

SCHEME OF STUDIES AND SYLLABIS
FOR
M.Ed PROGRAMME



DEPARTMENT OF EDUCATION

G.C.UNIVERSITY FAISALABAD

Scheme of Studies for Annual System

Scheme of Studies (Annual System)

	Course Code	Name of Course	Marks
01.	MED601	Philosophy of Education	100
02.	MED602	Educational Psychology and Guidance	100
03.	MED603	History of Education	100
04.	MED604	Educational Testing, Measurement, and Assessment	100
05.	MED605	Research Methods in Education	100
06.	MED606	Educational Administration	100
07.	MED607	Curriculum Development	100
08.	MED608	Instructional Technology	100
		Three courses from any areas of Specialization	300
12.	MED615	Thesis	100
		Total Marks	1200

AREA OF SPECIALIZATION

A Educational Leadership and Management

09.	MED609	Educational Law	100
10.	MED610	Educational Planning and Financing	100
11.	MED611	Human Resource Management	100

OR

B Educational Guidance and Counseling

09.	MED612	Counseling Techniques	100
10.	MED613	Educational and Vocational Guidance	100
11.	MED614	Assessment and Evaluation in Guidance	100

Assessment and Examination

There will be an external examination for the students of annual system in the concerned college that will be conducted and administered by the GC University Faisalabad. To appear in annual exams 75% attendance is compulsory and completion of all projects and activities in form of assignments is needed. The concerned college and its administration is responsible to send the nomination of the candidates for taking exams.

University Examination

There will be eleven subjective papers of 3 hours duration and 100 marks each for University Examination.

	Course Code	Name of Course	Marks
1	MED601	Philosophy of Education	100
2	MED602	Educational Psychology and Guidance	100
3	MED603	History of Education	100
4	MED604	Educational Testing, Measurement, and Assessment	100
5	MED605	Research Methods in Education	100
6	MED606	Educational Administration	100
7	MED607	Curriculum Development	100
8	MED608	Instructional Technology	100
GROUP I(A)			
9.	MED609	Educational Law	100
10.	MED610	Educational Planning and Financing	100
11.	MED611	Human Resource Management	100
GROUP II(B)			
9.	MED612	Counseling Techniques	100
10	MED613	Educational and Vocational Guidance	100
11.	MED614	Assessment and Evaluation in Guidance	100
Total Marks			1200

Director / Senior Advisor Administration
(Incharge Affiliation Cell)
Government College University Faisalabad



Ph: +92-41-9200889

Ext: 246

Ref. No. GCUF/DSAA/13/1184

Allama Iqbal Road
38000-Faisalabad, Pakistan

Dated: 12-04-13

The Principal

Subject: REQUEST TO OPT ANY SUBJECT IN LIEU OF THESIS IN M.ED PROGRAM

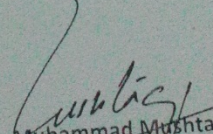
Your kind attention is invited to this office letter No. GCUF/DSAA/12/329 dated 18-10-2012, on the subject cited above, in which you were informed that the Competent Authority has allowed to opt one subject in lieu of thesis of hundred marks in M.Ed program to all the private affiliated Colleges having affiliation with GCUF. But it is pertinent to mention here that this facility was allowed only for one year i.e. session 2011-2012.

Furthermore, as per report of the Chairman Education Department GCUF in future students would have to opt one subject out of the following:-

Code.

1. Organizational Behaviour
2. Report Writing

The outlines of the said subjects are also being enclosed for guidance and necessary action.


(Ch. Muhammad Mushtaq) 12/4/13
Director / Senior Advisor Administration /
Incharge Affiliation Cell

Copy for information to:-

1. Chairman Deptt. of Education
2. Addl. Controller of Examinations,
3. Deputy Registrar (Acad)
4. Deputy Controller (S)
5. PS to Vice Chancellor,
6. Office record file.

File
office
ms
12/4

CourseOutline

MED601 Philosophy of Education

Objectives

After completion of the course, the students will be able to

- Correlate the philosophy and education
- Apply philosophical thoughts in the field of education
- Develop a cosmic vision to critique the process of education

Contents

- 1 Introduction to Philosophy and Education
 - 1.1 Philosophy: Meaning and Scope
 - 1.2 Philosophy of Education: Meaning and Scope
 - 1.3 historical development of philosophy in the field of Education
- 2 Aspects of Philosophy
 - 2.1 Areas of Philosophy
 - 2.1.1 Ontology
 - 2.1.2 Epistemology
 - 2.1.3 Axiology
 - 2.2 Styles of Philosophy
 - 2.2.1 Speculative
 - 2.2.2 Prescriptive
 - 2.2.3 Analytic
- 3 Philosophy and Science
- 4 Philosophy and Religion
- 5 General Philosophies and their Educational Implications
(*Concepts of reality, knowledge, values – and their implications for Educational Aims, Curriculum, Methods, Leadership, and Evaluation*)
 - 5.1 Idealism
 - 5.2 Realism
 - 5.3 Pragmatism
 - 5.4 Existentialism
- 6 Educational Philosophies
 - 6.1 Perennialism
 - 6.2 Essentialism
 - 6.3 Progressivism
 - 6.4 Reconstructionism
- 7 Islamic Philosophy of Education
 - 7.1 Philosophical bases (*Concepts of reality, knowledge, values*)
 - 7.2 Process of education (*Aims, Curriculum, Methods, Leadership, Evaluation*)
 - 7.3 Muslim philosophers
 - 7.4 Islamic philosophy of education

Recommended Books

- Brubacher, J. S. (2001). *Modern Philosophies of Education*. New York: McGraw Hill Co.
- Butler, J. D. (1988). *Four Philosophies and their Practice in Education and Religion*. New York: Harper & Row
- Ahmad, K. (1992). *Principles of Islamic Education*. Lahore: Islamic Publication Ltd.
- Kneller, G. F. (1981). *Introduction to the Philosophy of Education*. New York: John Wiley & Sons
- Knight, G. R. (1989). *Educational Philosophy*. Michigan: Andrews University Press
- Rizwi, S. S. (1986). *Islamic Philosophy of Education*. Lahore: Institute of Islamic Culture

MED602 Educational Psychology and Guidance

Objectives:

After completion of this course, the students will:

- Apply principles of psychology in class room settings
- Discover the new avenues of classroom teaching on the basis of psychological theories better teaching-learning situation.
- Solve classroom problems using principles of learning.
- Understand motivation and strategies to increase motivation in the classroom.
- Understand and use the function of guidance.

Contents

- 1 Educational Psychology – Introduction
 - 1.1 Brief historical background
 - 1.2 Nature and scope of educational psychology
 - 1.3 Schools of psychology and their bearing on Education
 - 1.3.1 Structuralism
 - 1.3.2 Functionalism
 - 1.3.4 Behaviorism
 - 1.3.5 Gestalt Psychology
 - 1.3.6 Psychoanalysis
 - 1.3.7 Humanist Psychology
 - 1.3.8 Transpersonal Psychology
- 2 Child Development
 - 2.1 An overview of Child Development
 - 2.2 Stages of Child Development
 - 2.3 Principles of Child Development
- 3 Cognitive Development
 - 3.1 The Brain
 - 3.2 Piaget's Theory
 - 3.3 Vygotsky's Theory
 - 3.4 Applying Piaget and Vygotsky's theories in Classroom
- 4 Language and Socio-emotional Development
 - 4.1 What is language?
 - 4.2 Biological and environmental influences
 - 4.3 How language develops?
 - 4.4 Social contexts of development
 - 4.5 Bronfenbrenner's Ecological theory
 - 4.6 Erikson's Life-Span Development theory
- 5 Motivation
 - 5.1 Theories of motivation
 - 5.2 Factors affecting motivation
 - 5.3 Strategies to increase motivation in classroom
- 6 Learning
 - 6.1 Meaning and significance of learning
 - 6.2 Factors affecting learning
 - 6.3 basic conditions of learning (contiginty)
 - 6.4 Reinforcement, reward and punishment
 - 6.5 Generalization
 - 6.6 Learning styles
 - 6.7 Learning difficulties

- 7 Theories of Learning
 - 7.1 Behavioral approaches to learning
 - 7.1.1 Classical conditioning
 - 7.1.2 Operant conditioning
 - 7.1.3 Implications of conditioning for classroom instruction
 - 7.2 Cognitive approaches to learning
 - 7.2.1 Gestalt theory / insightful learning
 - 7.2.2 Bruner's theory of discovery learning
 - 7.2.3 Bandura's social learning theory
 - 7.2.4 Implication of Cognitive theories for classroom instruction

- 8 Educational Guidance
 - 8.1 Explaining guidance
 - 8.2 Guidance services
 - 8.2.1 Orientation
 - 8.2.2 Occupational information
 - 8.2.3 Counseling
 - 8.2.4 Placement
 - 8.2.5 Follow up
 - 8.2.6 Referral services
 - 8.2.7 Remedial service
 - 8.2.8 Functions of Guidance
 - 8.2.9 Distributive function
 - 8.2.10 Adjustive function
 - 8.2.11 Adoptive function

Recommended Books

- Arbuckle, D.S. (1961). *Guidance and Counseling in the Classroom*. Boston: Allyn & Bacon.
- Gibon, R.L. and Mitchel M.H. (1999). *Introduction to Counseling and Guidance*. New Jersey: Prentice Hall
- Santrock J. W. (2006). *Educational Psychology*, McGraw-Hill Company.
- Skinner, C. E. (2006). *Educational Psychology*. New Delhi: Prentice- Hall.
- Woolfolk, C. (2006). *Educational Psychology*. New York: Allyn and Bacon.

MED603 Historical Development of Education

Objectives

After completion of the course, the students will:

- review the history of education in the world context.
- compare the past educational thoughts and practices with those of current policies.
- utilize variety of options in building education and search for future survival and success.
- explore the alternate educational views throughout history and in the contemporary period.

Contents

1. Development of Education

- Education in Ancient Greece
- Education in Europe and America
- Education in the Muslim World
- The Period of Prophet Muhammad (SAWS)
- Moral Education (*Tarbiyah*)
- Teaching Styles
- Role of Mosque in Education
- Education at Dar-e-Arqam and Suffah:
 - a. During late Middle Ages
 - i. Al’Ghazali: Knowledge Taxonomy
 - ii. Dars-e-Nizami: Purpose and Curriculum
 - iii. Ibn-e-Khaldun: Classification of Knowledge
 - b. Twentieth Century: Search for School Reform
 - i. Efforts of World Conferences on Muslim Education:
 1. First Conference on Aims of Education at Makkah, 1977
 2. Second Conference on Curriculum at Islamabad, 1980
 3. Third Conference on Text Book Development at Dhaka, 1981
 4. Fourth Conference on Teaching Methodology at Jakarta, 1982

2. Education in Pakistan

- Educational Thoughts of Allama Iqbal and Quaid-e-Azam
- Some Major Developments: Purposes and Functions
 - Deeni Madaris / Mosque Schools / Maktab Scheme
 - Comprehensive Schools / Pilot Schools Schemes
 - Higher Secondary Schools/ Special Schools /
 - Vocational Schools
 - University Grants Commission (now HEC)
 - Institutes of Education and Research
 - Education Extension Centers / Directorate of Staff Development / Curriculum Bureaus
 - Peoples Open University (now AIOU)
 - Provincial Institutes of Teacher Education
 - University of Education

3. Trends in Education for the 21st Century: World context

- Stress on Scientific Research in Education
- Cyber Technology: New Educational Possibilities
- Emphasis on History, Literature, and Moral Education
- Early Childhood Development
- School Learning versus Lifelong Learning

- The Future School: Achieving Excellence

4. Educational Planning in Pakistan

(Ministry of Education and Department of Education Punjab)

Recommended Books

Ahmed, S. (1979). *History of Muslim Education*. Karachi: Indus Publications.

Aziz M.A. (1965). *The Educational Pyramid Re-invented*. Lahore: United Publishers

Curtis, Stanley, and Boulton (1964). *A Short History of Educational Ideas*. London: University Tutorial Press.

Pulliam, J. D & Van Patten (1999). *History of Education in America*. New Jersey: Prentice-Hall International.

Quddus, N. J. (1990). *Problems of Education in Pakistan*. Karachi: East & West Publishing Company.

Rehmani, A. (2006). *Pakistan main Taleem*. Lahore: Pakistan Writers Cooperative Society.

Sharpes, D. K. (2002). *Advanced Educational Foundations for Teachers: The History, Philosophy, and Culture of Schooling*. London: Routledge Falmer.

Sherman, R. (ed.) (1984). *Understanding History of Education*. Cambridge: Schenkaman Publishing Company, Inc.

World Center for Islamic Education (1983). *Recommendations of the Four World Conferences on Muslim Education*. Makkah Al Moukarrama: Ministry of Higher Education.

MED604 Educational Testing, Measurement, and Assessment

Objectives

After completion of the course, the students will:

- Understand the correlation between assessment and educational system
- Apply the principles of assessment in school tests
- Develop tests
- Administer tests
- Use the results in analyzing their achievement and progress

Contents

1. Introduction

- 1.1.1 Introduction to important terminology of the subject
- 1.1.2 History of assessment
- 1.1.3 Importance of assessment in schools
- 1.1.4 Preparing instructional objectives
- 1.1.5 Instructional objectives as learning outcomes
- 1.1.6 Methods of stating instructional objectives
- 1.1.7 Taxonomies of educational objectives
 - 1.1.7.1 Bloom Taxonomy
 - 1.1.7.2 Solo Taxonomy
- 1.1.8 Methods of stating instructional objectives

2 Planning for class room test

- 2.1 Purpose of classroom testing
- 2.2 Developing test specifications
- 2.3 Selecting appropriate type of test items
- 2.4 Consideration in preparing relevant test items
- 2.5 Administration of the test

3 Constructing objective test items

- 3.1 Types of objective test items
- 3.2 Simple form (Short answer, matching , true false)
- 3.3 Multiple Choice form
- 3.4 Advantages of Objective items
- 3.5 Limitations of Objective items
- 3.6 Scoring of Objective items

4 Essay type Items

- 4.1 Constructing Essay items
- 4.2 Evaluating and scoring Essay tests
- 4.3 Developing scoring rubrics

5 Test appraisal

- 5.1 Assembling the classroom tests
- 5.2 Important test characteristics
- 5.3 Benefits of Item analysis
- 5.4 Item analysis for norm referenced test
- 5.5 Item analysis for criterion referenced test
- 5.6 Establishing test validity and reliability
- 5.7 Preparing test item bank

- 6 Selecting and using standardized achievement test
 - 6.1 Advantages and limitations of standardized test
 - 6.2 Comparison of standardized test with classroom test
 - 6.3 Standardized Achievement tests for school
 - 6.4 Procedure for standardization

- 7 Measuring of learning outcomes in Affective and Psychomotor domains
 - 7.1 Observational Techniques
 - 7.2 Rating scales
 - 7.3 Anecdotal record
 - 7.4 Checklists
 - 7.5 Peer appraisal
 - 7.6 Self reports

- 8 Grading and reporting of results
 - 8.1 Marks and marking plans
 - 8.2 Types of marking
 - 8.3 Purposes of marks
 - 8.4 Reporting systems
 - 8.5 Computerized reporting of marks

Recommended Books

Ebel, R.L & Fisbie , D.A (2004) *Essential of Educational Measurement (5th ed.)* New Dehli: Prentice Hall.

Gronlund, N. E. and Linn, R. L. (1995). *Measurement and evaluation(7th ed.)*.New Jersey: Prentice hall ,Inc.

Haladyna, T. M. (1994). *Developing and validating multiple-choice test items*. Hillsdale: Lawrence Erlbaum.

Thorndike, R. M. et al. (1991). *Measurement and evaluation in psychology and education(5th ed)*. New York: McMillan Publishing Company.

MED605 Research Methods in Education

Objectives

After completion of this course, the students will:

- Understand need for scientific inquiry/research on educational issues.
- Demonstrate knowledge of basic concepts of research
- Develop a proposal to conduct research on educational issues
- Analyze data using simple data analysis techniques
- Conduct a small research and write report.

Contents

- 1 Introduction to Research
- 2 Types of Research
 - 2.1 By purpose
 - 2.1.1 Basic research
 - 2.1.2 Applied research
 - 2.1.3 Action research
 - 2.2 By method and technique
 - 2.2.1 Historical
 - 2.2.2 Descriptive – survey, causal comparative, correlational
 - 2.2.3 Experimental
 - 2.2.4 Qualitative – ethnography, case study, content analysis
- 3 Research Problem
 - 3.1. Selection and statement
 - 3.1.1. Selection
 - 3.1.2. Sources
 - 3.1.3. Statement
 - 3.2. Review of Related Literature
 - 3.2.1. Need
 - 3.2.2. Sources
 - 3.2.3. Note taking
 - 3.2.4. Organizing and citation
- 4 Formulation and Statement of Hypotheses
 - 4.1 Definition and purpose
 - 4.2 Types of hypotheses
 - 4.3 Stating the hypotheses
 - 4.4 Testing the hypotheses
5. Selection of Sample
 - 5.1 Sampling: definition, purpose
 - 5.2 Definition of population
 - 5.3 Probability Sampling
 - 5.3.1 Random sampling
 - 5.3.2 Stratified sampling
 - 5.3.3 Cluster sampling
 - 5.3.4 Systematic sampling
 - 5.3.5 Double sampling
 - 5.4 Non-probability sampling
 - 5.4.1 Convenience sampling
 - 5.4.2 Purposive sampling
 - 5.4.3 Quota sampling
 - 5.4.4 Snowball sampling

- 6 Types of Instruments
 - 6.1 Tests
 - 6.2 Questionnaire
 - 6.3 Interview Schedule
 - 6.4 Observation Schedule
 - 6.5 Rating Scales and other Instruments
 - 6.5.1 Nominal Scale
 - 6.5.2 Ordinal Scale
 - 6.5.3 Interval Scale
 - 6.5.4 Ratio Scale
 - 6.6 Criterion for the Selection of Instruments

- 7 Educational Statistics
 - 7.1 Definition of Statistics
 - 7.2 Types of Descriptive Statistics
 - 7.2.1 Graphing the data
 - 7.2.2 Measures of central tendency
 - 7.2.3 The standard deviation
 - 7.2.4 't' test
 - 7.2.5 Analysis of Variance (ANOVA)
 - 7.2.6 Chi square

- 8 Educational Research Proposal

- 9 Research Report
 - 9.1 General Guidelines
 - 9.1.1 General rules for report writing
 - 9.1.2 Format and Style
 - 9.2 Types of Research Reports
 - 9.2.1 Theses and dissertations
 - 9.2.2 Journal articles
 - 9.2.3 Papers read at professional meetings

- 10 Using Computer for Data Analysis

Note: *The assignments will be based on development of proposals and writing reports on various kinds of researches. These will also include theoretical and practical application of data analysis techniques used in different kind of researches.*

Recommended Books

Best, J. W. (1989). *Research in Education*. US: Prentice Hall.

Fraenkel, J. R. & Wallen, N. E. (1993). *How to Design and Evaluate Research in Education*. New York: McGraw Hill Book Company Inc.

Gay, L. R. (1996). *Educational Research: Competencies for Analysis and Application*. New York: Macmillan Publishing Co.

Van Dalen, Deobold V. (1973). *Understanding Educational Research: An Introduction*. New York: McGraw Hill Book Company Inc.

MED606 Educational Administration

Objectives

After completion of the course, the students will:

- Understand the importance of administration in the overall efficiency of the institution.
- Select and adopt effective and efficient strategies for performing administrative functions.
- Provide guidance in instructional as well as non instructional tasks.
- Perform various management functions properly
- Maintain an effective teaching-learning environment.

Contents

- 1 Introduction
 - 1.1. Concept of Administration
 - 1.2. Educational Administration v/s General Administration
 - 1.3 Administrative Process
 - 1.3.1 Decision making
 - 1.3.2. Planning
 - 1.3.3 Organizing
 - 1.3.4 Communicating
 - 1.3.5 Influencing
 - 1.3.6 Coordinating
 - 1.3.7 Evaluating
- 2 Organizational Structure
 - 2.1 Concept of organization
 - 2.2 Principles of organization
 - 2.3 Characteristics of organization
 - 2.4 Formal and Informal organization
- 3 Development of Management theory
 - 3.1. Classical Management perspective
 - 3.2 Human Relations Perspective
 - 3.3 Behavioral Science perspective
 - 3.4 Systems Approach
4. Tasks of Educational Administrator
 - 4.1 Instructional Tasks
 - 4.1.1 Needs Identification and Analysis
 - 4.1.2 Purposes, Goals and Objectives
 - 4.1.3 Environment for learning
 - 4.1.4 Planning for improvements
 - 4.1.5 Classroom Management
 - 4.1.6 Managing School Environment
 - 4.1.7 Managing time- table
 - 4.1.8 Managing staff meetings
 - 4.1.9 Managing School Records
 - 4.1.10 Interpersonal Relationship
 - 4.1.11 Managing School Discipline
 - 4.1.12 Observing professional ethics
 - 4.2 Organizational Tasks
 - 4.2.1 Structuring Personnel Function
 - 4.2.2 School Facilities
 - 4.2.3 Operations and Services
 - 4.2.4 Budgeting and Financing
 - 4.2.5 Evaluation and Accountability

- 5 Educational Leadership
 - 5.1 Concepts of Leadership
 - 5.2 Types of Leadership
 - 5.2.1 Authoritarian/ Task centered
 - 5.2.2 Democratic / people centered
 - 5.2.3 Laissez- faire
 - 5.2.4 Islamic concept
6. Educational Supervision
 - 6.1 Definition of supervision
 - 6.2 Types of supervision
 - 6.3 Characteristics of modern supervision
- 7 . Total Quality Management
 - 7.1 Introduction
 - 7.2 Salient features of quality management

Recommended Books

Bovee, L.C, et al. (1993) *Management* .New York: McGraw Hill Inc

Bulin, G.J. (2001). *Supervision: Skills for Managing Work and Teaching People* Delhi: AITBS Publishers.

Burden, P(1995).*Classroom Management and Discipline*. New York: Longman.

Hoy, W.K.& Miskel, G.C. (1996)*Educational Administration, Theory, Research & Practice*. New York: McGraw Hill Inc.

Nolan, J. and Hoover, L.A.(. 2005) *Teacher Supervision and Evaluation: Theory into Practice*, New York: John Wiley & Sons

Robbins, S.P.(1996)*The Administrative Process*. Sydney: Prentice Hall

MED607 Curriculum Development

Objectives

After completion of the course, the students will:

- Understand the process of curriculum development
- Understand various models of curriculum development
- Analyze the pattern of curriculum organization
- Evaluate the curriculum
- Know the Process of curriculum change
- Understand the process of curriculum development in Pakistan at different stages.

Contents

1. Concept of Curriculum
 - 1.1 Definition of curriculum
 - 1.2 Relationship between curriculum and instruction
 - 1.3 Curriculum, syllabus, textbooks
2. Foundations of Curriculum Development
 - 2.1 Philosophical
 - 2.2 Psychological
 - 2.3 Sociological
 - 2.4 Historical
3. Process of Curriculum Development
 - 3.1 Formulating educational objectives
 - 3.1.1 Aims, goals and objectives
 - 3.1.2 Bloom's Taxonomy
 - 3.1.3 Solo taxonomy
 - 3.2 Content / subject matter selection
 - 3.2.1 Criteria for content selection
 - 3.2.2 Methods of content selection
 - 3.3 Content organization
 - 3.4 Teaching Methodology
4. Curriculum Evaluation
 - 4.1. Formative evaluation
 - 4.2. Summative evaluation
5. Patterns of Curriculum
 - 5.1 Child-Centered Curriculum
 - 5.2 Subject-Centered Curriculum
 - 5.3 Core curriculum
 - 5.4 Integrated Curriculum
 - 5.5 Hidden Curriculum
6. Models of Curriculum Development
 - 6.1. The Tyler Model
 - 6.2. The Wheeler Model
 - 6.3. Lawton's Model
7. Curriculum Development in Pakistan
 - 7.1. Elementary level
 - 7.2. Secondary level
 - 7.3. Higher education level
 - 7.4. Role of Ministry of Education, Curriculum Wing, Textbook Board
 - 7.5. Role of HEC
8. Issues and trends in curriculum development

Recommended Books

- Hilda, T. (1962). *Curriculum Development Theory and Practice*. Chicago: Harcourt, Brace & World
- Tanner & Tanner, (1975) *Curriculum Development Theory and Practice*, Collier Macmillan Publisher London.
- Urevbu, A. O. (1990) *Curriculum Studies* Singapore: Longman

MED608 Instructional Technology

Objectives

At completion of the course the students will:

- understand Instructional Technology and categorize techniques to make teaching learning process more efficient.
- solve day to day teaching-learning problems.
- apply appropriate teaching methods and techniques.
- differentiate different teaching learning projected and non-projected resources.
- present practical, efficient ways to integrate technology resources and technology-based methods into everyday curriculum-specific practices

Contents

- 1 Introduction
 - 1.1 Definition, Meaning and Scope of Instructional Technology
 - 1.2. History of Instructional Technology
 - 1.3. Types/Approaches of instructional technology
 - 1.4. Theory and Practice of Design, Development, Utilization ,Management and Evaluation of Subject Matter, Learner's Characteristics and Learner's Environment.
 - 1.5. Technique of solving day to day teaching / learning problems
 - 1.6. Instructional Technology and Challenges of 21st Century
- 2 Basic Aspects of Instructional Technology
 - 2.1 Teaching, instruction and learning: Basic difference
 - 2.2 Education and teaching: Basic difference
 - 2.3 Phases of teaching / instruction
 - 2.4 Principles and maxims of teaching
3. Instructional / Technology and Teacher / Instructor
 - 3.1 A comprehensive technology
 - 3.2 Characteristics of teacher / instructor
- 4 Instructional Strategies
 - 4.1 Meaning of strategy, method, technique, and tactics
 - 4.2 Types of Teaching Strategies (autocratic / permissive)
 - 4.3 Approaches (pedagogical / andragogical) scaffolding
5. Instructional Technology Resources
 - 5.1 Projected Aids:
Films, film strips, opaque projector overhead projector, slides, multimedia
 - 5.2 Graphic Aids:
Cartons, charts, comics, diagrams, flash cards, graphs, maps, globes, photographs, pictures, posters
 - 5.3. Display Boards:
Black boards / writing boards, bulletin, flannel board, magnetic board, electronic board, peg board
 - 5.4 3-Dimensional Aids:
Diagrams, models, mockups, real objects, puppets, specimens
 - 5.5 Audio Visual Aids:
Radio, recording, television
 - 5.6 Activity Aids:
Demonstrations, experimentation, field trips, Programmed Instruction

6. Integrating Computer Technology in the Classroom Teaching & Assessment
 - 6.1 Communications, Networks, Internet, and the World Wide Web
 - 6.2 Educational Software Applications
 - 6.3 Computer Assisted Instruction (CAI)

Recommended Books

- Darbyshire P. (2005). *Instructional Technologies Cognitive Aspects of Online Program*. London: IRM Press
- Henery, E. F. P. and Phil Race, (1993). *Handbook of Educational Technology*. London: Kogan Paul
- Rowntrec D. (1988). *Educational Technology in Curriculum Development*. London: Harper & Row

MED609 Educational Law

Objectives

After completion of the course, the students will:

- Analyze the legal rights and responsibilities of school management, administrators, teachers, other educational personnel, students, and parents;
- Apply selected legal principles to the formulation of educational policies and procedures;
- Demonstrate the ability to understand legal terminology, read and interpret case law, and use selected legal information sources.

Contents

- 1 What is Law?
- 2 Types and Basis of Law
- 3 Benefits of Law
- 4 Different Terms:
Constitution, Policy, Jurisprudence, Rules and Regulation, Statutes
- 5 Educational Law in Educational Administration, Legal System to Education
- 6 Some examples of Educational Law from other countries
- 7 Various Rules and Regulations in Pakistani Educational Institutes
 - 7.1 Education Code
 - 7.1.1 General Rules
 - 7.1.2 Building,
 - 7.1.3 Fees
 - 7.1.4 Scholarship
 - 7.2 Handbook of Circulars
 - 7.3 Leave Rules and Study Leave Rules, Employment types & issues
 - 7.3.1 Casual leave
 - 7.3.2 Earned leave
 - 7.3.3 Medical leave
 - 7.3.4 Maternity leave
 - 7.3.5 Extraordinary leave
 - 7.3.6 Study leave
 - 7.4 Pension Rules & Gratuity
 - 7.5 Civil Service Rules (1962)
 - 7.5.1 Appointment
 - 7.5.2 Promotion
 - 7.5.3 Seniority
 - 7.5.4 Confirmation
 - 7.5.5 Termination
 - 7.6 Registration and Recognition of Private Educational Institutions
 - 7.7 Efficiency and Discipline Rules for Educational Employees
 - 7.8 Financial Rules
 - 7.9 Benevolent Fund
 - 7.10 Group Insurance and Advances
 - 7.11 TA / DA (transfer and official visits)
 - 7.12 University Calendar
 - 7.12.1 Service Structure
 - 7.12.2 Different bodies (i.e. Senate, Syndicate, Academic Council, BOS, BASR, Various Committees)
 - 7.13 Budget Manual, PC-I, SNE
 - 7.14 Delegation of Powers (Purchase, Appointment, Pay Scales for Teachers, Move over)
 - 7.15 School Funds, Income Tax, GP Fund
 - 7.16 Registers Forms and Other Record in Educational Institutions
 - 7.17 Legal Problems in our Educational Institutions / Offices

8. Registration of Privately Managed Educational Institutions

- 8.1 Definition
- 8.2 Authority
- 8.3 Procedure
- 8.4 Conditions
- 8.5 Powers
- 8.6 Refusal & withdrawal registration

Recommended Readings

1. Punjab Government ESTA Code 2007
2. Punjab Government Education Code
3. Punjab Government Civil Servants Rules(CSR) 1981
4. University Calendar, UE, Lahore, 2007

MED610 Educational Planning and Financing

Objectives

After the completion of course, students will:

- understand the concept of educational planning and financing
- understand educational planning approaches and skills
- understand the need of planning with reference to development
- comprehend the indicators of development
- identify the constraints of educational planning
- understand and adopt required planning strategy for development
- explain and describe various sources of financing
- describe the financing models, application of financial management techniques / budgeting
- study / adopt the latest trends in educational planning

Contents

- 1 Concept of Planning
 - 1.1 Meaning of Planning
 - 1.2 Meaning of educational planning
 - 1.3 Need of educational planning
 - 1.4 Dimension of educational planning
- 2 Purpose of Educational Planning
 - 2.1 Development as the purpose of educational planning
 - 2.2 Indicators of development
 - 2.3 Social indicators
 - 2.4 Economic factors
 - 2.5 Educational indicators
- 3 Process of Educational Planning
 - 3.1 Pre-planning stage
 - 3.2 Planning stage
 - 3.3 Diagnosis (collection and processing of data)
 - 3.4 Formulation of policy
 - 3.5 Assessment of future needs
 - 3.6 Costing of needs
 - 3.7 Establishing priorities / target setting
 - 3.8 Feasibility testing
 - 3.9 Plan formulation
 - 3.10 Plan elaboration / programming
 - 3.11 Plan implementation
 - 3.12 Plan evaluation, revision and re-planning
- 4 Educational Planning Approaches
 - 4.1 Social demand approach
 - 4.2 Manpower requirements approach
 - 4.3 Rate of return approach
 - 4.4 Aggregate method
 - 4.5 Educational output ratio method
 - 4.6 Comprehensive approach
- 5 Levels of Educational Planning in Pakistan
 - 5.1 District / local
 - 5.2 Provincial
 - 5.3 National

- 6 Financing in Education
 - 6.1 Financing meaning / definition
 - 6.2 Steps in financing
 - 6.2.1 Financial administration
 - 6.2.2 Financial analysis and control
 - 6.2.3 Financial planning
 - 6.2.4 Budgeting
 - i) Development
 - ii) Non development
 - 6.2.5 Short term (annual)
 - 6.2.6 Medium term (two to five year)
 - 6.2.7 Long term (perspective)

- 7 Models of Financing
 - 7.1 The bureaucratic
 - 7.2 Collegial
 - 7.3 Market

- 8 Sources of Financing
 - 8.1 Federal government
 - 8.2 Provincial govt.
 - 8.3 Taxes (direct, indirect, sales tax)
 - 8.4 Services
 - 8.5 Fee
 - 8.6 Private organization (NGOs)
 - 8.7 Foreign funding
 - 8.7.1 Loans
 - 8.7.2 Aids

Recommended Readings

Adam, C. (1966). *Planning for Education in Pakistan*. London: Tavistock Publication Ltd.

Zaki W.M. (1988). *Education Planning*. Islamabad: National Book Foundation

Zaki W.M. (1989). *Education Planning Skills*. Islamabad: National Book Foundation

Government of Pakistan, Ministry of Education (2006). *Reading Material on Educational Leadership and Institutional Management*. Islamabad: Academy of Educational Planning and Management

MED611 Human Resource Management

Objectives

After completion of course, student will:

- Understand the describe and defined HR/ concepts and functions
- understand organizational structure, job description recruitment, and selection procedures
- comprehend the importance of employee relations and ethics

Contents

- 1 Introduction to human resource management
 - 1.1 The purpose of human resource management.
 - 1.2 The objectives of human resource management
 - 1.2.1 Organizational objectives
 - 1.2.2 Functional objectives
 - 1.2.3 Societal objectives
 - 1.3 The human resource management activities
- 2 Process of human resource management
 - 2.1 Resource planning/ preparation
 - 2.2 Recruitment and selection
 - 2.3 Effective recruitment and its stages
 - 2.4 Factors effecting recruitment
 - 2.5 Continuing professional support
- 3 Inductions
 - 3.1 Orientation, placement
 - 3.2 Orientation, programs
- 4 Compensation and pay
 - 4.1 Pay structure decisions
 - 4.2 Recognition of employees, contribution
 - 4.3 Employee benefits
- 5 Training and development
 - 5.1 Need assessment
 - 5.2 Training and development objectives
 - 5.3 Training and development technique
 - 5.4 Professional developments
 - 5.5 Apprintership
- 6 Performance appraisal and review
 - 6.1 Introduction and concept
 - 6.2 Managing for performance
 - 6.3 Appraisal techniques and methods:
 - 6.3.1 Rating scales, check lists
 - 6.3.2 Forced choice method
 - 6.3.3 Critical incident method
 - 6.3.4 Accomplishment records
 - 6.3.5 Field review method
 - 6.3.6 Performance tests and behaviors
 - 6.3.7 Comparative education approaches
 - 6.4 Leading people
 - 6.5 Motivation

- 7 Employee Relations and Ethics
 - 7.1 Ethics in Human Resource Management
 - 7.1.1 The meaning of ethics
 - 7.1.2 Ethics and the law
 - 7.1.3 Ethics, fair treatment and justice
 - 7.2.4 Ethics policies and codes
 - 7.2 The new work place: Employment contract
 - 7.3 The role of HR management in fostering ethics and fair treatment
 - 7.3.1 Fair treatment with employees
 - 7.3.2 HR ethics activities

Suggested Books

Bush, T. and Middlewood D. (2006). *Leading and Managing People in Education*. London: SAGE Publications

Desseler, G. (2006). *Human Resource Management*. (10th Edition). New Delhi: Pearson Prentice Hall.

Casio, W.F. (1995). *Managing Human Resources* (4th Edition). Islamabad: National Book Foundation.

MED612 Counseling Techniques

Objectives

After completion of the course, the students will:

- develop better adjustment with the environment
- analyze their personal, social, emotional, educational problems rationally and suggest the solutions
- understand and tolerate criticism
- develop healthy relationship with their family, teachers and classmates
- understand and help others in solving their problems
- do career counseling of the students on the basis of their aptitude and performance

Contents

- 1 Explaining Counseling
 - 1.1 Difference between guidance and counseling
 - 1.2 Principles of counseling
 - 1.3 Brief history of counseling
 - 1.4 Types of counseling
 - 1.5 Individual and group counseling
 - 1.6 Techniques of counseling
 - 1.6.1 Directive
 - 1.6.1 Non-directive
 - 1.6.2 Eclectic
 - 1.7 Steps in counseling process
- 2 The School Counselors Role and Functions
 - 2.1 Training programs for counselors
 - 2.2 The elementary school counselors
 - 2.3 The middle/junior/high school counselors
 - 2.4 The secondary school counselors
 - 2.5 Counselors in vocational schools
 - 2.6 Counselors in higher education
- 3 Counseling of Students
 - 3.1 Home-centered problems
 - 3.2 School-centered problems
 - 3.3 Community-centered problems
- 4 Therapies of Counseling
 - 4.1 Client centered therapy
 - 4.2 Gestalt therapy
 - 4.3 Behavior therapy
 - 4.4 Cognitive therapy
 - 4.5 Family therapy
- 5 Educational Consultation
 - 5.1 The consultation process
 - 5.2 Consultation models
 - 5.3 Consultation skills
 - 5.4 Consultation in school settings
 - 5.4.1 Consulting with teachers
 - 5.4.2 Consulting with school administrator
 - 5.4.3 Consulting with parents

- 6 Counseling and Guidance Services in Pakistan
 - 6.1 The need for elementary level counseling
 - 6.2 The need for counseling at secondary level
 - 6.3 Effects of socio-cultural norms on guidance and counseling
 - 6.4 Islamic concerns of counselors
 - 6.5 New trends in counseling

Recommended Readings

Gibson, R.L. & Mitchell, M.H. (1999). *Introduction to Counseling and Guidance (5th Edition)*. New Jersey: Prentice Hall

Jones, J.A. (1970). *Principles of Guidance (6th Ed)*. New York: McGraw Hill

Peterson, J. V. and Bernard, N. Z. (2002). *Orientation to Counseling (4th Ed)*. Needham Heights: Allyn & Bacon

MED613 Educational and Vocational Guidance

Objectives

After completion of the course, the students will:

- Develop an insight into the meaning, nature, and origin of guidance
- Understand the functions of guidance.
- Become aware of the need for guidance and its relationship with Education.
- Understand the role of teacher as a guide and counselor in educational perspective.
- Understand the career development and become aware of helping youth to plan their careers.
- Understand the process and difficulties of vocational guidance.

Contents

- 1 Concept of Guidance and Counseling
 - 1.1 Guidance Meaning and definitions
 - 1.2 Counseling Meaning and definitions
 - 1.3 Comparison between guidance and counseling
 - 1.4 Historical origin of guidance and counseling
 - 1.5 Principles of guidance
- 2 Functions of Guidance
 - 2.1 Need for guidance: (primary, elementary, secondary, higher education, and special education perspectives)
 - 2.2 Different functions of guidance with focus on school (e.g. adjective, distributive, adoptive and adjustive)
- 3 Occupational Information
 - 3.1 Need for occupational information
 - 3.2 What is occupational information
 - 3.3 Methods of collecting information
 - 3.4 Occupation classification systems
 - 3.5 Methods of disseminating information
- 4 Vocational Guidance
 - 4.1 Concepts and aims of vocational guidance
 - 4.2 Difficulties of vocational guidance
 - 4.3 Career development of young children
 - 4.4 Work experience as a method of vocational guidance
 - 4.5 Other resources of vocational guidance
 - 4.6 The process of vocational guidance
 - 4.6.1 Placement and follow up
- 6 New trends in counseling and career planning
- 7 Guidance and counseling services in Pakistan

Recommended Books

Arbuckle , D.S. (1961). *Guidance and counseling in the class room*. Boston: Allyn & Bacaon.

Frost D., Edwards A. and Reynolds H. (Eds) (1995). *Career Education and Guidance*. London: Kogan Page

Gibson, R. L. & Mitchell, M.H. (1999) *Introduction to Counseling and guidance (5th ed)* New Jersey: Prentice Hall

Watts, A.G., et al. (1996). *Rethinking Career Education and Guidance: Theory Policy and Practice*. London: Routledge.

MED614 Assessment and Evaluation in Guidance

Objectives

After completion of the course, the students will:

- Understand different types of psychological tests
- Use psychological tests in guidance program
- Understand the role of guidance counselor in testing
- Interpret the results of psychological test
- Use psychological tests for counseling and vocational guidance

Contents

- 1 Concept of Psychological Tests
 - 1.1 What is a psychological test?
 - 1.2 What makes a good psychological test?
 - 1.3 Need of psychological test
 - 1.4 Major classifications of psychology tests
 - 1.5 Counselor's use of psychological tests
- 2 Intelligence Testing
 - 2.1 Views regarding intelligence
 - 2.2 Purposes of intelligence tests
 - 2.3 Individual tests of intelligence
 - 2.3.1 Stanford Binet intelligence scale
 - 2.3.2 Wechsler scales (WPPSI, WISC-R, WAIS)
 - 2.4 Group tests of intelligence
 - 2.4.1 School and College Abilities Test SCAT
 - 2.4.2 Otis-Lennon School Ability Test
- 3 Aptitude Testing
 - 3.1 Concept of aptitude
 - 3.2 Purposes of aptitude testing
 - 3.3 General Aptitude Test Battery (GATB)
 - 3.4 Differential Aptitude Test Battery (DAT)
 - 3.5 Special Aptitude Tests
 - 3.5.1 Minnesota Mechanical Aptitude Test
 - 3.5.2 Minnesota Clerical Aptitude Test
 - 3.5.3 Horn Art Aptitude Inventory
 - 3.5.4 The Association of American Medical Colleges Scholastic Aptitude Test for Medical Schools
- 4 Attitude Testing
 - 4.1 Concept of interest
 - 4.2 Types of interests
 - 4.3 different interest factors
 - 4.4 Methods of measuring interests
 - 4.5 Interest inventories
 - 4.5.1 Strong-Campbell Interest Inventory (SCII)
 - 4.5.2 Thurston interest schedule

- 5 Personality Testing
 - 5.1 Concept of personality
 - 5.2 Techniques of testing personality
 - 5.2.1 Interview
 - 5.2.2 Observation
 - 5.2.3 Personality inventories
 - 5.2.4 Rating scales
 - 5.2.5 Projective techniques
 - 5.2.6 Autobiography

Recommended Books

Aiken, L.R. (1994). *Psychological Testing and Assessment*. Boston: Allyn and Bacon

Anastasia, A. (2002). *Psychological Testing*. New York: Macmillan

Cronbach L.J. (1990). *Essentials of Psychological Testing*. New York: Harper

Hogen, T. P. (2003). *Psychological Testing a Practical Introduction*. New York: John Wiley

Kline, P. (2000). *The Handbook of Psychological Testing*. London: Routledge

Director / Senior Advisor Administration
(Incharge Affiliation Cell)
Government College University Faisalabad



Ph: +92-41-9200889
Ext: 246

Allama Iqbal Road
38000-Faisalabad, Pakistan

Ref. No. GCUF/DSAA/13/1184

Dated: 12-04-13

The Principal

Subject: REQUEST TO OPT ANY SUBJECT IN LIEU OF THESIS IN M.ED PROGRAM

Your kind attention is invited to this office letter No. GCUF/DSAA/12/329 dated 18-10-2012, on the subject cited above, in which you were informed that the Competent Authority has allowed to opt one subject in lieu of thesis of hundred marks in M.Ed program to all the private affiliated Colleges having affiliation with GCUF. But it is pertinent to mention here that this facility was allowed only for one year i.e. session 2011-2012.

Furthermore, as per report of the Chairman Education Department GCUF in future students would have to opt one subject out of the following:-

Code

1. Organizational Behaviour
2. Report Writing

The outlines of the said subjects are also being enclosed for guidance and necessary action.

(Ch. Muhammad Mushtaq) 12/4/13
Director / Senior Advisor Administration /
Incharge Affiliation Cell

Copy for information to:-

1. Chairman Deptt. of Education
2. Addl. Controller of Examinations,
3. Deputy Registrar (Acad)
4. Deputy Controller (S)
5. PS to Vice Chancellor,
6. Office record file.

File
office
ms
16/4

ORGANIZATIONAL BEHAVIOR

Objectives:

The student shall become familiar with the basic principles and concepts related to organizational behavior. The student will develop an understanding of the foundations of organizational behavior, as well as the various factors influencing organizational behavior.

Part 1: Organizational Behavior

1: An Overview

- 1.1. Define organizational behavior.
- 1.2. Demonstrate the importance of interpersonal skills in the workplace.
- 1.3. Describe the different roles, functions, and skills of managers.
- 1.4. An Integrative Model of Organizational Behavior

2: Performance and Commitment

- 2.1. Job Performance
- 2.2. Task Performance
- 2.3. Organizational Commitment
- 2.4. Affective Commitment
- 2.5. Continuance Commitment
- 2.6. Normative Commitment

Part 2: Individual

3: Job Satisfaction

- 3.1. Importance of Job Satisfaction
- 3.2. Job Characteristics Theory
- 3.3. Moods and Emotions
- 3.4. People Perceive and Appraise Stressful Demands
- 3.5. Importance of Stress

4: Motivation

- 4.1. Employee's motivation
- 4.2. Need theory
- 4.3. Expectancy Theory
- 4.4. Psychological Empowerment

5: Learning and Decision Making

- 5.1. Methods of Learning
- 5.2. Some Employees learn to Make Decisions Better Than Others
- 5.3. Decision Making Problems

6: Personality, Cultural Values, & Ability

- 6.1. Personality
- 6.2. Cultural Values
- 6.3. Ability
- 6.4. Personality traits

Part 3: Group Mechanism

7: Team

- 7.1. Team Types
- 7.2. Team Processes

8: Leadership

- 8.1. Importance of leadership
- 8.2. Leadership Styles and Behaviors
- 8.3. Day-to-Day Leadership Behaviours
- 8.4. Transformational Leadership Behaviours

maxi

Part 4: Organizational Mechanism

9: Organisational Structure

- 9.1. Elements of Organisational Structure
- 9.2. Organizational Design

10 : Organizational Culture

- 10.1. Importance of Organizational Culture
- 10.2. Culture Components
- 10.3. General Culture Types
- 10.4. Specific Culture Types
- 10.5. Changing an Organizational Culture
- 10.6. Mantaining an Organization Culture

Recommended Books

- Newstron, John w.(1997) Organizational Behavior, Boston, McGraw Hill Companies.Inc.
- Thornhill, Adrial (2006) Managing change and Organizational Behavior, Dorling Kindersley(India) pvt.Ltd.
- Davis, Keith(2002) Organizational Behavior, McGraw Hill Companies.Inc.
- Geert Hofsted, Motivation, Leadership, and Organizational dynamics,summer 1980.
- Richard W.Woodman Organizational change and development “New Arenas for inquiry and action.”
- Journal of Management June 1989.
- www.mhcollege.com

Report Writing

Objectives:

- After reading and qualifying the course the students are expected to:
- Understand different forms of report writing.
 - Write reports of formal and informal events at department/university.
 - Write critical literature review on a research problem of their interest.
 - Analyze written work of their fellows.
 - Make presentations on the selected topics.

Unit 1: Introduction and Classification of Research

- Identification of the problem
- Hypothesis
- Population and sampling
- Literature review and Data Sources
- Analysis and interpretation of data
- Classification of research (by purpose and method)

Unit 2: Preparation and Presentation of Proposal

- Title page
- Introduction
- Background
- Literature review
- Methodology
- Interpretation and analysis of data

Unit 3: Report Writing

- Writing abstract
- Writing and presenting reports of events at the department/ university
- Researching and writing critical literature review
- Writing review of books and thesis
- Analysis of written work
- Writing on educational issues in newspapers
- How to write report of discussion on educational issues in the classroom

Unit 4: General Writing

- Developing an outline
- Writing Curriculum Vitae
- Filling in forms for admission and employment

Unit 5: Writing Bibliography and references

Recommended Books:

- Write Better, Speak Better. (2000). Hong Kong: South China Printing
- Gay, L.R. (1987) Educational Research: Competencies For Analysis & Application. London: Merrill publishing Company
- John W. Best & James V. Kahn, Research In Education .New Delhi: Prentice Hall of India
- Shelley Anand (2002) Research Methods & Techniques in Social Science New: Delhi common wealth publishers