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Daffodil International University

Faculty of Science & Information Technology
Department of Computer Science and Engineering
Class Test 1, Spring-2026
Course Code: ENG 102 Course Title: Writing and Comprehension
Batch: 70_M

Exam Duration: 35 Minutes **Marks: 15**

Answer ALL Questions

[The figures in the right margin indicate the full marks and corresponding course outcomes. All portions of each question must be answered sequentially.]

The Historical Evolution of Higher Education

A. Higher education, broadly defined as organised learning beyond the secondary level, has long served as a central institution in the production, preservation, and transmission of knowledge. Universities and colleges are commonly associated with intellectual authority, professional training, and cultural continuity. However, the modern university is the outcome of a lengthy historical process shaped by religious traditions, political structures, economic demands, and shifting epistemological frameworks. Understanding the development of higher education therefore requires attention to the changing social purposes that such institutions have served across different historical periods.

B. The earliest institutional forms of higher education emerged in the medieval world. In Europe, universities appeared during the twelfth and thirteenth centuries as self-governing communities of scholars and students. Institutions such as the universities of Bologna and Paris developed distinctive organisational structures, including formal curricula, degree systems, and academic guilds. Teaching focused largely on theology, canon law, civil law, and philosophy, disciplines considered essential for maintaining religious authority and administrative order. Knowledge was treated as a fixed body of inherited wisdom, and instruction relied heavily on lecture and memorisation rather than experimentation.

C. Parallel traditions of higher learning flourished in the Islamic world, where institutions such as madrasas and universities played a vital role in intellectual life. Centres like Al-Karaouine and Al-Azhar provided advanced instruction in religious studies while also supporting scholarship in mathematics, astronomy, medicine, and philosophy. These institutions facilitated cross-cultural knowledge exchange through extensive translation movements, preserving classical Greek and Roman texts that later influenced European intellectual revival. The Islamic scholarly tradition thus contributed significantly to the global foundations of higher education, even though its role is often underrepresented in Western historical narratives.

D. From the sixteenth century onward, higher education began to undergo significant transformation. The Renaissance encouraged renewed interest in classical learning and humanistic inquiry, while the Scientific Revolution challenged reliance on authority by promoting observation and empirical methods. Universities gradually incorporated new fields of study, particularly in the natural sciences, though institutional resistance to change remained strong. During this period, higher education expanded beyond purely religious purposes, increasingly serving the needs of emerging nation-states by training administrators, legal professionals, and medical practitioners.

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E. The nineteenth century marked a decisive turning point with the emergence of the modern research university. Influenced by German educational philosophy, this model emphasised the unity of teaching and research, academic freedom, and the systematic production of new knowledge. Universities became sites of innovation rather than mere transmission of established ideas. This transformation reshaped academic disciplines, introduced postgraduate education, and reinforced the authority of universities as centres of scientific and intellectual advancement.

F. The research-oriented model of higher education spread internationally through processes of colonisation, cultural exchange, and institutional imitation. In the United States, early colleges rooted in British traditions were gradually restructured to accommodate research, professional training, and mass enrolment. Higher education expanded rapidly in response to industrialisation, economic growth, and social reform movements. Similar patterns occurred in Asia, Africa, and Latin America, where colonial powers introduced European-style universities that were later adapted to local needs following independence.

G. By the twentieth century, higher education had become a key component of national development strategies. Universities were increasingly linked to economic productivity, technological innovation, and social mobility. Government involvement in funding and regulation expanded, reflecting the growing perception of higher education as a public good. At the same time, access to universities widened, leading to the massification of higher education and the diversification of student populations across many countries.

H. In the contemporary era, higher education functions within an increasingly globalised framework. International collaboration, student mobility, and shared research agendas have contributed to the convergence of academic standards worldwide. Despite significant variation in institutional structures and levels of access, universities across different regions remain connected by a common historical lineage. The evolution of higher education thus reflects a continuous negotiation between tradition and transformation, shaped by the enduring human pursuit of knowledge.

Task 1: True / False / Not Given

Questions

Do the following statements agree with the information given in the passage?
Write:

- **TRUE** if the statement agrees with the information
- **FALSE** if the statement contradicts the information
- **NOT GIVEN** if there is no information on this

1. Medieval European universities prioritised empirical experimentation over textual authority as their primary method of instruction.
2. Institutions of higher learning in the Islamic world contributed to European intellectual development through the transmission of classical knowledge.
3. The research university model initially emerged as a response to industrial demands in the United States.
4. The expansion of higher education during the twentieth century was accompanied by increased government involvement.

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Task 2: Summary Completion

Questions

Complete the summary below.
Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Higher education developed gradually in response to changing social needs. Early European universities focused on inherited knowledge and relied on **5.** _____ rather than experimentation. Meanwhile, Islamic institutions played a significant role in preserving and transmitting knowledge through extensive **6.** _____ movements. In the nineteenth century, universities were transformed into centres for producing new knowledge, a shift strongly influenced by **7.** _____ educational philosophy.

Artificial Intelligence and the Epistemological Disruption of Schooling

A. The accelerating integration of artificial intelligence into contemporary educational systems has been widely interpreted as a paradigmatic shift in pedagogical practice, heralding unprecedented efficiency, scalability, and individualisation. Generative AI technologies, in particular, have been celebrated for their ostensible capacity to synthesise information, automate instructional labour, and provide learners with immediate, customised responses. However, a growing body of empirical research and critical scholarship suggests that the uncritical incorporation of such technologies may precipitate profound epistemological and developmental consequences that extend well beyond questions of technical utility.

B. Advocates of AI-assisted education frequently emphasise its role as a mediating apparatus between students and increasingly complex academic material. Through algorithmic modulation, generative systems are capable of recalibrating textual difficulty, restructuring explanatory sequences, and offering real-time linguistic or conceptual clarification. Such functionalities are often framed as mechanisms for inclusivity, particularly for learners who experience cognitive, linguistic, or institutional barriers within conventional classroom environments. Moreover, educators have reported that AI tools alleviate administrative burdens by automating tasks such as assessment drafting, instructional planning, and routine correspondence, thereby ostensibly reallocating human effort toward higher-order pedagogical engagement.

C. Yet these pragmatic advantages obscure more contentious issues concerning the nature of learning itself. Central to scholarly critique is the contention that generative AI may externalise cognitive processes that are indispensable to intellectual maturation. Learning is not merely the acquisition of information but a laborious process involving interpretive struggle, sustained attention, and the gradual refinement of judgment. When students habitually delegate these processes to algorithmic systems that deliver polished outputs with minimal effort, the formative experience of grappling with uncertainty is substantially diminished. Such displacement risks cultivating a mode of intellectual passivity in which comprehension is simulated rather than constructed.

D. The ramifications of this shift are particularly salient in relation to critical thinking and metacognitive awareness. Analytical reasoning depends on the ability to interrogate premises, evaluate competing interpretations, and tolerate ambiguity. However, AI-generated responses often present conclusions with an aura of authority and coherence that discourages skepticism. In educational contexts, this may lead students to accept synthesized explanations uncritically, thereby

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attenuating their capacity for independent evaluation. Over time, this dynamic threatens to erode the cognitive resilience required for advanced academic inquiry and democratic participation.

E. Equally significant is the potential impact of generative AI on creativity and epistemic originality. These systems function through probabilistic pattern recognition, drawing upon vast repositories of pre-existing data to generate outputs that conform to statistically dominant forms. While such outputs may appear fluent and persuasive, they are inherently derivative. Persistent reliance on AI-generated text or ideas may therefore habituate students to conventional modes of expression, subtly disincentivising intellectual risk-taking and imaginative divergence. In disciplines that rely on interpretive nuance or aesthetic experimentation, this trend may contribute to a homogenisation of thought that undermines the very purpose of humanistic education.

E. The integration of AI into schooling also raises structural concerns related to inequality and access. The effectiveness of generative systems is contingent upon computational power, data quality, and institutional support—resources that are unevenly distributed across educational contexts. Well-funded schools are more likely to implement advanced, regularly updated technologies, while under-resourced institutions may contend with limited, inaccurate, or poorly regulated systems. Consequently, the educational benefits associated with AI are not universally accessible but are instead stratified along existing socio-economic lines, potentially exacerbating disparities rather than ameliorating them.

G. Beyond cognitive and structural considerations, the proliferation of AI in educational environments carries implications for students' social and emotional development. Learning is fundamentally relational, shaped through dialogue, disagreement, and embodied interaction. Generative AI systems, by contrast, are engineered to maximise user engagement through responsiveness and affirmation, often mirroring users' assumptions rather than challenging them. Prolonged interaction with such systems may reduce opportunities for students to encounter dissenting perspectives or develop interpersonal competencies such as empathy, negotiation, and emotional regulation. The substitution of human interaction with algorithmic responsiveness thus risks impoverishing the social dimensions of education.

H. Taken together, these concerns destabilise the prevailing assumption that artificial intelligence constitutes an unequivocal advancement in schooling. While its instrumental efficiencies are undeniable, its broader influence on epistemic practices, cognitive development, creative autonomy, social equity, and relational learning remains deeply contested. As AI continues to permeate educational institutions, its presence demands not merely technical assessment but sustained critical interrogation of how knowledge is produced, internalised, and valued within the classroom.

Task 3: Sentence Completion Questions

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

8. Learning is described as a process that involves interpretive struggle, sustained attention, and the gradual refinement of _____.

9. AI-generated explanations may discourage skepticism because they often appear to possess an aura of _____.

10. Generative AI systems are considered inherently derivative because they rely on _____ recognition.

11. The effectiveness of AI tools in schools is closely linked to computational power, data quality, and _____ support.

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Task 4: Matching Headings

Questions

Choose the correct heading for **paragraphs C–F** from the list of headings below.
Write the correct number **i–vi** next to questions **12–15**.

Paragraphs

12. Paragraph C
13. Paragraph D
14. Paragraph E
15. Paragraph F

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List of Headings

i. The displacement of essential cognitive effort
ii. The erosion of critical judgment and metacognitive skills
iii. The standardisation of creativity through probabilistic systems
iv. Economic stratification intensified by unequal technological access
v. Institutional enthusiasm for technological modernisation
vi. The administrative advantages of AI for educators