



School: Education			Discipline: Education	Program: MEd
Year: First	Term: First	Examination Year: 2026		Session: 2025-2026
Course Code: 0111 29 Edu 5111		Course Title: ICT Pedagogy		
Total Marks: 60		Time: 3 Hours	Credit: 3.0	

Section A

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
1. a)	Analyze the extent to which the current ICT curriculum of secondary level addresses 21 st century skills. [L4; CLO1]	05
b)	Critically assess whether soft skills are adequately embedded in the current ICT curriculum. [L5; CLO1]	05
2. a)	Propose modifications to enhance the relevance of the current secondary ICT curriculum in real-life applications. [L6; CLO1]	05
b)	Evaluate the effectiveness of using experiential learning (Cone of Experience) in ICT classrooms. [L5; CLO2]	05
3.	Propose a realistic improvement plan for Khulna University to leverage ICT for enhanced teaching and learning. [L6; CLO1]	10
4. a)	Evaluate the effectiveness of current ICT assessment practices in Bangladesh. [L5; CLO3]	05
b)	Develop an assessment strategy for ICT that integrates values, ethics, and digital responsibility. [L6; CLO3]	05

Section B

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
5. a)	Evaluate the effectiveness of TPACK in improving ICT teaching practices. [L5; CLO5]	05
b)	Evaluate the SAMR model's applicability to transforming teaching with ICT in Khulna's higher education institutions. [L5; CLO5]	05
6. a)	Explain UNESCO's ICT competency framework for teachers and its implications for professional development. [L2; CLO6]	05
b)	Design a capacity-building program for ICT teachers in a Bangladeshi university, guided by UNESCO recommendations. [L6; CLO6]	05
7. a)	Analyze the contributions of major international organizations to ICT development in education. [L4; CLO4]	05
b)	Propose an integrated solution regarding policy, pedagogy, and technology to enhance students' engagement and uphold assessment integrity in an educational institution. [L6; CLO4]	05
8. a)	Discuss how to ensure equitable access to ICT resources for students from diverse backgrounds in Bangladesh. [L2; CLO4]	05
b)	Formulate a policy brief recommending ethical guidelines for ICT use in teaching, learning, and assessment. [L6; CLO6]	05

*Levels of Bloom's cognitive domain:

[L1=Remember; L2=Understand; L3=Apply; L4=Analyze; L5=Evaluate; L6=Create]



Khulna University

School: Education	Discipline: Education	Program: MEd
Year: First	Term: First	Examination Year: 2026
Course Code: 0111 29 Edu 5101	Course Title: Education in Global Perspectives	Session: 2025-2026
Total Marks: 60	Time: 3 Hours	Credit: 3.0

Section A

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
1. a)	Explain the concept of global change. [L2; CLO1]	04
b)	How do modernism and post-modernism conceptualize education? Discuss the major differences critically. [L4; CLO1]	06
2.	Analyze the impact of globalization on the national education policy in Bangladesh. [L4; CLO2]	10
3.	Evaluate the role of the followings in improving the overall scenario of education in Bangladesh-	
a)	Education for All (EFA); [L5; CLO3]	05
b)	National Education Policy-2010. [L5; CLO3]	05
4. a)	Critique the current ranking system of higher education by different organizations. [L5; CLO3]	04
b)	How would you evaluate the current status of education in Bangladesh? Discuss by using evidences from reports by different national and international organizations. [L5; CLO3]	06

Section B

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
5. a)	Illustrate how andragogical principles can be used in adult education programs. [L3; CLO4]	05
b)	Evaluate the relevance of 21 st century skills in higher education curricula. [L5; CLO4]	05
6.	Analyze the roles of international organizations in shaping educational reforms in developing countries. [L4; CLO4]	10
7. a)	How would you evaluate the paradigm shift from behaviorism to constructivism in education? Provide justification for your evaluation. [L5; CLO4]	06
b)	Evaluate the significance of personalized learning in present-day world. [L5; CLO4]	04
8.	Develop an SOP for applying to an international program. [L6; CLO6]	10

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Khulna University

School: Education

Discipline: Education

Programme: MEd

Year: 1 Term: 1

Examination Year: 2026

Session: 2025–2026

Course Code: 0111 29 Edu 5107

Course Title: Gender and Cultural Diversity in Education

Total Marks: 60

Time: 3 Hours

Credit: 3.0

Section A

There are four questions in this section. Answer any three questions.

Question No.	Description	Marks
1.	“A lion is stronger than a man, but it does not enable him to dominate the human race. You have neglected the duty you owe to yourselves and you have lost your natural rights by shutting your eyes to your own interests.”	
	Based on the above passage, answer the following two questions:	
a.	Identify the origin of the above quotation. [L2; CLO1]	02
b.	Explain the meaning of the passage. In your response, specify the audience to whom the speaker is addressing these remarks, and discuss the relevance or implications of this message in today’s world. [L5; CLO1]	08
2.	a. Using two detailed and concrete examples, explain how intersectionality works in real educational contexts. [L3; CLO3]	05
	b. For each of the two examples, elucidate one realistic way in which the challenges faced by the people in that situation could be reduced or addressed. [L4; CLO3]	05
3.	In the context of contemporary Bangladesh, which is more important for ensuring gender-fair education- equity or equality? Justify your answer with relevant arguments and examples. [L5; CLO1]	10
4.	a. List eight living, real women who are noteworthy in their fields, excluding entertainers, politicians, and athletes. [L1; CLO3]	04
	b. The above task is inspired by the classroom activity developed by Myra and David Sadker, whose research revealed a troubling pattern in American schools. Briefly explain the Sadkers’ original finding, and add a short note on what you would expect to find if the same research question were applied in the context of Bangladesh. [L4; CLO3]	06

Section B

There are four questions in this section. Answer any three questions.

Question No.	Description	Marks
5.	“When I first started weight lifting, I naturally assumed the people lifting the heaviest weights were the strongest people. I assumed wrong. To lift the most required a combination of strength and the best form; one was based on ability, the other on access to the best information and training.”	

Based on the above passage, answer the following two questions:



Khulna University

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Year: 1 Term: 1

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- a. Elaborate on the above quotation in relation to Ibram X. Kendi's critique of standardized testing. [L3; CLO5] 06
 - b. Offer your observations on how these issues manifest in the context of Bangladesh. [L4; CLO5] 04
6. A culturally responsive teacher acts as a "_____ demander".
 - a. Fill in the blank first. [L3; CLO4] 02
 - b. Now elaborate on the quotation by giving four concrete instances in which such an approach to teaching could serve as a more adaptable model in Bangladesh. [L4; CLO4] 08
7. Draw an organogram (a diagram that outlines the hierarchical structure of an organization and shows the lines of responsibility between roles) of a primary school. In your diagram, assign specific activities to each position that address systemic barriers or discriminatory and exclusionary practices within the school. Also, include brief descriptions of each activity and explain how it may reduce inequalities and promote diversity. [L6; CLO5] 10
8.
 - a. Evaluate the significance of community engagement in the educational context. [L5; CLO5] 04
 - b. Which strategies should be followed for ensuring community engagement in education in the context of Bangladesh? [L3; CLO5] 06



Khulna University

School: Education

Discipline: Education

Program: MEd

Year: First

Term: First

Examination Year: 2026

Session: 2025-2026

Course Code: 0111 29 Edu 5105

Course Title: Teaching and Learning Practices in Higher Education: Theory and Practice

Total Marks: 60

Time: 3 Hours

Credit: 3.0

Section A

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
1. a)	Critically analyze the role of critical thinking pedagogies in transforming traditional higher education teaching practices. [L4; CLO1]	05
b)	Develop a comprehensive teaching philosophy statement that reflects ethical considerations and addresses diversity in higher education classrooms. [L6; CLO1]	05
2. a)	Evaluate the role of a teacher in managing a diverse classroom in higher education in the context of Khulna. [L5; CLO1]	05
b)	Explain how ethical teaching practices can be maintained when students come from different districts, backgrounds, and levels of digital access. [L4; CLO1]	05
3. a)	Design a lesson plan for a course of Khulna University mentioning 'SMART' learning outcomes. [L6; CLO2]	05
b)	Discuss active learning activities and both formative and summative assessment methods suited to local classroom conditions. [L4; CLO2]	05
4. a)	Examine the relationship between physical learning space and virtual learning space in Khulna's higher education context. [L5; CLO3]	05
b)	Discuss how student characteristics and mobile learning affect learning outcomes in traditional and online settings. [L4; CLO3]	05

Section B

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
5.	Critically analyze the role of regulatory frameworks (e.g., BNQF) in ensuring quality and accountability in higher education. [L4; CLO4]	10
6. a)	Evaluate the effectiveness of current gender equality and equal opportunity policies in higher education institutions. [L5; CLO4]	05
b)	Develop a strategic action plan to promote diversity, inclusion, and gender equity in a university context [L6; CLO4]	05
7. a)	Evaluate whether student codes of conduct are effective in promoting responsible behavior in universities. [L5; CLO4]	05
b)	Evaluate the future directions needed to strengthen the relationship between theory and practice in higher education. [L5; CLO4]	05
8.	Graduates from a university demonstrate strong theoretical knowledge but lack practical skills required by employers. Industry stakeholders criticize the curriculum for being outdated and disconnected from real-world applications. Design an Enhanced Partnership Model integrating academia and industry to address these issues. [L6; CLO4]	10

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Khulna University

School: Education

Discipline: Education

Program: MEd

Year: First

Term: First

Examination Year: 2026

Session: 2025-2026

Course Code: 0111 29 Edu 5103

Course Title: Methods and Techniques of Educational Research

Total Marks: 60

Time: 3 Hours

Credit: 3.0

Section A

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
1. a)	Explain the implications of philosophical worldviews in educational research. [L4; CLO1]	05
b)	Assess the strengths and limitations of pragmatism in the context of educational research. [L5; CLO1]	05
2. a)	How would you develop the theoretical framework of a research? [L3; CLO2]	05
b)	Explain the difference between theoretical and conceptual frameworks with examples. [L4; CLO2]	05
3.	Design an appropriate sampling strategy for a cross-cultural comparative study ensuring both representativeness and contextual depth. [L6; CLO3]	10
4. a)	Explain how language, culture, and power influence participants' responses in questionnaires and interviews. [L4; CLO3]	05
b)	Evaluate the epistemological limitations of Likert scale in capturing complex human attitudes. [L5; CLO3]	05

Section B

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
5. a)	Evaluate how contextual variability challenges external validity in qualitative research. [L5; CLO4]	05
b)	Can qualitative research ever achieve reliability in the traditional sense, or should the concept be redefined? [L5; CLO4]	05
6. a)	Discuss the uses of simple and multiple linear regression analysis. [L4; CLO5]	05
b)	Evaluate the suitability of t-test vs ANOVA (F-test) in comparing multiple groups. [L5; CLO5]	05
7. a)	Evaluate the assumptions of parametric and non-parametric tests. [L5; CLO5]	05
b)	Critically analyze how researcher's positionality influences interpretation of qualitative data. [L4; CLO5]	05
8.	Develop a comprehensive evaluation rubric for assessing research quality approach disciplines. [L6; CLO5]	10

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Khulna University

School: Education	Discipline: Education	Program: MEd
Year: First	Term: First	Examination Year: 2026
Course Code: 0111 29 Edu 5113	Course Title: Lifelong Education	Session: 2025-2026
Total Marks: 60	Time: 3 Hours	Credit: 3.0

Section A

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
1.	Analyze the evolution of lifelong education from Dewey to Delors. [L4; CLO1]	10
2. a)	Explain how lifelong learning contributes to sustainable development and SDG 4. [L4; CLO4]	05
b)	Evaluate the effectiveness of Bangladesh's national policies and strategies in promoting lifelong education. [L5; CLO2]	05
3. a)	Illustrate how blended learning can be implemented in community education. [L3; CLO3]	05
b)	Prepare an entrepreneurship education plan for lifelong learners. [L6; CLO4]	05
4.	Design a national lifelong learning policy framework for Bangladesh. [L6; CLO4]	10

Section B

There are four questions in this section. Answer any three questions.

Question No.	Question Description	Marks
5. a)	Discuss the role of digital literacy and ICT-enabled learning in adult lifelong education. [L2; CLO5]	05
b)	Design a blended learning program for adults in Khulna using MOOCs and OERs. Include assessment strategies. [L6; CLO5]	05
6. a)	Propose a program for upskilling and reskilling unemployed youth in Khulna using lifelong learning approaches. [L6; CLO6]	05
b)	Analyze the barriers faced by marginalized groups in accessing lifelong education in Bangladesh. [L4; CLO7]	05
7. a)	Evaluate the role of lifelong learning in promoting gender equity. [L5; CLO7]	05
b)	Describe the effectiveness of vocational education in reducing unemployment. [L2; CLO6]	05
8. a)	Discuss the indicators and tools that can be used to monitor and evaluate lifelong learning programs in Bangladesh. [L3; CLO8]	05
b)	Develop an action research plan for a community learning center in Khulna aimed at improving adult learning outcomes. [L6; CLO8]	05

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[L1=Remember; L2=Understand; L3=Apply; L4=Analyze; L5=Evaluate; L6=Create]