sugar quotas, then the trend of ever-increasing sugar prices will be halted.

Which of the following statements, if true, would most effectively weaken the argument above?

- a) Sugar prices have climbed with each new round of quotas.
 - b) Sugar prices have sometimes dropped since the first set of quotas was imposed.
 - c) Sugar quotas vary from year to year according to a prearranged formula.
 - d) Sugar prices rose less rapidly in the 1980s than they did in the 1970s.
 - e) Even before the implementation of sugar quotas, the price of sugar had been rising.
6. A group of college students in a sociology course theorized that unrest in the workplace is a result of outside agitators, news stories, and other societal factors. An occurrence at factory X is an exception to this theory: The workers there recently went on strike only to protest the poor quality of the seats they use while working at the conveyor belt, rather than any external factor.

Which of the following, if true, casts the most serious doubt on the argument that the strike at factory X is an exception?

- a) The workers at factory X chose to strike in response to a report on the dangers of non-ergonomic seating that was televised on a national news programme.

- b) Many aspects of the strike at factory X have been studied, and none of these studies has produced a possible societal cause for the strike.
 - c) There are many factories other than factory X in which the same conveyor belts and seating are used, and there have been no strikes at these factories.
 - d) Some cases of unrest in the workplace result from worker dissatisfaction.
 - e) There is no single problem with either the conveyor belt or the seating at factory X that can be said to have caused the workers to strike.
7. **Carbon-14 dating reveals that the megalithic monuments in Brittany are nearly 2,000 years as old as any of their supposed Mediterranean predecessors.**
- a) As old as any of their supposed
 - b) Older than any of their supposed
 - c) As old as their supposed
 - d) Older than any of their supposedly
 - e) As old as their supposedly
8. **Directions: After reading the passage, choose the best answer to the question on the basis of what is stated or implied in the passage.**

Question: Schools expect textbooks to be a valuable source of information for students. My research suggests, however, that textbooks that address the place of Native Americans within the history of the United States distort history to suit a particular cultural value system. In some textbooks, for example, settlers are pictured as more humane, complex, skillful, and wise than Native Americans. In essence, textbooks stereotype and depreciate the numerous Native American cultures while reinforcing the attitude that the European conquest of the New World denotes the superiority of European cultures. Although textbooks evaluate Native American architecture, political systems, and homemaking, I contend that they do it from an ethnocentric, European perspective without recognizing that other perspectives are possible.

One argument against my contention asserts that, by nature, textbooks are culturally biased and that I am simply underestimating children's ability to see through these biases. Some researchers even claim that by the time students are in high school, they know they cannot take textbooks literally. Yet substantial evidence exists to the contrary. Two researchers, for example, have conducted studies that suggest that children's attitudes about particular cultures are strongly influenced by the textbooks used in schools. Given this, an ongoing, careful review of how school textbooks depict Native Americans is certainly warranted.

Which of the following would most logically be the topic of the paragraph immediately following the passage?

- (A) specific ways to evaluate the biases of United States history textbooks
- (B) the centrality of the teacher's role in United States history courses
- (C) nontraditional methods of teaching United States history
- (D) the contributions of European immigrants to the development of the United States
- (E) ways in which parents influence children's political attitudes

Key: 1.b, 2.c, 3.e, 4.b, 5.e, 6.a, 7.b, 8.a



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