

Programme: DTE, 2<sup>nd</sup> Semester

Date: 24 May 2024, Friday

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

Semester Final Examination

Course No: TVE 4239

Course Title: Principles of Technical and Vocational Education

Summer Semester (2022-2023)

Duration : 3.00 hours.

Full Marks : 150

There are 7 (seven) questions. Answer 6 (six) questions including question nr. 1, 4 and 7.  
Figures in the right margin indicate marks of the questions.

1. a. Illustrate the meaning of the word 'vocation'. State the UNESCO's definition of 'Technical and Vocational Education and Training (TVET)'. Explain how TVET differs from general education. 15 [CO1]  
b. 'For any thriving economy, a skilled workforce is the backbone'. In light of this statement describe the needs and rationale of TVET. 10
2. a. Describe the factors that make TVET systems heterogeneous and different. How do we classify TVET systems? 15 [CO2]  
b. Describe any two types of TVET systems with particular focus on their characteristics. 10
3. Describe the 'Apprenticeship Vocational Training in the Dual System' in Germany, particularly you should consider the basic elements, why it is called the "dual system", and the function of vocational school/college and company/ enterprises. 15 [CO2]  
Or  
The TVET models and systems in all the states of the United Kingdom are the same with minor differences. Describe the following parameters of the Scottish TVET Model: 25  
a. Governance, b. Business model, and c. Training.
4. a. Describe with a diagram the TVET system of your country. 10 [CO3]  
b. What are the major challenges/ problems of TVET institutions in the OIC countries? Explain how these challenges/ problems can be overcome. 15
5. a. As a CEO of an educational institution explain different steps you should follow when you make a decision. 10 [CO4]  
b. Explain the benefits of staff participation in decision making in an educational organization? 15
6. a. Educational planners have tended to view *Planning* as a logical sequential process. What do you understand by "*Planning*"? Explain different steps of planning according to Banghart and Trull. 15 [CO4]  
b. Describe how the coordination of the activities of school-personnel may be facilitated. 10
7. a. What are the purposes of evaluation of TVET Curricula? 05  
b. Suppose you are assigned to evaluate the BSc in Technical Education (BScTE) Program offered by TVE Department of IUT. State and explain the different steps you should follow to accomplish this evaluation task. 20 [CO5]