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Bridging Education And Career : A Critical Review Of IXth Standard Work Integrated Education Textbook

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Abstract

In the 21st century, education plays a major role in deciding the future of the nation. Digital Technology and Artificial Intelligence (AI) has driven overwhelming new career opportunities for sustainable development of the nation. Nowadays Career aspirations of the learners are being changed. Curriculum Framework suggests the need for integrating more field based education without compromising future needs of younger generations. Work Integrated Education curriculum provides hands-on experiences to secondary level students in developing work oriented culture. It also reveals the need for integrating relevant topics with sound theoretical and practical dimensions Work Integrated Education Textbook IXth Standard. The Co-Author of this research paper is a member of this textbook writing committee.

Keywords : Work Integrated Education, Graphic Designing, Poster making, Brochure, Logo Design

Introduction

National Education Policy (NEP) 2020 aims at not only cognitive development, but also building character and creating holistic and well-rounded individuals equipped with 21st century skills. Experiential learning, skill development, and industry-academia collaboration makes Work Integrated Education (WIE) a key component of its vision. NEP 2020 promotes hands-on learning, apprenticeships, and internships, aligning with Work Integrated Education models. The policy integrates vocational education and supports on-the-job training, ensuring students gain practical skills alongside academics. Work Integrated Education Textbook of IXth Standard (Part -2) by SCERT Kerala, 2024 is a great effort to ensure training for secondary students in digital technology for education and career choices.

A Work Integrated Education in secondary education plays a crucial role in preparing students for the demands of the modern workforce by blending academic learning with practical experience. Traditional education often focuses heavily on theoretical knowledge, leaving students unprepared for real-world challenges. By incorporating hands-on experiences such as internships, apprenticeships, industry projects, and vocational training, students gain valuable insights into workplace expectations, problem-solving, and professional communication. This not only enhances their academic understanding but also fosters critical thinking, creativity, and adaptability skills that are essential in today's rapidly evolving job market.

Work Integrated Education improves student engagement and motivation by making learning more relevant and application-oriented. When students see how classroom concepts connect to real-world scenarios, they develop a deeper interest in their studies and become more proactive in their learning journey. Exposure to industry professionals and workplace environments helps them explore potential career paths and make informed decisions about their futures. Additionally, hands-on learning experiences build confidence, teamwork, and leadership skills, ensuring students are well-equipped to transition smoothly into higher education or employment.

Work Integrated Education contributes to the broader economy by cultivating a skilled and job-ready workforce. As industries continue to evolve with technological advancements, there is an increasing demand for employees who possess both theoretical knowledge and practical expertise. By aligning secondary education with industry needs, schools can help bridge the skill gap, reduce unemployment rates, and enhance national productivity. Governments, educators, and businesses must collaborate to implement and expand such programs, ensuring that students graduate with the skills and competencies needed to thrive in an ever-changing world.

Objectives

1. To critically analyse various aspects of Poster making in understanding theoretical knowledge and practical skills among IXth Standard students based on Work Integrated Education Textbook
2. To critically analyse various aspects of Brochure making in understanding theoretical knowledge and practical skills among IXth Standard students based on Work Integrated Education Textbook
3. To critically analyse various aspects of Logo Designing in understanding theoretical knowledge and practical skills among IXth Standard students based on Work Integrated Education Textbook

Review of Related Literature

Zegwaard, K. E., & Coll, R. K. (2011) suggests that Work Integrated Learning programs also allows to develop awareness of career paths and work placements and provides clarity about skills and qualifications needed to become a skilled graduate.

Martin, A. J., Rees, M., Edwards, M., & Paku, L. (2012) highlighted that there are a number of considerations in resourcing effective WIL programs such as placement requirements, support, selection, location, and addressing risk management issues. Proper theoretical knowledge, general career preparation and readiness for practice student preparation.

Siddoo, V., Janchai, W., & Sawattawee, J. (2018) reveals that models linked to the IT department in non-IT industries are very broad and need to be narrowed down so that prospective careers and the needs of the digital workforce are prioritized.

Bernhardsson, L., Norström, L., & Andersson, M. (2020) reveals that the students learn from the course curricula, seminar discussions and reflecting upon each other's experiences from different workplaces, they start to construct a vision for a future workplace of their own.

Methodology

The investigators analyzed the IXth Standard Work Integrated Education Textbook (Part -2) by SCERT, Kerala, 2024. Content Analysis is the method adopted by the investigators. Work Integrated Education Textbook of IXth Standard (Part -2) by SCERT Kerala, 2024 has 6 units, each unit is illustrated with a wider range of Career possibilities for secondary students. The investigators analyzed Unit 1 - Graphic Designing with special reference to Poster making, Brochure making and Logo Designing. Key concepts for the Content Analysis of Work Integrated Education Textbook of IXth Standard (Part -2) by SCERT Kerala, 2024 are Content Knowledge and Understanding, Creativity and Originality, Technical Skills and Execution, Communication

and Presentation, Ethical and Legal Considerations, Overall Presentation and Professionalism developed by the investigators.

Analysis and Discussions

Content Analysis of the Unit 1 Graphic Designing of IXth Standard Work Integrated Education Textbook (Part -2) by SCERT, Kerala, 2024 based on the rubrics developed by the investigators for Poster making is represented in Table 1

Table 1: Rubrics for the sub topics Poster making, Brochure making and Logo Designing

	Key aspects	Rubrics			
1	Content Knowledge and Understanding	Poor understanding, lacks basic knowledge	Basic understanding, but some gaps	Good understanding, applies concepts correctly	Excellent grasp, applies concepts creatively and effectively
2	Creativity and Originality	Minimal creativity, lacks originality	Some originality but ideas are underdeveloped	Good creativity, design elements work well together	Highly creative, demonstrates originality and strong artistic vision
3	Technical Skills and Execution	Poor execution, lacks basic technical skills	Basic skills, but noticeable mistakes	Good execution, minor errors	Excellent technical skills, polished and professional work
4	Communication and Presentation	Message unclear, lacks cohesion	Basic clarity but inconsistent execution	Good message delivery, meets most requirements	Strong, impactful communication, fully meets objectives
5	Ethical and Legal Considerations	Ignores ethical consideration, uses uncredited assets	Limited understanding of ethical practices	Mostly adheres to ethical standards	Fully complies with copyright and ethical guidelines
6	Overall Presentation and Professionalism	Disorganized, lacks structure	Basic organization but missing key elements	Well-organized, professional approach	Highly professional, presentation-ready work

The sub topic Poster making of unit 1 Graphic Design is analysed based on the key aspects Content Knowledge and Understanding, Creativity and Originality, Technical Skills and Execution, Communication and Presentation, Ethical and Legal Considerations and Overall Presentation and Professionalism.

The unit provides a comprehensive introduction to Graphic Design with a particular focus on **Poster making**. In the key aspect, **content knowledge and understanding** minimalism introduces the students about the minimalist art movement and the need for reducing unnecessary design elements enhances clarity and professionalism. Breakdown of essential components such as headlines, images, body text, shapes, and white space are the basic elements of a poster. Differentiation between typefaces and fonts, their importance in visual hierarchy, and choosing appropriate fonts based on content focuses on the typography aspect. The explanation about digital file formats (JPEG, PNG, PDF, TIFF, etc.), their advantages, disadvantages, and best use cases. Introduction to free and open-source Graphic Design software (GIMP, Scribus, Krita) and smartphone apps for Digital Poster creation helps to choose the best tools and software. It gives a good understanding, applies the concepts correctly. It satisfies the rubrics Good understanding, applies concepts correctly.

Creativity and originality using minimal colors and fonts to create clean, professional designs. Experimenting with composition and layout to enhance readability and engagement. Designing for a target audience, ensuring that the Poster communicates effectively. It satisfies the rubrics good creativity, design elements work well together.

Technical skills and execution, the introduction to free Graphic Design tools like GIMP, Scribus, and Krita gives a clear idea about software usage. Explains different digital formats and their suitability for print, web, or animation. In typography discussion on font choices, spacing, and alignment affect readability. Highlights the importance of using high-quality images and maintaining proper proportions in image selection and editing. It satisfies the rubrics Good execution, minor errors.

In **communication and presentation**, the importance of visual communication in Poster making is discussed. The section on Poster elements (headline, images, body, shapes, white space) provides structured guidance and helps to avoid clutter and enhance readability. It satisfies the rubrics Good message delivery, meets most requirements.

In **ethical and legal considerations** discusses the importance of high-quality images and appropriate typefaces but does not explicitly discuss copyright issues or ethical considerations in design. It satisfies the rubrics Limited understanding of ethical practices.

In **overall presentation and professionalism** the unit is well-organized with clear instructions, structured activities, and key takeaways. The visual layout is engaging, and practical activities make learning interactive. It satisfies the rubrics Well-organized, professional approach.

Finally the unit provides a strong foundation in Poster-Making with clear explanations and engaging activities. While it successfully balances creativity, technical skills, and communication, strengthening ethical considerations and real-world applications would elevate it to an excellent level.

Content Analysis of the Unit 1 Graphic Designing of IXth Standard Work Integrated Education Textbook (Part -2) by SCERT, Kerala, 2024 based on the rubrics developed by the investigators for **Brochure making** is represented in Table 1

The sub topic Brochure making of unit 1 Graphic Design is analysed based on the key aspects Content Knowledge and Understanding, Creativity and Originality, Technical Skills and Execution, Communication and Presentation, Ethical and Legal Considerations and Overall Presentation and Professionalism.

The Brochure making subtopic in Unit 1: Graphic Design from the Work Integrated Education textbook provides a structured approach to understanding Brochure design. In **content knowledge and understanding** it effectively introduces the purpose of Brochures, their key elements, and the importance of layout and design principles. Essential components such as the title, images, text, branding elements, and different fold types (bi-fold and tri-fold) are well covered. The textbook also touches on practical aspects like choosing appropriate color patterns, vivid imagery, and layout structures. It does not explore more advanced Brochure types such as

Z-fold, gatefold, or booklets. When it mentions software tools like GIMP, Scribus, and Krita, it lacks step-by-step instructions on how to use them. It satisfies the rubrics Good understanding, applies concepts correctly.

Creativity and Originality the sub unit encourages creativity by allowing students to design Brochures for real-life applications, such as school events. It introduces the importance of visual balance through color schemes, font selection, and layout design. There are no exercises on creating custom graphics or infographics, which could enhance students' creativity. A deeper discussion on typography psychology—how fonts influence reader perception would also add value. It satisfies the rubrics Some originality but ideas are underdeveloped.

In **technical skills and execution** it provides technical knowledge on Brochure dimensions, file formats (JPEG, PNG, PDF, TIFF), and print versus digital considerations. The introduction to design software is useful, there is no guidance on how to use these tools in practice. It satisfies the rubrics Basic skills, but noticeable mistakes.

In **communication and presentation** emphasizes minimalist design for readability, strategic use of white space, and font selection for professional appeal. It encourages students to present their Brochures to peers for feedback, reinforcing the importance of clear messaging. It satisfies the rubrics Good message delivery, meets most requirements.

In **ethical and legal considerations, by** discussing branding elements such as Logos and organization names, it lacks an explicit focus on copyright laws. This could lead to unintentional ethical violations in Brochure design. The inclusion of a brief guide on using legally sourced images, as well as a discussion on ethical advertising, would ensure students understand the legal and ethical responsibilities of design. It satisfies the rubrics Limited understanding of ethical practices.

In **overall presentation and professionalism**, the sub unit presents the content in a well-organized, visually engaging, and easy-to-understand manner. It lacks real-world professional Brochure examples. The Brochure making section is highly effective in building foundational skills and slight enhancements in originality, software training, and ethical considerations, it could provide an even more comprehensive learning experience. It satisfies the rubrics Basic organization but missing key elements.

Content Analysis of the Unit 1 Graphic Designing of IXth Standard Work Integrated Education Textbook (Part -2) by SCERT, Kerala, 2024 based on the rubrics developed by the investigators for **Logo Designing** is represented in Table 1

The sub topic Logo Designing of unit 1 Graphic Design is analysed based on the key aspects Content Knowledge and Understanding, Creativity and Originality, Technical Skills and Execution, Communication and Presentation, Ethical and Legal Considerations and Overall Presentation and Professionalism.

The Logo Designing subtopic in Unit 1: Graphic Design from the Work Integrated Education textbook provides a structured introduction to the fundamentals of Logo creation. In **content knowledge and understanding** it effectively outlines the purpose of Logos by emphasizing its role in brand identity, marketing, and communication. The content introduces the essential elements of a Logo, the use of shapes, colors, and typography, and explains how it should be simple, memorable, and representative of an organization's values. The conceptual foundation is strong, the textbook lacks in-depth discussion on advanced Logo design techniques such as scalability, adaptability across different media, and the psychology of color and shapes in branding. It satisfies the rubrics Basic understanding, but some gaps.

In terms of **creativity and originality**, the textbook encourages students to develop unique Logos for school clubs or imaginary businesses. It provides guidelines for selecting appropriate design elements and refining sketches to create effectiveness. There is limited emphasis on innovation and out-of-the-box thinking. To improve this more exercises should be included based on Logo designing styles. It satisfies the rubrics Some originality but ideas are underdeveloped.

In **technical skills and execution** knowledge about creating digital Logos using Graphic Design software but does not offer detailed tutorials on specific tools like GIMP, Scribus, or Krita. Including practical tutorials on using design software can enhance students' technical skills. It satisfies the rubrics Good execution, minor errors.

In **communication and presentation** perspective, Logos should convey a clear message and strong brand identity. It encourages students to present their Logos in class, explain their design choices, and receive peer feedback, fostering communication skills. It satisfies the rubrics Good message delivery, meets most requirements.

In **ethical and legal considerations**, Logo Design is minimally covered, which is a major gap. There is no guidance on using licensed design elements. To improve this legal aspects of Logo Design and ethical practices in branding should be included. It satisfies the rubrics Limited understanding of ethical practices.

The **overall presentation and professionalism** of the content is well-organized, with clear steps and engaging activities. Providing examples of both effective and ineffective logos, explanations of what makes them successful or unsuccessful, would give students a better understanding of professional Logo Design standards. It satisfies the rubrics Basic organization but missing key elements.

The Logo Designing section provides a solid foundation in Logo creation but lacks depth in advanced design principles, software execution, and legal considerations.

Findings

The theoretical content is well-structured and easy to understand. Practical exercises reinforce learning by allowing students to apply concepts immediately. The section on digital file formats provides real-world relevance, helping students understand print and digital media requirements. Practical tasks, such as designing Posters for a school event, make learning more engaging and applicable. Encourages responsible use of digital tools by emphasizing clarity and accuracy.

Suggestions

The unit could include more real-world examples of Poster making, Brochure making and Logo Design in advertising, marketing, and event promotions. Discussion on color psychology and visual hierarchy could be expanded to help students create more effective and engaging designs. More emphasis on photo editing and manipulation techniques could be beneficial. Including peer review activities would help students refine their designs through feedback. Including a section on sourcing images legally (e.g., Creative Commons licenses) and ethical considerations in visual communication would be beneficial.

Conclusion

It is imperative that the activities provided in the Work Integrated Education Textbook of IXth Standard (Part - 2) by SCERT Kerala, 2024 curriculum is essential for developing Graphic Designing Skills secondary level students. This guarantees that students will not only understand digital skills in Poster making, Brochure making and Logo Designing but also they can develop career oriented education to become future techies, enabling them to recognize how they are used in real-world situations, and in a variety of career domains. A well-rounded curriculum encourages more comprehension and involvement to inculcate critical thinking and problem-solving abilities in their workplace in the future.

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