

Program: BScTE, 3rd Semester
Semester: Winter

Date: Tuesday, 22 April, 2025
Time: 10:00 am – 1:00 pm

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

Exam: Semester Final Examination

Academic Year: 2023 – 2024

Course Number: TVE 4117

Full Marks: 150

Course Title: Curriculum Development, Administration
 & Supervision of Technical and Vocational Education

Duration: 3 Hours

There are 8 (eight) questions. Answer any 6 (six) questions.

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| 1. Explain how each of the following principles can be practically applied by a TVET instructor to improve student learning outcomes: | 25 | CO2
PO2 |
| a) Attract students' attention | | |
| b) Emphasize what students already know | | |
| c) Help students become active meaning-makers | | |
| d) Prevent cognitive overload | | |
| e) Help students organize complex information. | | |
| 2. a) Define the DACUM approach and explain how DACUM profiles can be used beyond curriculum development in educational and professional contexts. | 10 | 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 | |
| 3. Evaluate the role of the DACUM and SCID process in developing competency-based curriculum. In your answer, explain how the integration of needs analysis, task verification, task selection, task analysis, and competency-based curriculum materials ensures alignment between occupational requirements and instructional design. Reflect on the advantages and possible challenges of implementing this approach in a vocational education or higher education setting. | 25 | CO1
PO2 |
| 4. 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 |
| b) Explain the roles of different team members during each phase of the project lifecycle: Starting, Doing, and Completing. | 10 | |
| 5. a) Differentiate between formative and summative evaluation within the context of curriculum development. In your answer, explain their purposes, timing, and the type of data collected, and illustrate your response with relevant educational examples. | 12 | CO4
PO2 |
| b) Using the CIPP model as a framework, evaluate the challenges and outcomes of implementing technology integration in teaching and learning in vocational schools. In your discussion, examine the role of context, input, process, and product evaluations in ensuring the success of such a programme and propose how these insights can inform future educational initiatives. | 13 | |

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| 6. | a) Explain the different phases of curriculum evaluation and discuss how each phase contributes to the overall improvement of educational programmes. | 10 | CO4
PO2 |
| | b) Analyze the various instruments used in curriculum evaluation, such as questionnaires, interviews, observations, and document analysis. Discuss the purposes, strengths and limitations of each method, and explain how a combination of these tools can enhance the reliability and validity of evaluation findings in educational settings. | 15 | |
| 7. | a) How does the principle of <i>Schools for All</i> challenge traditional assumptions about student ability and educational success? Examine how revised mental models and inclusive practices can contribute to equity and excellence in education. | 12 | CO5
PO2 |
| | b) Analyze the role of technology in transforming the traditional classroom into a technology-based learning environment. Using the cognitive-constructivist perspective, evaluate how technology can support authentic learning, collaboration, and reflection. | 13 | |
| 8. | a) Discuss how the following four challenges impact curriculum design and delivery in modern educational institutions: Information Age, Changing Workplace, Influence of the Media, and Participation in the Democratic Process. Provide examples to illustrate how curriculum planners and educators might respond to each challenge in order to make learning more relevant and future oriented. | 15 | CO5
PO2 |
| | b) Explain the rationale for a differentiated curriculum for gifted learners based on Maker's model. Evaluate how the components of content, process, and product can be modified to meet the needs of gifted students, and assess the implications of such modifications for teaching practice and student outcomes. | 10 | |