(3)

Program: BScTE (2-Yr) 3rd Sem
Semester: Winter

Date: Wednesday, 01 April, 2026
Time: 02:30 pm – 04:30 pm

ISLAMIC UNIVERSITY OF TECHNOLOGY (IUT)
ORGANISATION OF ISLAMIC COOPERATION (OIC)
DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION (TVE)

Semester Final Examination
Course Number: TVE 4117
Course Title: Curriculum Development, Administration & Supervision of Technical and Vocational Education

Academic Year: 2024 – 2025
Full Marks: 120
Duration: 2 hours

There are **4 (four)** questions. Answer all of them.

1.	a)	Define the DACUM approach and explain with a process flowchart how DACUM profiles can be used for curriculum development in the field of technical and vocational education.	**15**	**CO1 PO2**
	b)	Select an occupation relevant to your area of specialization and develop a DACUM chart that outlines the main duties and corresponding tasks associated with that occupation.	**15**	
2.	a)	Discuss Belbin's team role theory by explaining each of the nine team role types. Analyze how understanding and employing these roles can contribute to improved group dynamics and overall performance in professional or educational settings. Support your answer with relevant examples.	**15**	**CO3 PO2**
	b)	Analyze the characteristic weaknesses of different team roles and discuss how these weaknesses may influence the performance of student teams during practical training, workshops, or industry-based projects. Evaluate how instructors or trainers can identify and manage these weaknesses to enhance teamwork, skill development, and successful completion of vocational tasks.	**15**	
3.	a)	Describe the "procrastination doom loop" and explain how deadlines and reminders can reduce procrastination. Discuss the research findings of Dan Ariely and the study on December vs. January deadlines.	**15**	**CO3 PO2**
	b)	Workplace stress can arise from both physical and organizational factors. Discuss the major causes of stressful work environments in TVET settings and suggest practical strategies to create a stress-free workplace.	**15**	
4.		Imagine you are an instructor at a polytechnic institute, where you regularly interact with diverse stakeholders such as students, colleagues, and industry supervisors who may display different attitudes, such as hostile, indifferent, uninformed, or supportive. In this context, explain the strategies you would adopt to communicate effectively with each type of individual during classroom instruction, workshop practice, or industry-based training. In your answer, address the following aspects: a) How do these individuals typically communicate? b) What are the possible reasons behind their communication behavior? c) What specific strategies would you use to communicate effectively with each group?	**30**	**CO3 PO2**