

PhD in English

Session: 2025-'26, 2026-'27, 2027-'28



OBE Curriculum

Department of English
Comilla University

Name of the Programme: PhD in English

Session: 2025-'26, 2026-'27, 2027-'28

Vision of the University

Comilla University is committed to empowering society, advancing development, promoting human welfare and a sustainable planet.

Mission of the University

M1: To educate a wide variety of students through effective teaching-learning to achieve academic excellence

M2: To create an ambience for creative and innovative academic exercise through high quality research

M3: To undertake actions regarding collaboration this entails opportunities for long-term interaction with academia and industry for producing competent graduate at workplace

M4: To develop human potential to its fullest extent so that intellectually capable and socially responsible leaders can emerge in a range of profession.

Core Values of the University

Integrity: The highest level of sincerity and moral, ethical, and professional conducts;

Sense of Excellence: The best kind of knowledge and proficiency to ensure standard in every sect of activities;

Intellectual Curiosity: Insatiable thirst for knowledge to expand intellectual horizon, go beyond the comfort zone and bring back wonders for development;

Openness of Mind: Clear vision to see and think freely, embrace cultural diversity, respect others, give space to different opinions, examine problems with proper reasoning, and lit light into inner darkness to remove ignorance;

Self-Discipline and Sense of Responsibility: Coalition between set of self-principles and institutional rules and accountability as a part of responsibility to self and beyond;

Joint Endeavour: Achieve common goals with others in the University as well as in larger community while valuing teamwork, participation, and diversity of ideas and perspectives;

Innovation and Creativity: Generation of ideas by fostering individual ingenuity and creativity to ensure continual change and growth.

Vision of the Department of English

Department of English envisages producing highly qualified graduates to lead the ever-growing field of English studies and nurture humanity through insightful and compassionate thoughts and ideas.

Mission of the Department of English

M1: To inculcate in students curiosity and passion for English literature, language, cultural studies, and world literatures written in English so that they could attain deep knowledge and insight, prerequisite to creative and critical thinking;

M2: To nurture students' literary sensibility and develop human potentiality to its fullest through curricular and extra-/co-curricular activities, motivation and guidance;

M3: To encourage the graduates to build career in teaching, research, authorship, entrepreneurship, translation, journalism, civil service, and non-government organisations;

M4: To motivate the graduates to work individually as well as collaboratively for sustainable national and global development through their acquired knowledge and future career;

M5: To make the graduate culturally and politically nuanced citizens and cultivate in them human, moral, and ethical values so that they could contribute irrespective of race, religion, and culture.

Core Values of the Department of English

- Honesty, integrity, and tolerance to difference--in terms of race, ethnicity, class, gender, sexual orientation, and religious and political beliefs--in every stage of life
- Rigorous and comprehensive study of language, culture, and literature
- Cultivation of critical reading and reflection and production of excellent writing in various forms
- Ways the study of language, literature, and culture to transform students' understanding of local, national, and international communities
- Cultural awareness students achieve to explore themselves as *Bangalee* in the world history and uphold own values while appreciating cultural diversity and integrity through sophisticated manners, liberal values, and morals
- Appreciation of teaching, faculty scholarship and services that will lead students to social engagements as informed and responsible citizens

Objectives of the Department of English

- To offer multidisciplinary and need-based, foundational and research oriented courses through well-structured degree programmes and provide appropriate pedagogies, teaching-learning environment, resource materials and tools that will engage the students in deep learning process in English literature, language, world literature written in English, and cultural studies;
- To set assessment strategies, ensuring that students encounter creativity and critical thinking crucial to English studies and demonstrate those abilities through oral and written presentations as well as research works;
- To balance the needs of general education, i.e., communication and information technology, national history, culture and literature, diversity, interdisciplinary studies with those of the major;
- To provide expertise, professional and consultancy services to make students opt for higher education, research and life-long learning;
- To provide value based and ethical leadership to the profession and social life;
- To facilitate extra-/co-curricular activities to engross students with leadership, skills, competence, and creativity.

Programme Learning Outcomes (PLOs): A PhD scholar will-

Domains	Level Descriptors
1. Fundamental Skills	i. demonstrate understanding which is comprehensive, systematic, integrated and undertake critical analysis and synthesis of new, complex and abstract ideas of current critical issues in the most advanced frontiers of knowledge of a field of study, or discipline, or practice and related principles, theories, practice or techniques/technology; ii. make substantial contribution through the creation/production/innovation of new knowledge theories/practice/solutions which can satisfy peer reviews, meeting international standards through communications is internationally refereed publications; iii. analyses, evaluate and synthesise expert knowledge in specific fields and practice, create more area of specialization, and develop new complex skills or techniques and solutions to resolve new highly complex and emerging problems; iv. design and implement or adapt highly advanced, specialised research methodologies which are at the forefront of one or more areas of specialisation; v. initiate, conduct, manage, supervise and lead future independent original research initiatives; vi. provide informed expert/professional opinion and judgment on new and emerging issues in the related fields.
2. Social Skills	i. communicate effectively research findings to peers, scholarly community and society at large in the relevant field of expertise in English; - ii. iii. work with different people in learning and working community and other groups and networks; iv. convey information, insights, ideas, problems and present solutions cogently/coherently to peers, scholarly community and society at large in the field of expertise; v. contribute to the technical, social and cultural progress in the academic and professional practices to the society on emerging issues; vi. demonstrate expert/professional knowledge of cultural, governmental, and environmental issues at a regional and international level, in relation to issues within Bangladesh and actively advocating for and initiating changes solutions for the

	betterment of the nation; vii. take part in the critical debates of the field and participate to the production of new discourse to solve social problems.
3. Thinking Skills	i. be independent and individually responsible for work, professional practice, systems, processes and decision-making on complex problematic matters or issues within the academic or professional settings (in a field of study and/or professional practice and/or in multi-disciplinary context); ii. demonstrate autonomy, leadership qualities, interpersonal skill and responsibilities (planning, resource management, supervision and problem solving) in managing work within a team and others; iii. independent original research initiatives with the view to resolve an existing issue; iv. display expert judgment, and responsibility to promote contribute towards technological, social and cultural development.
4. Personal Skills	i. take full responsibility for own work and where relevant be accountable for overall management of the research; ii. adhere to legal, ethical and professional codes of practice as a natural part of her/his personality; iii. integrate knowledge for lifelong learning, development of new ideas, solutions and systems; iv. demonstrate, appreciation of cultural diversity in Bangladesh and beyond the border in contributing to the society as a whole.

1. Programme Outline for PhD in English

i. Course Design and Semester-Wise Distribution

a. First Semester: 9 credits

Course Code	Course Title	Marks	Credits (9)	Course Type
0232-6101	Advanced Research Methodology in Literature and Cultural Studies	100	3	Elective
0231-6102	Advanced Research Methodology in Applied Linguistics and ELT	100	3	
0231-6103	Advanced Academic Writing	100	3	Core
0288-6104	Critical Theory And Critical Discourse Analysis	100	3	

b. Second Semester: 9 credits (Any 3 courses to opt for)

Course Code	Course Title		Credits (9)	Course Type
Major in Literature and Cultural Studies				
0232-6201	Postcolonial and Decolonial Studies	100	3	Elective
0232-6202	South Asian Literature in English	100	3	
0314-6203	Transnational and Diaspora Literature	100	3	
0314-6204	Cultural Studies	100	3	
0288-6205	Literature and Gender Politics	100	3	
0232-6206	Folklore Studies	100	3	
0232-6207	Comparative Literature	100	3	
Major in Applied Linguistics and ELT				
0231-6208	Language Acquisition and Development	100	3	
0231-6209	Contemporary Practices in TESOL	100	3	
0231-6210	Pedagogy and Teacher Development	100	3	
0231-6211	Educational Technology in Language Teaching	100	3	
0231-6212	Curriculum Development, Assessment in Language Teaching	100	3	
0231-6213	Understanding Socio-Psycholinguistics for Language Teaching	100	3	

Course Code: ENG-6101 Course Title: Advanced Research Methodology in Literature and Cultural Studies

Course Type: Elective	ISCED Codes: 0232-6101	Prerequisite: None	Semester: PhD 1st
Credit: 3	Contact Hrs.: 03/Week	Exam Hrs.: 3	Full Marks: 100
			SA: 100

Rationale of the Course

The **Advanced Research Methodology in Literature and Cultural Studies** course for PhD students is carefully structured for the doctoral candidates of the department which will help them know the ins and outs of doing research--how to do research systematically especially in the areas of English literatures and Cultural Studies. It will equip them with critical and research skills to plan and select a topic of current concerns and propose significant insight or solution to solve social problems for the betterment of the uni-family on earth.

Course Objectives: The objectives of the course are to -
• Help the candidates develop capacity to navigate the issues of current critical debates, plan to address the issues with specific purpose/s, and conduct the research systematically in the divergent areas of literatures in English and Cultural Studies; • Enable students to select appropriate methods, approach, and theoretical framework/s for particular literary and cultural texts; • Develop students' skills in effectively communicating their research findings through academic writing, presentations, and public engagement.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Demonstrate the skill of how to select a research topic, formulate research questions and/or objective/s, develop hypotheses, evaluate the current research related to the topic, and synthesise knowledge to offer innovative solution or insight to the research problem;
<i>CLO-2</i>	Exhibit the systematic knowledge of planning research, collecting data/sources, processing and analysing the data/sources;
<i>CLO-3</i>	Systematically outline and develop the structure or main body of the research;
<i>CLO-4</i>	Learn to apply theories, methods and approaches appropriate for a particular topic in the diversified texts from the broader spectrum of literature, media, digital platforms, and beyond;
<i>CLO-5</i>	Present the synthesised knowledge with proper documentation, style, and format in written, oral, and digital formats tailored to academic audiences.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
CLO-1	3	2	3	2
CLO-2	3	2	2	2
CLO-3	3	2	3	2
CLO-4	3	2	3	2

Correlation: 1—Low; 2—Significant; 3—High

Course Content
Section A: Research Methods Research methods for English Literature, Research methods for Cultural Studies Section B: Pre-Writing Research plan, topic selection, Collection of primary and secondary sources/data from different sources, Reading literature and taking notes Section C: During Writing Formulating research questions, and/or objective/s, Developing hypotheses, Reviewing literature, Developing theoretical frameworks, Survey and questionnaire Design, Case study, Qualitative interviews and Focus group discussion, Writing introduction, Outlining the body, and writing the first draft of research proposals and research papers Section D: Post-Writing Revising and rewriting, Plagiarism checking and ethical issues, Formatting the final draft Defence skills

Course plan specifying contact hrs., teaching-learning strategies, mapped with CLOs		
14 th weeks: 28 Lects./Discussion (1.5 hrs.)	Topic	Corresponding CLOs
Lect/Dis 1-6	Section A: Research Methods Topic: Research methods for English Literature, Research methods for Cultural Studies	1, 4
Lect/Dis 7-10	Section B: Pre-Writing	1, 2

	Topic: Research plan, topic selection, Collection of primary and secondary sources/data from different sources, Reading literature and taking notes	
Lect/Dis 11-22	Section C: During Writing Formulating research questions, and/or objective/s, Developing hypotheses, Reviewing literature, Developing theoretical frameworks, Survey and questionnaire Design, Case study, Qualitative interviews and Focus group discussion, Writing introduction, Outlining the body, and writing the first draft of research proposals and research papers	1, 2, 3, 4,5
Lect/Dis 23-28	Section D: Post-Writing Revising and rewriting, Plagiarism checking and ethical issues, Formatting the final draft, Defence skills	5

Mapping CLOs with Teaching-Learning and Assessment Strategies

CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Advanced lectures, PPT presentation, Group discussion, Task assignments (Selecting topic, Collecting resources/data, Article reviewing, Formulating RQ, Finding RO, Developing Hypothesis etc.)	Written test
<i>CLO-2</i>	Advanced lectures, PPT presentation, Close Reading Sessions, Group discussion, Task assignments (Collecting resources/data, Article reviewing, Paraphrasing, summarising, synthesising)	Written test
<i>CLO-3</i>	Advanced lectures, PPT presentation, Group discussion, Task assignments (Outlining the body, Formatting)	Written test
<i>CLO-4</i>	Advanced lectures, PPT presentation, Group discussion, Task assignments (Formatting theoretical framework)	Written test
<i>CLO-5</i>	Advanced lectures, PPT presentation, Group discussion, Task assignments (Imitating research)	Written test

Learning Materials	
Required Readings	Ecocriticism: Cheryll Glotfelty, “Introduction: Literary Studies in an Age of Environmental Crisis” William Rueckert, “Literature and Ecology: An Experiment in Criticism” Glen A. Love “Revaluing Nature: Toward an Ecological Criticism” Spatial and Geocriticism: Robert T. Tally Jr., “Introduction: On Geo-criticism” Michael Foucault, “Of Other Spaces” Philip E. Wegner, “Spatial Criticism” Trauma Criticism: Julian Wolfreys, “Trauma, Testimony Criticism” Cyber Criticism: Donna Haraway “A Manifersto for Cyborg” Diaspora Criticism: Sudesh Mishra, “Diaspora Criticism” Carole Boyce Davies, “Migratory Subjectivities” Alasuutari, Pertti. <i>Researching Culture: Qualitative Method and Cultural Studies</i>. California: Sage Publishers, 1995. Correa, Delia da Sousa and W. R. Owens. <i>The Handbook to Literary Research</i>. London and New York: Routledge, 2009. Eliot, Simon and W R Owens. (eds.) <i>A Handbook of Literary Research</i>. 2nd edition. London: The Open University, 2010. Gray, Ann. <i>Research Practice for Cultural Studies: Ethnographic Methods and Lived Cultures</i>. London: Sage Publishers, 2003. Griffin, Gabriele (Ed.). <i>Research Methods for English Studies</i>. Jaipur: Rawat Publications, 2007. Kothari, C R. <i>Research Methodology: Methods & Techniques</i>. 2nd edition. New Delhi: New Age International, 2009. Lenburg, Jeff. <i>Guide to Research</i>. New Delhi: Viva Books, 2007. Modern Language Association of America. <i>MLA Style Manual and Guide to Scholly Publishing</i>. USA, 2008. Pickering, Michael (Ed.). <i>Research Methods for Cultural Studies</i>. Edinburgh: EUP, 2008. Saukko, Paula. <i>Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches</i>. London: Sage, 2003. Sinha, M P. <i>Research Methods in English</i>. New Delhi: Atlantic, 2004.
Recommended Readings	Wolfreys, Julian (ed.), <i>Introducing Criticism in the 21st Century</i>. Edinburgh: Edinburgh University Press, 2002 Print. Glotfelty, Cheryll and Harold Fromm(eds). <i>The Ecocriticism Reader</i>, Georgia: University of Georgia press 1996. Print. Rivkin, Julie and Michall Rym(eds). <i>Literary Theory: An Anthology</i>. Massachusetts: Blakwell,2010, Print. T. Tally, Robert,(ed.). <i>Geocritical Explorations</i>. Newyork: Palgrave Macmillan 2011. Print. K Nayar, Pramod. <i>Comtenporay Literary and Cultural Theory</i>. India: Pearson, 2010. Print.

Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6102 Course Title: Advanced Research Methodology in Applied Linguistics and ELT

Course Type: Elective	ISCED Code: 0231-6102	Prerequisite: None	Semester: PhD 1st
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

The course *Advanced Research Methodology in Applied Linguistics and ELT* is designed to equip doctoral students with the theoretical foundations, critical perspectives, and practical skills necessary to undertake rigorous and original research in the field of language studies and English language teaching. In keeping with the vision of the PhD Program in English, this course emphasizes innovative and interdisciplinary approaches to research, enabling students to contribute meaningfully to global academic and pedagogical discourse.

Applied linguistics and ELT are dynamic areas of inquiry that demand scholarly engagement with both historical traditions and contemporary challenges, ranging from language acquisition and multilingualism to classroom practices and technology-mediated learning. By exploring advanced qualitative, quantitative, and mixed-methods research designs, this course fosters intellectual curiosity (M1), develops the capacity for independent and creative scholarship (M2), and encourages collaboration within a vibrant academic community (M3).

Moreover, the course provides a platform for students to critically examine research ethics, epistemological frameworks, and methodological innovations, thereby preparing them to address complex linguistic and educational issues with both rigor and compassion. Ultimately, *Advanced Research Methodology in Applied Linguistics and ELT* not only strengthens students' academic competencies but also empowers them to advance the discipline and inspire transformative educational practices in diverse cultural and social contexts.

Course Objectives: The objectives of the course are-

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| <ul style="list-style-type: none"> ☐ To develop a critical understanding of research paradigms and methodologies in applied linguistics and ELT, enabling students to design and conduct original, rigorous, and contextually relevant studies. ☐ To foster advanced skills in data collection, analysis, and interpretation using qualitative, quantitative, mixed methods, and digital research tools applicable to linguistic and pedagogical inquiry. ☐ To cultivate ethical, reflective, and interdisciplinary perspectives that integrate insights from related fields and ensure academic integrity and social responsibility in research. ☐ To prepare students for effective scholarly communication and professional engagement, including writing for publication, presenting at academic forums, and contributing innovative knowledge to the field. |
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Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Critically analyze and apply research paradigms and methodologies in designing and conducting original studies in applied linguistics and ELT.
<i>CLO-2</i>	Employ advanced techniques for data collection, analysis, and interpretation using appropriate qualitative, quantitative, and mixed-method approaches.
<i>CLO-3</i>	Demonstrate ethical, reflective, and interdisciplinary perspectives in addressing complex issues in language learning, teaching, and research.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2	1	1
<i>CLO-2</i>	3	2	1	1
<i>CLO-3</i>	3	2	1	1
<i>CLO-4</i>	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

CONTENTS:

Foundations of Research in Applied Linguistics & ELT

- Nature and scope of research in applied linguistics and ELT
- Research paradigms: positivist, interpretivist, critical, postmodern, poststructuralist
- Epistemological and ontological considerations in language research
- Identifying research gaps and formulating researchable question

Research Design and Methodological Approaches

- Qualitative, quantitative, and mixed-method designs
- Case study, ethnography, grounded theory, discourse analysis
- Experimental, quasi-experimental, and longitudinal studies in ELT
- Action research and classroom-based inquiry

Data Collection and Analysis

- Tools and techniques for data collection (surveys, interviews, observations, think-aloud protocols, classroom recordings)
- Corpus-based research and computer-assisted language learning (CALL) methodologies
- Coding, categorizing, and thematic analysis in qualitative research
- Statistical analysis (descriptive, inferential, multivariate techniques)
- Software applications: NVivo, Atlas.ti, SPSS, R, ELAN, AntConc

Ethics, Reflexivity, and Research Integrity

- Ethical issues in language research: consent, confidentiality, representation
- Power relations in classroom and sociolinguistic research
- Researcher reflexivity and positionality
- Ensuring validity, reliability, trustworthiness, and credibility

Interdisciplinary and Emerging Trends

- Insights from psychology, sociology, education, and digital humanities
- Multilingualism, translanguaging, and global Englishes research
- Technology-mediated language learning and digital literacy research
- Critical approaches: feminist, postcolonial, ecological perspectives

Research Project / Proposal Development

- Designing an original mini-research project or proposal
- Peer review, feedback, and revision
- Presentation of project to class/committee for critical evaluation

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written test

Learning Materials	
Recommended Readings	Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research Methods in Education</i> (8th ed.). Routledge. Dörnyei, Z. (2007). <i>Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies</i>. Oxford University Press. Mackey, A., & Gass, S. M. (2021). <i>Second Language Research: Methodology and Design</i> (3rd ed.). Routledge. Creswell, J. W., & Creswell, J. D. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (5th ed.). Sage. Richards, K., Ross, S., & Seedhouse, P. (2012). <i>Research Methods for Applied Language Studies</i>. Routledge. Supplementary Readings (selected articles/chapters) • Norton, B. (2013). <i>Identity and Language Learning: Extending the Conversation</i>. Multilingual Matters. • Canagarajah, S. (2013). <i>Translingual Practice: Global Englishes and Cosmopolitan Relations</i>. Routledge. • Larsen-Freeman, D., & Cameron, L. (2008). <i>Complex Systems and Applied Linguistics</i>. Oxford University Press. • Duff, P. A. (2012). <i>Case Study Research in Applied Linguistics</i>. Routledge.

Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6103 Course Title: Advanced Academic Writing
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Course Type: Core	ISCED Code: 0232-6103	Prerequisite: None	Semester: PhD 1st
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

This course is designed to equip students with the skills necessary to meet the rigorous demands of scholarly writing and research. It goes beyond basic composition by emphasizing critical thinking, analytical reasoning, and the development of a scholarly voice. It emphasizes critical thinking, scholarly style, clarity, cohesion, and integrity in writing. Students need to learn how to craft research papers, essays, literature reviews, and proposals, while also engaging with advanced citation practices, argumentation, and discipline-specific writing conventions. Students need to gain the ability to present arguments logically, evaluate sources critically, and synthesize information effectively to ensure both credibility and integrity in research writing. Overall, this course serves as a foundation for advanced scholarly engagement, preparing students not only to excel in their current academic programs but also to contribute meaningfully to their fields through well-researched and well-articulated academic writing.

Course Objectives: The objectives of the course are-

1. Exploring academic writing foundation and conventions at an advanced level.
2. Assessing academic style and rhetorical strategies
3. Evaluating the processes of research source integration and discipline-specific writing
4. Identifying various components and types of academic writing for different purposes
5. Applying advanced citation and referencing in academic writing

Course Learning Outcomes: Upon the completion of the course, the students will be able to-

<i>CLO-1</i>	Demonstrate mastery of academic writing foundation and conventions at an advanced level.
<i>CLO-2</i>	Critically evaluate sources and integrate them effectively in their writing.
<i>CLO-3</i>	Generate coherent, well-structured, and argument-driven academic texts like literature review and research proposal
<i>CLO-4</i>	Apply appropriate citation styles and maintain academic integrity.
<i>CLO-5</i>	Integrate academic writing for different audiences, disciplines, and purposes.

Course Content:

Foundations of Advanced Academic Writing:

- Academic vs. non-academic writing
- Sentence-level mechanics
- Grammar in scholarly context

- Word choice and academic vocabulary
- Punctuation and academic clarity
- Spelling and capitalization

Academic Style and Rhetorical Strategies

- Formality, tone, and voice in academic writing
- Cohesion and coherence: transitions, paragraphing, flow
- Developing a strong thesis statement
- Number, figures, and symbols

Research and Source Integration

- Critical reading and annotating scholarly sources
- Summarizing, paraphrasing, and synthesizing literature
- Avoiding plagiarism and ensuring academic honesty

Discipline-Specific Writing

- Conventions of academic publishing and peer review (Different types of academic texts and standard structures)
- Case study analysis of sample academic texts

Advanced Citation and Referencing

- Using citation styles (APA, MLA, Chicago, IEEE, etc.)
- In-text citations vs. reference lists
- Managing citations with digital tools (Zotero, Mendeley, EndNote)
- Ethical citation practices

Writing Literature Reviews

- Purpose and structure of literature reviews
- Thematic vs. chronological approaches
- Evaluating gaps and trends in scholarship
- Writing a mini literature review assignment

Academic Writing for Research Proposals

- Elements of a research proposal (introduction, objectives, methods, significance)
- Writing research questions and hypotheses
- Linking literature review to research design
- Proposal-writing workshop

Editing Academic Texts

- Strategies for self-editing and peer feedback
- Revising for clarity, argument strength, and structure
- Proofreading for grammar, punctuation, and formatting

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	3	2	2
<i>CLO-2</i>	3	2	2	2
<i>CLO-3</i>	3	2	2	2
<i>CLO-4</i>	3	3	2	2
<i>CLO-5</i>	3	3	3	2

Correlation: 1—Low; 2—Significant; 3—High

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written tests, Presentation/ Demonstration/ Term paper

<i>CLO-5</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written tests, Presentation/ Demonstration/ Term paper
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Learning Materials	
Recommended Readings	• Swales, J. & Feak, C. (2012). <i>Academic Writing for Graduate Students</i> • Graff, G. & Birkenstein, C. (2021). <i>They Say / I Say: The Moves That Matter in Academic Writing</i> • Murray, R. (2017). <i>Writing for Academic Journals</i> • Online resources: Purdue OWL, Academic Phrasebank (Manchester), APA/MLA/Chicago manuals

Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6104 Course Title: Critical Theory and Critical Discourse Analysis
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Course Type: Core	ISCED Code: 0288-6104	Prerequisite: None	Semester: PhD 1st
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

This course situates students at the intersection of contemporary critical theory and discourse analysis, two dynamic fields central to advanced humanities research. Critical theory—drawing from Marxism, psychoanalysis, feminism, post-colonialism, post-structuralism, and more recent turns such as affect theory and new materialism—provides the epistemological and methodological foundations to interrogate power, ideology, subjectivity, and cultural production. Discourse analysis, both as a linguistic methodology and a broader critical practice, operationalizes these theoretical frameworks by examining how meaning, authority, and resistance are constructed through language, texts, and social practices. By integrating these domains, the course emphasizes the analytic capacity to move between abstract theoretical paradigms and the grounded study of cultural, literary, and socio-political texts. Students will engage with key theorists alongside contemporary interventions in digital discourse, global capitalism, gendered/racialized narratives, and the post-human condition. The rationale behind this integration is to cultivate scholars who can navigate the theoretical sophistication required at the doctoral level while also producing incisive, methodologically sound analyses of discourse in varied contexts. Ultimately, the course seeks to equip researchers with a critical toolkit that allows for reflexive, politically aware, and innovative scholarship responsive to the complexities of the twenty-first century.

Course Objectives: The objectives of the course are-

- To critically engage with major currents in contemporary critical theory—including post-structuralism, feminism, post-colonialism, Marxism, and newer turns such as affect theory and post-humanism—in order to develop advanced conceptual frameworks for research;
- To master key approaches in discourse analysis as both methodology and critical practice, applying them to diverse texts and contexts ranging from literature and media to politics and digital culture.
- To synthesize theory and method in the production of original, reflexive, and politically aware scholarship that interrogates the operations of power, ideology, and subjectivity in discourse.;
- To cultivate scholarly independence by enhancing students' capacity to situate their own doctoral research within broader intellectual debates, methodological innovations, and interdisciplinary trajectories.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-

<i>CLO-1</i>	Critically evaluate major schools of contemporary critical theory (post-structuralism, post-colonialism, feminism, psychoanalysis, etc.) and their intersections with discourse analysis;
<i>CLO-2</i>	Apply theoretical frameworks to analyze diverse forms of discourse (literary, cultural, digital, political) with attention to power, ideology, and identity;

<i>CLO-3</i>	Synthesize interdisciplinary perspectives to formulate advanced arguments on the role of language, culture, and discourse in shaping knowledge and social structures;
<i>CLO-4</i>	Design and conduct independent research that integrates critical theory and discourse analysis, producing original contributions to the field.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2	1	1
<i>CLO-2</i>	3	2	1	1
<i>CLO-3</i>	3	2	1	1
<i>CLO-4</i>	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

CONTENTS:
Structuralism Post-Structuralism Marxism Feminism Psychoanalysis Ecocriticism Posthumanism Digital Humanism

14 th weeks: 28 Lects./Discussion (1.5 hrs.)	Topic	Corresponding CLOs
Lect/Dis 1-9	Critical Works	1, 2
	Structuralism Post-Structuralism	

Lect/Dis 10-15	Marxism Feminism	1, 2, 3
Lect/Dis 16-21	Psychoanalysis Ecocriticism	1, 2, 3, 4
Lect/Dis 22-28	Posthumanism Digital Humanism	1, 2, 3, 4

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written test

Learning Materials	
Recommended Readings	Barthes, Roland. <i>Mythologies</i>. Translated by Annette Lavers, Hill and Wang, 1972. Bhabha, Homi K. <i>The Location of Culture</i>. Routledge, 1994. Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i>. Routledge, 1990. Derrida, Jacques. <i>Of Grammatology</i>. Translated by Gayatri Chakravorty Spivak, Johns Hopkins UP, 1976. Eagleton, Terry. <i>Literary Theory: An Introduction</i>. 2nd ed., U of Minnesota P, 1996. Fairclough, Norman. <i>Critical Discourse Analysis: The Critical Study of Language</i>. Longman, 1995. Fairclough, Norman. <i>Language and Power</i>. 2nd ed., Routledge, 2001.

	Foucault, Michel. <i>The Archaeology of Knowledge</i>. Translated by A. M. Sheridan Smith, Pantheon Books, 1972. Foucault, Michel. <i>Discipline and Punish: The Birth of the Prison</i>. Translated by Alan Sheridan, Vintage, 1995. Gee, James Paul. <i>An Introduction to Discourse Analysis: Theory and Method</i>. 5th ed., Routledge, 2014. Hall, Stuart. <i>Representation: Cultural Representations and Signifying Practices</i>. SAGE, 1997. Jameson, Fredric. <i>Postmodernism, or, the Cultural Logic of Late Capitalism</i>. Duke UP, 1991. Kristeva, Julia. <i>Revolution in Poetic Language</i>. Translated by Margaret Waller, Columbia UP, 1984. Laclau, Ernesto, and Chantal Mouffe. <i>Hegemony and Socialist Strategy: Towards a Radical Democratic Politics</i>. Verso, 1985. Said, Edward W. <i>Orientalism</i>. Vintage, 1979. Spivak, Gayatri Chakravorty. “Can the Subaltern Speak?” <i>Marxism and the Interpretation of Culture</i>, edited by Cary Nelson and Lawrence Grossberg, U of Illinois P, 1988, pp. 271–313. van Dijk, Teun A. <i>Discourse and Power</i>. Palgrave Macmillan, 2008. Williams, Raymond. <i>Marxism and Literature</i>. Oxford UP, 1977. Wodak, Ruth, and Michael Meyer, editors. <i>Methods of Critical Discourse Analysis</i>. 2nd ed., SAGE, 2009. Žižek, Slavoj. <i>The Sublime Object of Ideology</i>. Verso, 1989.
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Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6201 Course Title: Postcolonial and Decolonial Studies
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Course Type: Elective	ISCED Codes: 0232-6201	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 03/Week	Exam Hrs.: 3	Full Marks: 100
			SA: 100

Rationale of the Course

As the British Empire began its steady decline in the wake of World War II, an outpouring of literature often dubbed variously as Commonwealth Literature, Post-Colonial Literature, or Postcolonial Literature, South Asian Literature, Caribbean Literature and the like emerged from its former colonies in reaction to ‘mainstream’ English Literature. That new body of literature covers the authors writing in “English” from those once-colonised countries especially in 20th century, representing their marginalised experience with colonialism, negotiating violent legacies of empire, ongoing processes of de-colonisation, and evolving forms of neo-colonialism that impact today. It heralds an epochal shift in global relations and pries open some crucial literary traditions, theories, and discourse which counter the Eurocentrism and other dominant discourse. This course, therefore, introduces non-western literary traditions that respond to and represent voices outside the “centre,” providing students with an opportunity to consider the complex power dynamics that influence literature and the way literary texts can engage and influence these same power dynamics.

Course Objectives: The objectives of the course are to -
• Introduce the PhD candidates with a wide variety of literary and critical works, theories, discourse of the field with a view to enabling them examine the power dynamics of identities in global context; • Meet the candidates’ need for diversity and cultural awareness for developing a set of cognitive, affective, and behavioural skills to empathetically comprehend diverse human conditions; • Offer scopes for the candidates develop capacity to navigate the issues of current critical debates within the field.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Examine central concepts, questions, and debates raised in the field;
<i>CLO-2</i>	Demonstrate capacity for systematic analysis of different kind of texts in the field;
<i>CLO-3</i>	Synthesise the existing knowledge of the field and propose innovative insights to current debates of the area.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2	3	2
<i>CLO-2</i>	3	2	2	2
<i>CLO-3</i>	3	2	3	2

Correlation: 1—Low; 2—Significant; 3—High

Course Contents
Critical Works Edward Said — <i>Orientalism</i> Bill Ashcroft, Helen Griffith, and Helen Tiffin, editors. – <i>Post-colonial Studies Reader</i> (selection) Walter Mignolo — “Delinking” Ngugi wa Thiongo — <i>Decolonising the Mind</i> Anibal Quijano — <i>On the Coloniality of Power</i> (selection)
Creative Works Chinua Achebe – <i>Things Fall Apart</i> Ngugi wa Thiong’o – <i>Petals of Blood</i> Ghassan Kanafani – <i>Men in the Sun</i> Ahlam Mosteghenami – <i>Chaos of the Senses</i> Louise Bennett – “Jamaica Oman,” “Bed-time Story” V. S. Naipaul – <i>A House for Mr Biswas</i> Derek Walcott – “A Far Cry from Africa,” “Ruins of a Great House,” <i>Another Life</i> (selection)

14 th weeks: 28 Classes/Discussion (2.00 hrs.)	Topic	Corresponding CLOs
Lect/Dis 1-10	Critical Works	1, 2, 3, 4
Lect/Dis 11-28	Creative Works	1, 2, 3, 4

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
CLO-1	Advanced lectures, PPT presentation, Group discussion, Task assignments (Close reading, collecting resource materials)	Written test
CLO-2	Advanced lectures, PPT presentation, Group discussion, Task assignments (Close reading, collecting resource materials, Reviewing literature, Writing reflective essays on given topics)	Written test
CLO-3	Advanced lectures, PPT presentation, Group discussion, Task assignments (Close reading, collecting resource materials, Reviewing literature, Writing reflective essays on given topics)	Written test

Learning Materials	
Recommended Readings	Anderson, Benedict. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London and New York: Verso, 1983. Appiah, Kwame Anthony. <i>In My Father's House: Africa in the Philosophy of Culture</i>. New York and Oxford: Oxford University Press, 1992. Ascroft, Bill, Gareth Griffiths and Helen Tiffin (eds.). <i>The Post-colonial Studies Reader</i>. London and New York: Routledge, 1995. ---. <i>Post-Colonial Studies: The Key Concepts</i>. London and New York: Routledge, 2000. ---. <i>The Empire Writes Back: Theory and Practice in Post-colonial Literatures</i>. 1989. London and New York: Routledge, 2003. Beier, Uli and Gerald Moore. <i>The Penguin Book of Modern African Poetry</i>. Middlesex: Penguin, 1986. Benedict, A. (1983). <i>Imagined Communities: Reflections on the Origin and</i>

	<i>Spread of Nationalism</i>. London: Verso. Boehmer, Elleke. <i>Colonial and Postcolonial Literature</i>. Oxford: OUP, 1995. Brown, Stewart and Ian McDonald (sel.). 1992. <i>The Heinemann Book of Caribbean Poetry</i>. Oxford: Heinemann. Childs, Peter and Patrick Williams. <i>An Introduction to Post-Colonial Theory</i>. Essex:Longman-Pearson Education, 1997. Donnell, Alison and Sarah Lawson Welsh (eds.). <i>The Routledge Reader in Caribbean Literature</i>. London and New York: Routledge, 1996. Gilbert, Helen and Joanne Tompkins. <i>Post-Colonial Drama: Theory, Practice, Politics</i>. London and New York: Routledge, 1996. King, Bruce (ed.). 1998. <i>New National and Post-colonial Literatures: An Introduction</i>. Oxford: Clarendon Press. Loomba, Ania. <i>Colonialism/Postcolonialism</i>. London and New York: Routledge, 2001. Nayar, Promod K. <i>Postcolonial Literature: An Introduction</i>. New Delhi: Pearson Longman, 2008. Palit, C. (2017). <i>Social History of Colonial Bengal</i>. India: Avenel Press. Said, <i>Orientalism</i>. Routledge and Kegan, 1978. Soyinka, Wole. <i>Myth, Literature and the African World</i>. Cambridge: CUP, 1976. Thiong'o, Ngugi wa. <i>Decolonizing the Mind</i> (selection).
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Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6202 Course Title: South Asian Literature in English
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Course Type: Elective	ISCED Code: 0232-6202	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

The course on South Asian Literature in English delves into the rich and diverse literary traditions of South Asia, exploring the ways in which English has been utilized as a language of expression, identity, and resistance. South Asia, with its complex histories of colonialism, migration, and cultural exchange, offers a unique literary landscape that reflects a wide range of voices, genres, and perspectives. At the PhD level, this course aims to critically engage with both canonical and contemporary works, examining the intersection of language, culture, and politics in the region.

The course investigates how South Asian writers have navigated the complexities of colonial legacy, nationalism, postcolonialism, and globalization, using English as a tool to negotiate identity, social justice, and cultural representation. Through detailed analysis, students will explore key themes such as caste, gender, diaspora, migration, and religious diversity, and examine how these issues are represented in both fiction and non-fiction across the South Asian subcontinent.

By engaging with South Asian literature in English, students will gain an in-depth understanding of the region's literary history, the impact of colonial and postcolonial dynamics, and the role of English in shaping modern South Asian identities. The course also aims to cultivate a critical awareness of the global significance of South Asian literature in shaping contemporary literary discourse and its engagement with global power structures, identity politics, and cultural memory.

Ultimately, this course offers PhD students an advanced platform to analyze and critique South Asian literature in English as a vital and evolving field of study, encouraging original research and scholarly inquiry into the region's multifaceted literary contributions.

Course Objectives: The objectives of the course are-

Examine the historical and cultural contexts of South Asian literature in English, focusing on colonialism, nationalism, postcolonialism, and globalization.

Explore key themes in South Asian literature, such as identity, caste, gender, diaspora, migration, and religious diversity, and analyze how these themes are articulated in English.

Analyze the role of English in South Asian literary traditions, considering both its legacy as a colonial language and its function as a tool for cultural expression and resistance.

Critically assess the contributions of both canonical and contemporary South Asian authors, examining how their works engage with global and local socio-political issues.

Encourage original research on South Asian literature in English, fostering deeper inquiry into the evolving literary landscape and its global impact.

Course Learning Outcomes: The students will be able to-	
<i>CLO-1</i>	Demonstrate a comprehensive and systematic understanding of the historical, cultural, and socio-political contexts of South Asian literature in English, critically analyzing and synthesizing new, complex ideas regarding colonialism, nationalism, postcolonialism, and globalization. (Aligns with PLO: Critical Analysis, Synthesis, and Innovation)
<i>CLO-2</i>	Engage in critical analysis and evaluation of key themes in South Asian literature, including identity, caste, gender, diaspora, migration, and religious diversity, contributing original insights that push the boundaries of existing literary discourse and meet international standards. (Aligns with PLO: Knowledge Contribution and Communication)
<i>CLO-3</i>	Analyze and evaluate the role of English as a literary language in South Asia, examining its historical legacy and contemporary usage for cultural expression and resistance, while developing advanced skills and techniques to resolve complex cultural and identity-related issues. (Aligns with PLO: Specialized Knowledge and Complex Solutions)
<i>CLO-4</i>	Conduct independent, original research on South Asian literature in English, demonstrating expert judgment and leadership in managing complex research initiatives that contribute to new knowledge and address emerging global and local challenges. (Aligns with PLO: Independent Research and Leadership)
<i>CLO-5</i>	Communicate research findings effectively to the scholarly community and society, articulating insights into South Asian literature in a coherent manner and contributing to global debates on cultural, political, and social issues. (Aligns with PLO: Effective Communication and Knowledge Sharing)

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2	1	1
<i>CLO-2</i>	3	2	1	1
<i>CLO-3</i>	3	2	1	1
<i>CLO-4</i>	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

CONTENTS:

Novels

Syed Waliullah--*Tree Without Roots*
 Rabindranath Tagore--- *The Home and the World*
 Kamila Shamsie--- *Home Fire*
 Arundhati Roy---*The Ministry of Utmost Happiness*
 Bapsi Sidwa--- *Ice-Candy-Man*
 Khaled Hosseini--- *The Kite Runner*

Short Stories:

R.K. Narayan --- *Malgudi Days* (selections)
 Chitra Banerjee Divakaruni--- “*The Word Love*”

Poems:

Kamala Das--- “The Looking-Glass”, “The Invitation”
 Muhammad Iqbal, *The Secrets of the Self* (Selected)
 Zulfikar Ghose—“Decomposition”
 Jayanta Mahapatra--- “Hunger,” “A Dream at Puri”

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written test

Learning Materials	
Recommended Readings	Alamgir Hashmi, <i>Pakistani Literature: The Contemporary English Writers</i> (1987) Ingemar Grandin, <i>Modern Nepali Literature: Nepalese Progressive Songs Under Panchayat Democracy</i> (1994)

	James Fisher, <i>Folk Literature of South Asia: Three Nepalese Jokes</i> (1975) Lakdasa Wickramasinha, <i>The Poetry of Sri Lanka: Recipe for a Sinhalese Novel</i> (1976) Rabindranath Tagore (author), Fakrul Alam (editor), Radha Chakravarty (editor), <i>The Essential Tagore</i> (2011) Rabindranath Tagore, <i>Selected Stories of Rabindranath Tagore</i> (2014) Reynolds - <i>An Anthology of Sinhalese Literature of the Twentieth Century</i> (2004) Sir Ranulph and Fiennes Douglas, <i>House of Snow: An Anthology of the Greatest Writing About Nepal</i> (2001). Waqas Ahmad Khwaja, <i>Cactus: An Anthology of Pakistani Literature</i> (1985) Waqas Khwaja and Iftikhar Arif, <i>Modern Poetry of Pakistan</i> (2011) Aliva Mishra, <i>Islamic Fundamentalism in Pakistan and Bangladesh, 1980-2005</i> (2009) Ania Loomba and Ritty A. Lukose (eds.), <i>South Asian Feminisms</i> (2012) Anindya Raychaudhuri, <i>Narrating South Asian Partition: Oral History, Literature, Cinema</i> (2018) Bill Ashcroft, <i>The Post-Colonial Studies Reader</i> (1995) Bronner and Hallisey, <i>Sensitive Reading: The Pleasures of South Asian Literature in Translation</i> (2022) Dimitrova, D. (2014). <i>The Other in South Asian Religion, Literature and Film: Perspectives on Otherism and Otherness</i>. Routledge. Eagleton, T. (2013). <i>How to read literature</i>. New Haven: Yale University Press. Goutam Karmakar and Zeenat Khan (Eds.), <i>Narratives of Trauma in South Asian Literature</i> (2022) Karn, Sanjan Kumar, <i>This is How I Can Write: Towards Nepalese English Literature</i> (2013) Mehrotra, A. K. (2003). <i>A History of Indian Literature in English</i>. Columbia University Press. Minoli Salgado, <i>Writing Sri Lanka: Literature, Resistance and the Politics of Place</i> (2007) Raychaudhuri, A. (2018). <i>Narrating South Asian Partition: Oral History, Literature, Cinema</i>. Oxford University Press. Sirājula Isalāma Caudhurī, Fakrul Alam, Firdous Azim, <i>Politics and Culture: Essays in Honour of Serajul Islam Choudhury</i> (2002) Toshie Awaya and Kazuo Tomozawa, <i>Inclusive Development in South Asia</i> (2022)
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Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6203 Course Title: Transnational and Diaspora Literature

Course Type: Elective	ISCED Code: 0314-6203	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

This course explores literary works shaped by migration, displacement, and cross-cultural movement. It examines how writers represent identity, belonging, memory, and cultural hybridity beyond national boundaries. Through texts from diverse diasporic contexts, students analyse how literature reflects and responds to globalization, colonial histories, and lived experiences of mobility. The course develops critical reading skills while fostering an understanding of literature as a space for cultural dialogue across borders.

Course Objectives: The objectives of the course are-	
●	To investigate the concept and experiences of displacement and exile in Literature;
●	To familiarise students with cultural, political, and social dynamics shaping the experiences of displaced populations and transnational communities as well as their literary productions;
●	To explore how transnationalism and displacement shape identity, belonging, and cultural exchange;
●	To engage the students with critical discussions on displacement, identity, and transnationalism, promoting reflective essays and research on literature.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Analyse the impact of transnationalism and displacement on identity, belonging, and cultural exchange in literature;
<i>CLO-2</i>	Examine the intersection of identity, displacement, and transnationalism with key concepts like nationalism, migration, exile, and diaspora;
<i>CLO-3</i>	Engage in critical discussions on the ethical, political, and personal dimensions of displacement and identity;
<i>CLO-4</i>	Critically evaluate literary works depicting displaced populations and transnational communities, focusing on cultural, political, and social dynamics.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2	1	1
<i>CLO-2</i>	3	2	1	1
<i>CLO-3</i>	3	2	1	1
<i>CLO-4</i>	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

Course Contents
Short Stories Viet Thanh Nguyen --- “The Other Man” Hanif Kureishi --- “My Son the Fanatic” Poems: James Byrne and Shejar Doja (Ed.) --- <i>I am a Rohingya</i> Agha Shahid Ali --- "The Half-Inch Himalayas" Mahmoud Darwish --- “Identity Card” Novels J.M. Coetzee --- <i>Disgrace</i> Kamila Shamsie --- <i>Salt and Saffron</i> Michael Ondaatje --- <i>Anil’s Ghost</i> Adib Khan --- <i>Seasonal Adjustments</i> Anita Desai --- <i>In Custody</i>

Week (14 th weeks)	Topic	Corresponding CLOs
Week 1: Introduction to Displacement, Exile, and Transnationalism in Literature	Class 1: Introduction to Course Course objectives, assessment methods, and expectations. Introduction to displacement, exile, and transnationalism in literature. Overview of key concepts: identity, belonging, migration, nationalism, diaspora, and cultural exchange.	2, 3
Week 1: Introduction to Displacement, Exile, and Transnationalism in Literature	Class 2: Defining Displacement, Exile, and Transnationalism Discuss academic definitions and theories of displacement and exile. Introduce the concept of transnationalism and its relevance to migration. initial class discussion on how these themes appear in literature.	2, 3

Week 2: “The Other Man”. A short story from <i>Refugees</i> by Viet Thanh Nguyen	Class 3: Introduce Viet Thanh Nguyen's background and explore the historical context of Vietnamese refugees post-Vietnam War, discuss themes of displacement and identity in his work, Discussion on nationalism and religious conflict as key factors of displacement.	1, 2
Week 2: “The Other Man”. A short story from <i>Refugees</i> by Viet Thanh Nguyen	Class 4: Reading of The Other Man" Activities: Analyze the psychological and personal dimensions of displacement in "The Other Man," focusing on trauma, cultural dislocation, and the role of memory and language in shaping identity. Explores the political, ethical, and transnational aspects of refugee status, concluding with a discussion on the complexities of migration, exile, and diaspora.	1, 4
Week 3: <i>Poems: I am a Rohingya</i> (Ed. James Byrne and Shejar Doja)	Class 5: <i>Poems from I am a Rohingya</i> (Ed. James Byrne and Shejar Doja) Activities: Explores the emotional and physical impacts of displacement and exile, highlighting the Rohingya refugee crisis, the loss of identity, and the shifting sense of belonging due to forced migration. It also Examines the political dimensions of ethnic persecution, the role of memory in shaping identity, and the social dynamics and solidarity within the diaspora community. Class 6: Quiz and Talk on Relevant Literary Theories	2, 3, 4
Week 4: “Identity card” by Mahmoud Darwish,	Class 7: Displacement and Palestinian Experiences in “Identity Card” Activities: Analyze and discuss Mahmoud Darwish's poem " <i>Identity Card</i> " with a focus on its portrayal of displacement, transnationalism, religion, the postmodern world, and trauma. The aim is to explore the poem's thematic depth and its relevance to contemporary issues related to identity, conflict, and exile.	1, 2

Week 4: Exile, Guilt, and Post-Apartheid Identity in <i>Disgrace</i>	Class 8: Introduction to <i>Disgrace</i> and South African Exile Activities: Overview of <i>Disgrace</i> and the socio-political context of post-apartheid South Africa. Analyze how guilt and exile intersect with personal and national identities.	1, 4
Week 5: Exile and National Trauma in <i>Disgrace</i>	Class 9: Reading of <i>Disgrace</i> (Chapters 1-5) Activities: Discuss the main character's personal exile and moral transformation. Explore the social context of exile in post-apartheid South Africa.	2,4
Week 5: Exile and National Trauma in <i>Disgrace</i>	Class 10: Exile and Redemption in <i>Disgrace</i> (Chapters 6-10) Activities: Group analysis on the themes of exile, personal guilt, and redemption. Class discussion on how personal exile mirrors the national trauma in post-apartheid South Africa.	1, 2
Week 6:	Class 11: Review and Discussion of <i>Disgrace</i>'s Representation of Identity and Exile Activities: Reflective discussion on the intersection of exile, guilt, and identity in the novel. Class debate on the ethics of exile and redemption. Class 12: Presentation	1, 4
Week 7: Poem by Agha Shahid Ali : "The Half-Inch Himalayas"	Class 13 The Half-Inch Himalayas"by Agha Shahid Ali	1, 4
Week 7: Transnational Identity in <i>Salt and Saffron</i> by Kamila Shamsie	Class 14: Introduction to <i>Salt and Saffron</i> and Cultural Identity Activities: Overview of <i>Salt and Saffron</i> and its portrayal of migration, cultural conflict, and belonging. Discuss the theme of transnational identity.	1, 2
Week 8:	Class 15: Reading of <i>Salt and Saffron</i> (Chapters 1-5) Activities: Focus on the protagonist's navigation between multiple cultures and identities. Group	1, 4

	analysis of how global migration shapes cultural identity.	
Week 8: Transnationalism and Identity in <i>Salt and Saffron</i>	Class 17: Cultural Heritage and Belonging in <i>Salt and Saffron</i> (Chapters 6-10) Activities: Discuss the tension between cultural heritage and modernity in a globalized world. Examine how transnationalism influences identity in the novel.	2,4
Week 9:	Class 18: Review of <i>Salt and Saffron</i>: Tradition vs. Modernity Activities: Class discussion on how the protagonist's transnational identity navigates between tradition and modernity. Reflect on the broader implications of transnationalism on identity. Class 19: Presentation	1, 4
Week 10: Migration and Fluid Borders in <i>Exit West</i>	Class 20: Introduction to <i>Exit West</i> and Fluid Borders Activities: Overview of <i>Exit West</i> and the concept of fluid borders. Discuss how the novel reimagines migration and the refugee experience in a globalized world.	1, 2
Week 10:	Class 20: Reading of <i>Exit West</i> (Chapters 1-4) Activities: Analyze the main characters' migration through the novel's "doors" and discuss how borders are fluid. Debate: How does <i>Exit West</i> challenge traditional notions of belonging and borders?	1, 4
Week 11: Identity Transformation in <i>Exit West</i>	Class 21: Global Migration and Identity Transformation in <i>Exit West</i> (Chapters 5-9) Activities: Discuss how migration affects characters' identities and sense of belonging. Group discussion on the transformation of identity through migration. Class 22: Review and Discussion of <i>Exit West</i>: Migration and Belonging	1, 2, 4

	Activities: Reflect on the themes of migration, love, and the search for belonging. Analyze the impact of global migration on identity and cultural exchange.	
Week 12: Trauma and Diaspora in <i>Brotherless Night</i>	Class 23: Introduction to <i>Brotherless Night</i> and Ethnic Conflict Activities: Overview of <i>Brotherless Night</i> and the impact of ethnic conflict on displacement and identity. Discuss the Sri Lankan civil war and its effects on migration.	2, 4
Week 12:	Class 24: Reading of <i>Brotherless Night</i> (Chapters 1-5) Activities: Analyze how trauma and ethnic conflict shape the identity of the characters. Discuss the psychological and emotional impacts of displacement.	1, 4
Week 13: Diaspora and Identity in <i>Brotherless Night</i>	Class 25: Diaspora and Trauma in <i>Brotherless Night</i> (Chapters 6-10) Activities: Group analysis on the emotional and psychological impact of ethnic conflict and diaspora on characters. Discuss the role of trauma in the diaspora experience.	2, 4
Week 13:	Class 26: **Critical Discussion on Identity, Displacement, and Trauma in <i>Brotherless Night</i> ** Activities: Class discussion on the intersection of trauma, diaspora, and identity. Reflect on the ethical and political dimensions of displacement in the novel.	3, 4
Week 14: Synthesis and Final Review	Class 27: Course Review and Synthesis Activities: Review key themes from all the novels studied. Discuss how displacement, exile, and transnationalism intersect across the course readings.	1, 4
Week 14:	Class 28: Final Discussion and Reflection Activities: Final class discussion on the ethical, political, and personal dimensions of displacement. Prepare for final essay submissions.	3, 4

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
CLO-1	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper
CLO-2	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper
CLO-3	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper
CLO-4	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written tests, Presentation/ Demonstration/ Term paper

Learning Materials	
Recommended Readings	Stuart Hall. <i>Cultural Identity and Diaspora</i>. In Identity: Community, Culture, Difference, edited by Jonathan Rutherford. Lawrence & Wishart, 1990. Homi K. Bhabha. <i>The Location of Culture</i>. Routledge, 1994. Paul Gilroy. <i>The Black Atlantic: Modernity and Double Consciousness</i>. Harvard University Press, 1993. Avtar Brah. <i>Cartographies of Diaspora: Contesting Identities</i>. Routledge, 1996. Robin Cohen. <i>Global Diasporas: An Introduction</i>. University of Washington Press, 1997. Arjun Appadurai. <i>Modernity at Large: Cultural Dimensions of Globalization</i>. University of Minnesota Press, 1996. Edward W. Said. <i>Reflections on Exile and Other Essays</i>. Harvard University Press, 2000. James Clifford. <i>Routes: Travel and Translation in the Late Twentieth Century</i>. Harvard University Press, 1997.

Assessment Strategies: SA 100 Marks		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6204
Course Title: Cultural Studies

Course Type: Elective	ISCED Code: 0314-6204	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

Cultural Studies is an interdisciplinary field of study which concerns the representational politics of mainstream cultures and questions the hierarchy of world's cultures. It examines where, why, and how certain attitudes and beliefs of a particular community have been constructed which, in turn, helps change societal relationships and power structures for the better. By working across the boundaries among the disciplines of social sciences and humanities, it addresses rising issues and problems of present world. Rather than seeking universal parameter and answer for all time and place, cultural studies develops flexible views that adapt to the rapidly changing world. This course is designed to introduce students with this complex study of cultural formation, representation, identity politics, and meaning-making in academia, media and beyond. It offers study in the intersection of art, culture, and literature with a view to exploring how the contents and forms of culture construct and influence the production of art, literature and criticism and the vice versa.

Course Objectives: The objectives of the course are-	
	- To familiarise the PhD candidates with methods, concepts, discourse, and theoretical/critical works required to understand the vast and complex landscape of cultural studies methodologically; - To introduce the candidates with the contemporary subjects of cultural studies taken from the divergent areas of cultural representation and identity construction, i.e. art, literature, media, digital world and “other” (plat)forms of representations including music, films, screen plays, web-series, advertisements, sports, events, artefacts, practices or elements of culture considered as text with a view to re-visiting and resolving real life problems; - To raise critical awareness and accommodating viewpoints of the students to engage themselves with contemporary social, political, and scholarly debates and discussion on cultures and social change.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Demonstrate in-depth insight into the tension and interrelationship between culture/s and cultural products situated in the increasingly transnational and multicultural global scenario;
<i>CLO-2</i>	Explore how meaning is generated, disseminated, and bound up with wider systems of power, formed from the social, political and economic spheres within a particular social conjuncture, determined by its ideology, class structure, national formations, ethnicity, religion, sexual orientation, gender, and generation;
<i>CLO-3</i>	Write reflective essays on products of cultures--both classical and popular--as a collection of sign, symbols, and codes that interconnect, critique forms and modes of cultural representations, unmask the workings of hegemony, ideology as well as politics of identity and representation;
<i>CLO-4</i>	Conduct systematic analysis on how the mainstream cultural productions have deeply been infected with western discourse promoting the status-quo of “high/low” culture while ignoring differences and diversities and, in turn, re-visit and contest the mainstream discourse,

	participate in the production, distribution, and consumption of it, and propose insightful opinions to debates and discussions.
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Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2	3	2
<i>CLO-2</i>	3	2	3	2
<i>CLO-3</i>	3	2	3	2
<i>CLO-4</i>	3	2	3	2

Correlation: 1—Low; 2—Significant; 3—High

Course Contents
01. Understanding Culture 02. Politics of Representation 03. Ideology, Hegemony and Resistance 04. Globalisation, Transnationalism, Multiculturalism, Ethnicity, Hybridity, Acculturation 05. Consumerism and Popular Culture 06. Media and Representation 07. Social Media and Digital Culture 08. Music (Jazz, Blues, Baul, Rap)

14 th weeks: 28 Classes/Discussion (1.5 hrs.)	Topic/Texts	Corresponding CLOs
Lect/Dis 1-2	01. Understanding Culture Required Reading: - Michael Ryan's "Preface" to <i>Cultural Studies: A Practical Introduction</i> - Raymond William's "Culture" from <i>Keywords: A Vocabulary of Culture and Society</i>	1

Lect/Dis 3-5	02. Politics of Representation Required Reading: • Stuart Hall's "The Work of Representation" • Gayatri Reddy's – "(Per)Forming Selves: The Production of Gender" • Edward Said's "Introduction" to <i>Orientalism</i> Applied Areas: Joseph Conrad's <i>The Heart of Darkness</i> (Hall, Said)	2, 3, 4
Lect/Dis 6-11	03. Ideology, Hegemony and Resistance Required Readings: • Louis Althusser's "Ideology and Ideological State Apparatuses (Notes Towards and Investigation)" • Michel Foucault's "The Subject and Power" • Dick Hebdige's "The Function of Subculture" • Gayatri Chakravorty Spivak's "Can the Subaltern Speak?" Applied Areas: Toni Morrison's <i>The Bluest Eye</i> (Althusser, Foucault, Hebdige), Mahashweta Devi's "Draupodi" (Spivak)	2, 3, 4
Lect/Dis 12-15	04. Globalisation, Transnationalism, Multiculturalism, Ethnicity, Hybridity, Acculturation Required Readings: • Homi K. Bhabha's "Cultural Diversities and Differences" • George Lipsitz's "Immigration and Assimilation: R.ai, Reggae, and Bhangramuffin" Applied Areas: **"The Green Passport" (Bhabha), "Petrea" (Lipsitz), "Frank and Frida" (Lipsitz) ** Source: <i>Our Many Longings</i>	2, 4
Lect/Dis 16-18	05. Consumerism and Popular Culture Required Readings: • Raymond Williams's "Advertising: The Magic System" • Tony Bennett's "Popular Culture and the 'Turn to Gramsci'" • So Ryon Yoon's "'Gangnam Style' in Dhaka and Inter-Asia Refraction" Applied Areas: Toni Morrison's <i>The Bluest Eye</i> (Williams, Bennett)	1, 2, 3, 4
Lect/Dis 19-22	06. Media and Representation Required Works: • Roland Barthes' <i>Mythologies</i> (Selections)	1, 3, 4

	• Laura Mulvey's "Visual Pleasure and Narrative Cinema" • Susan Bordo's "Beauty (Re)discovers the Male Body" Applied Areas: Jerrold Freedman's (Dir.) <i>Native Son</i> (1986 Film), Aniruddha Roy Chowdhury's <i>The Pink</i> (2016) **Item songs from selective Indian movies	
Lect/Dis 23-25	07. Social Media and Digital Culture Required Readings: • Rodney H Jones's "Discourse, Cybernetics, and the Entextualisation of the Self" • Sali A Tagliamonte and Derek Denis's "Linguistic Ruin? LOL! Instant Messaging and Teen Language" • Limor Shifman's "Memes in Digital Culture" Applied Areas: **The course teacher and the students together will select contents from social media and digital platforms.	2, 4
Lect/Dis 26-28	08. Music (Jazz, Blues, Baul, Rap) Required Readings: • Eliyana R. Adler's "No Raisins, No Almonds: Singing as Spiritual Resistance to the Holocaust" Applied Areas: **The course teacher and the students together will select contents.	1, 2, 4
(** Right to customising applied areas is reserved for the course teacher.)		

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, Group discussion, Group/pair work, PPT presentation, Selecting applied items, Theory applying tasks	Written test
<i>CLO-2</i>	Interactive lectures, PPT presentation, Group discussion, Selecting applied items, Theory applying task,	Written test
<i>CLO-3</i>	Interactive lectures, PPT presentation, Group discussion, Group/pair work, Selecting applied items, Theory	Written test

	applying tasks	
<i>CLO-4</i>	Interactive lectures, PPT presentation, Group discussion, Group/pair work, Selecting applied items, Theory applying tasks, Demonstration	

Learning Materials	
Recommended Readings	Adorno, Theodor W., J. M. Bernstein, ed. <i>The Culture Industry: Selected Essays on Mass Culture</i>. London and New York: Routledge, 1991. Barker, Chris. <i>The Sage Dictionary of Cultural Studies</i>. London: Sage, 2005. Bhabha, Homi K. <i>The Location of Culture</i>. Routledge, 1994. Brooker, Peter. <i>A Concise Glossary of Cultural Theory</i>. London: Arnold, 1999. Collins, R., et al., eds. <i>Media Culture and Society: A Critical Reader</i>. Sage, 1986. Corbett, George, and Sarah Moerman. <i>Music and spirituality: theological approaches, empirical methods, and Christian worship</i>. Open Book Publishers, 2024. Coulthard, M. <i>Introduction to Discourse Analysis</i>. Michigan University Press, 2008. Crane, D. <i>The Production of Culture</i>. Sage Publications, Inc., 1992. Docker, J. <i>Postmodernism and Popular Culture: A Cultural History</i>. Cambridge University Press, 1994. Duncombe, S. <i>Cultural Resistance Reader</i>. Verso, 2002. During, Simon. <i>Cultural Studies: A Critical Introduction</i>. London and New York: Routledge, 2005. ---. (Ed.). <i>The Cultural Studies Reader</i>. 1993. London and New York: Routledge, 1999. Durham, Meenakshi Gigi and Douglas M Kellner. (Eds.). <i>Media and Cultural Studies: KeyWorks</i>. 2001. MA: Blackwell, 2005. Fiske, John. <i>Understanding Popular Culture</i>. Boston: Unwin Hyman, 1989. Foucault, Michel. <i>Discipline and Punish: The Birth of the Prison</i>. Translated by Alan Sheridan, Pantheon Books, 1977. Hall, Gary and Clare Birchall (Eds.). <i>New Cultural Studies: Adventures in Theory</i>. Hyderabad: Orient BlackSwan, 2006. Hossain, Rubayet. "Female Directors, Female Gaze: The Search for Female Subjectivity"

	in Film.” <i>Forum: A Monthly Publication of The Daily Star</i>, 2011, 5.5. Jones, Rodney H., Alice Chik & Christoph A. Hafner (eds.). <i>Discourse and Digital Practices: Doing Discourse in the Digital Age</i>, pp. 28-47. Routledge: Oxon. Nayar, Pramod K. <i>An Introduction to Cultural Studies</i>. 2008. New Delhi: Viva Books, 2009. Said, E, Herman and Chomsky, N. <i>Manufacturing Consent: The Political Economy of the Mass Media</i> Smith, Philip. <i>Cultural Theory: An Introduction</i>. Oxford: Blackwell Publishers, 2001. Storey, John (ed.) <i>Cultural Theory and Popular Culture: A Reader</i>. 2nd ed. Essex: Longman, 1998. ---. <i>Cultural Theory and Popular Culture: An Introduction</i>, (2nd edition) Essex: Longman, 1998.
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Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose, formulate, develop	20

Course Code: ENG-6205 Course Title: Literature and Gender Politics

Course Type: Elective	ISCED Code: 0288-6205	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

Since gender is a vital axis of power dynamics, we experience gender specific experiences almost in every aspect of life. We are epistemologically systematised to accept gender normalcy which relegate women to secondary citizen, pulling them vulnerable to violence, injustice, and identity politics. For the country like Bangladesh, gender normalcy is analogous to women's passivity in intellectual, sexual, social, political, and economic spheres of life. Women are extremely under the threat of violence--sexual, physical and psychological whereas men are burdened with financial burdens. In such a scenario, devising language to give voice to the gender issues here and beyond, awareness building and consciousness raising amongst the youngsters are prerequisite to gender equity and holistic development. Hence, this multidisciplinary course is designed to study critical and literary works as well as real life concerns, raised by feminist criticism, gender studies, masculinity studies, and new body criticism. It focuses on how literature reflects, critiques, and shapes gender dynamics in the intersection of gender, identity, and power. It unmask to the students perspectives on gender mostly ignored by the mainstreamers. It encompasses the politics of dominant narratives and highlights the power of a far more inclusive feminine narratives which address women's problems in the intersectional junctions of race, class, ethnicity, nationality, religion, and others.

Course Objectives: The objectives of the course are-

- To generate ethically-empathetic minds, equipped with critical thinking and gender sensibility to evaluate and re-produce discourse for gender neutral and gender equitable society;
- Introduce the students with literary and critical works, addressing key issues, questions, and debates in Literature and Gender Studies scholarship past and present;
- Offer interdisciplinary studies applying a variety of methods, concepts, and theories to analyse gender, drawing upon both primary and secondary sources as well as life experiences and historical events and processes;
- To introduce students with the heterogeneity of gender violence and injustice across cultures.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-

<i>CLO-1</i>	Demonstrate in-depth knowledge and insight on critical and literary works related to gender issues and re-claim the social, economic, political, intellectual, and cultural contribution of women past and present;
<i>CLO-2</i>	Explore the historical construction of gender, how it intersects with other identity categories such as nationality, race and ethnicity, religion, social class, sexual orientation, and physical ability to shape gender experiences, viewpoints, and sense of identity;
<i>CLO-3</i>	Evaluate if particular narrative forms or the encoded values and norms in a cultural text construct, reproduce or challenge normative assumptions about sex and gender, through its content or formal strategies;
<i>CLO-4</i>	Employ and integrate transdisciplinary feminist scholarship, methodologies, modes of analysis or theoretical perspectives to evaluate a particular piece of art, literature, or case and propose new discourse.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2	1	1
<i>CLO-2</i>	3	2	1	1
<i>CLO-3</i>	3	2	1	1
<i>CLO-4</i>	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

Course Contents
Critical Works Virginia Woolf -- “Shakespeare’s Sister,” “Professions for Women” Simone de Beauvoir—“Introduction to <i>The Second Sex</i>” <i>Old Age (selection)</i> Alice Walker -- “Preface” to <i>In Search of Our Mothers’ Gardens</i> Adrienne Rich – “When We Dead Awaken: Writing as Re-Vision” Judith Butler -- “The Subject of Sex/Gender Desire” Robert W Connell – “Masculinities and Globalization” Donna J. Haraway -- “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century” Sean Nixon--- “Exhibiting Masculinity” Creative Works 1. Poems Maya Angelou -- “Still I Rise” Adrienne Rich -- “The Stranger,” “Diving into the Wreck” Kamala Das -- “The Freaks,” “The Invitation” Carol Ann Duffy -- <i>The World’s Wife</i> (“Anne Hathaway,” “Medusa,” “Penelope”) 2. Short Stories Doris Lessing -- “To Room Nineteen” Mahasweta Devi -- “Draupadi” Purabi Basu -- “Radha Will Not Cook Today” 3. Novels Frantz Kafka – <i>Metamorphosis</i> Shaheen Akhtar -- <i>Taalash</i> 4. Film Rubaiyat Hossain (Dir.)--- <i>Under Construction</i>

14 th weeks: 28 Classes/Discussion (1.5 hrs.)	Topic	Corresponding CLOs
Lect/Dis 1-10	Critical Works	1, 2
	“Shakespeare’s Sister” & “Professions for Women” Task -- Close reading and discussion -- Reflective writing “Preface” to <i>In Search of Our Mothers’ Gardens</i> Task -- Close reading --Discussion, Reflection “When We Dead Awaken: Writing as Re-Vision” Task --Reading sessions --Critical writing “The Subject of Sex/Gender Des/ire” Task --Reading and discussion --Critiquing “Masculinities and Globalization”, “Introduction to <i>The Second Sex</i>”, <i>Old Age (selection)</i>, “Exhibiting Masculinity” Task --Reading and discussion “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century” Task --Reading and reflection --Critical writing	
Lect/Dis 11-15	Creative Works	1, 2, 3
	Poems “Still I Rise” Task --Reading from womanist perspective “The Stranger,” “Diving into the Wreck” Task --Reading through Jungian philosophy and gender performativity “The Freaks,” “The Invitation” Task --Reading with psychoanalytical theory and subaltern theory	

	“Anne Hathaway,” “Medusa,” “Penelope” Task --Reading as feminine narrative (<i>Writing as a woman</i>)	
Lect/Dis 16-21	Short Stories “To Room Nineteen” Task --Reading and discussion from the perspectives of second wave feminism (<i>Concerning women’s rights and roles</i>) “Draupadi” Task --Reading and discussion through Marxist-Feminist theory “Radha Will Not Cook Today” Task --Reading and discussion through Postcolonial feminist theory	1, 2, 3, 4
Lect/Dis 22-28	Novels <i>Metamorphosis</i> Task --Reading and discussion through integrated theory of Marxism and psychoanalysis <i>Taalash</i> Task --Reading and discussion through feminism and body criticism -- Reading and discussion through psychoanalytic and trauma theory Film <i>Under Construction</i>	1, 2, 3, 4

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test

CLO-4	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written test
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Learning Materials	
Recommended Readings	Anderson, Benedict. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London and New York: Verso, 1983. Appiah, Kwame Anthony. <i>In My Father's House: Africa in the Philosophy of Culture</i>. New York and Oxford: Oxford University Press, 1992. Ascroft, Bill, Gareth Griffiths and Helen Tiffin (eds.). <i>The Post-colonial Studies Reader</i>. London and New York: Routledge, 1995. ---. <i>Post-Colonial Studies: The Key Concepts</i>. London and New York: Routledge, 2000. ---. <i>The Empire Writes Back: Theory and Practice in Post-colonial Literatures</i>. 1989. London and New York: Routledge, 2003. Beier, Uli and Gerald Moore. <i>The Penguin Book of Modern African Poetry</i>. Middlesex: Penguin, 1986. Benedict, A. (1983). <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London: Verso. Boehmer, Elleke. <i>Colonial and Postcolonial Literature</i>. Oxford: OUP, 1995. Brown, Stewart and Ian McDonald (sel.). 1992. <i>The Heinemann Book of Caribbean Poetry</i>. Oxford: Heinemann. Childs, Peter and Patrick Williams. <i>An Introduction to Post-Colonial Theory</i>. Essex: Longman-Pearson Education, 1997. Donnell, Alison and Sarah Lawson Welsh (eds.). <i>The Routledge Reader in Caribbean Literature</i>. London and New York: Routledge, 1996. Gilbert, Helen and Joanne Tompkins. <i>Post-Colonial Drama: Theory, Practice, Politics</i>. London and New York: Routledge, 1996. King, Bruce (ed.). 1998. <i>New National and Post-colonial Literatures: An Introduction</i>. Oxford: Clarendon Press. Loomba, Ania. <i>Colonialism/Postcolonialism</i>. London and New York: Routledge, 2001. Nayar, Promod K. <i>Postcolonial Literature: An Introduction</i>. New Delhi: Pearson Longman, 2008. Palit, C. (2017). <i>Social History of Colonial Bengal</i>. India: Avenel Press. Said, <i>Orientalism</i>. 1970. Soyinka, Wole. <i>Myth, Literature and the African World</i>. Cambridge: CUP, 1976. Thiong'o, Ngugi wa. <i>Decolonizing the Mind</i> (selection).

Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6206 Course Title: Folklore Studies

Course Type: Elective	ISCED Code: 0232-6206	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course:

Folklore Studies offers an interdisciplinary approach, integrating anthropology, history, literature, linguistics, and cultural studies to explore how folklore shapes and reflects society. The course emphasizes the preservation and critical study of cultural memory through oral traditions, myths, legends, rituals, and practices, highlighting their role in expressing collective identities. By applying contemporary theoretical frameworks—such as postcolonialism, feminism, psychoanalysis, and cultural materialism—scholars gain fresh insights into the social, political, and historical significance of folklore, including its role in resistance and identity formation among marginalized groups. The program also focuses on global and local perspectives, examining the evolution and adaptation of folklore in response to migration, technological change, and globalization. Through rigorous research methods—including fieldwork, archival study, and primary source analysis—students are prepared to conduct original scholarship. Ultimately, this course equips scholars to contribute to cultural studies and social sciences by illuminating the ways folklore interacts with modernity, preserves heritage, and shapes collective memory and social dynamics across generations.

Objectives of the course:

The Objectives of the course would be the following:

- To provide students with an in-depth understanding of the theoretical foundations, historical contexts, and cultural significance of folklore in societies across the world.
- To equip students with the tools to critically engage with contemporary theoretical frameworks like postcolonialism, feminism, psychoanalysis, and cultural materialism, fostering new interpretations of traditional cultural expressions.
- To provide students with the skills to conduct fieldwork, gather oral traditions, and analyze folklore artifacts, encouraging the collection and preservation of primary folklore sources.
- To explore how folklore functions as a tool for social commentary, political resistance, and cultural identity, particularly among marginalized groups, in order to understand its role in shaping and reflecting societal values.

Course Learning Outcomes (CLOs):

The Course Learning Outcomes (CLOs) for a PhD-level Folklore Studies course could be:

CLOs	
CLOs 01	Demonstrate a deep understanding of the theoretical foundations, historical

	evolution, and cultural significance of folklore across different societies, and critically engage with major folklore theories.
CLOs 02	Develop the ability to conduct independent, interdisciplinary research that incorporates fieldwork, archival studies, and the analysis of oral traditions, folklore artifacts, and cultural expressions.
CLOs 03	Apply contemporary theoretical frameworks (e.g., postcolonialism, feminism, psychoanalysis) to analyze folklore and provide new interpretations that deepen the understanding of cultural practices and investigate how folklore functions as a tool for social commentary, political resistance, and identity formation, especially in marginalized or oppressed communities
CLOs 04	Produce original, high-quality research that makes a significant contribution to the academic field of Folklore Studies, expanding theoretical and methodological boundaries.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2	1	1
<i>CLO-2</i>	3	2	1	1
<i>CLO-3</i>	3	2	1	1
<i>CLO-4</i>	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

Course Content

- Concepts and theories of Folklore Research,
- Importance of Methodological Study.
- Folklore-related Theory and Method: Indians Theory, Indo-European Theory, Polygenesis Theory, Survival Theory, Epic Laws, Comparative Method, Historic-Geographic Method, Nationalistic Method, Historical-Materialism Method, Psychoanalytical Method, Anthropological Method, Functionalism and Structuralism Method, Type-Motif Index, Field Study Method, Syntagmatic and Paradigmatic Analysis, Meta folklore Theory, Performance Theory, Text, The Texture and Contextual Method, Diachronic and Synchronic Method, Audio-Visual Method.

Globalization Theory, Feminist Methodology, Discourse analysis, Representation Theory. • Application of Method in Folklore Study. • Folk Belief, • Folk Art, • Folk Music, • Folk Costumes, • Folk Dance, • Folk Food, • Folk Instrument, • Folk Song, • Ballads, • Folk and Fairy Tales, • Riddle, Proverbs • Folk Technology • Folk Legends and Myths

Course plan specifying contact hrs., teaching-learning strategies, mapped with CLOs		
Hours (42 ^{Hours})	Topic	Corresponding CLOs
5 ^{hrs}	Introduction to Folklore • Course Overview and Expectations • Discussing literary and folk features of different continents	1
8 ^{hrs}	Literary and folk Theories/ Approaches/ <u>Methods</u> Concepts and theories of Folklore Research, Importance of Methodological Study. Folklore-related Theory and Method: Indians Theory, Indo-European Theory, Polygenesis Theory, Survival Theory, Epic Laws, Comparative Method, Historic-Geographic Method, Nationalistic Method, Historical-Materialism Method, Psychoanalytical Method, Anthropological Method, Functionalism and Structuralism Method, Type-Motif Index, Field Study Method, Syntagmatic and Paradigmatic Analysis	1, 2, 3, 4
8 ^{hrs}	Meta folklore Theory, Performance Theory, Text, The Texture and Contextual Method, Diachronic and Synchronic Method, Audio-Visual Method. Globalization Theory, Feminist Methodology, Discourse analysis, Representation Theory. Application of Method in Folklore Study.	1, 2, 3, 4
8 ^{hrs}	• Material folklore • Historical and Cultural Context • Themes, motifs, symbols	1, 2, 3, 4
8 ^{hrs}	• Folk Belief, • Folk Art, • Folk Music,	1, 2, 3, 4

	• Folk Costumes, • Folk Dance, • Folk Food, • Folk Instrument, • Folk Song, • Ballads, • Folk and Fairy Tales, • Riddle, Proverbs • Folk Technology • Folk Legends and Myths	
5 ^{hrs}	General Discussion • Folklore and Critical Perspective	1, 2, 3, 4

Mapping CLOs with Teaching-Learning and Assessment Strategies

CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written test

Learning Materials

Recommended Readings	Reference:
	১. অনুপম হীরা মণ্ডল : ফোকলোর অনুযজ ২. ————— : ফোকলোর তত্ত্ব ও বাংলা লোকসাহিত্য ৩. আশরাফ সিদ্দিকী : লোকসাহিত্য (১ম ও ২য় খণ্ড) ৪. আশুতোষ ভট্টাচার্য : বাংলা লোকসাহিত্য (প্রথম খণ্ড) ৫. ওয়াকিল আহমদ : বাংলার লোকসংস্কৃতি

	৬. পল্লব সেনগুপ্ত	: লোকসংস্কৃতির সীমানা ও স্বরূপ
	৭. ময়হারুল ইসলাম	: ফোকলোর পরিচিতি ও পঠন পাঠন
	৮. রেবতীমোহন সরকার	: লোকসংস্কৃতির পদ্ধতিবিদ্যা
	৯. সনৎ কুমার মিত্র	: লোকসংস্কৃতি গবেষণা পদ্ধতিবিদ্যা বিশেষ সংখ্যা
	১০. সৌমেন সেন	: লোকসংস্কৃতি তত্ত্বজিজ্ঞাসা
	11. Leach, Maria, editor. <i>Standard Dictionary of Folklore, Mythology, and Legend</i> . 2 vols., Funk & Wagnalls, 1949.	
	12. Propp, Vladimir. <i>Morphology of the Folktale</i> . Translated by Laurence Scott, 2nd ed., University of Texas Press, 1968.	
	Thompson, Stith. <i>Motif-Index of Folk-Literature</i> Indiana University Press, 1955–1958.	
	Thompson, Stith. <i>The Folktale</i> . University of California Press, 1946.	
	Propp, Vladimir. <i>Theory and History of Folklore</i> . Translated by Ariadna Y. Martin and Richard P. Martin, University of Minnesota Press, 1984.	
	Dundes, Alan. <i>Interpreting Folklore</i> . Indiana University Press, 1980.	
	Schoemaker, George. <i>The Emergence of Folklore in Everyday Life</i> . Lexington Books, 2015.	
	Bronner, Simon J. <i>Folklore: The Basics</i> . Routledge, 2016.	
	Bronner, Simon J. <i>Folklore: The Basics</i> . Routledge, 2016.	
	Habib, Anton. <i>Lokosonskritir Rupantor</i> . Biswasahittobhobon, 2008.	

Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6207 Course Title: Comparative Literature

Course Type: Elective	ISCED Code: 0232-6207	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course:

Comparative Literature is an interdisciplinary field that examines literature across linguistic, cultural, and national boundaries. This PhD course is designed to cultivate advanced theoretical knowledge, critical thinking, and innovative research skills, enabling scholars to analyse, evaluate, and synthesize complex literary ideas in both global and regional contexts. Aligned with the Programme Learning Outcomes (PLOs), the course equips students to design and implement specialized research methodologies, produce original scholarship of international standard, and engage in cross-cultural and interdisciplinary debates. Emphasizing world literature, translation studies, postcolonial theories, and digital humanities, it situates South Asian and Bangladeshi literatures within broader comparative frameworks. By fostering ethical research practices, cultural sensitivity, and intellectual leadership, the course prepares scholars to communicate their findings effectively, contribute to societal development, and lead innovative research that addresses evolving literary and cultural challenges at national and global levels.

Objectives of the Course:

The Objectives of the course would be the following:

- Develop a deep understanding of key literary theories, comparative methodologies, and interdisciplinary frameworks relevant to global and South Asian literatures.
- Cultivate the ability to critically analyse, interpret, and evaluate literary texts and cultural phenomena across linguistic, national, and historical contexts.
- Enable students to design and apply rigorous research methodologies for original scholarly investigation that advances knowledge and contributes to international literary discourse.
- Foster engagement with diverse literary traditions, situating South Asian and Bangladeshi literatures within global comparative and postcolonial frameworks.

Course Learning Outcomes (CLOs):

CLOs	
CLOs 01	Critically analyse and synthesize complex literary theories, texts, and traditions across cultures using advanced comparative frameworks.
CLOs 02	Evaluate cross-cultural interactions and global literary networks, situating South Asian and Bangladeshi literature within world literature paradigms.

CLOs 03	Design and apply innovative and specialized comparative research methodologies to produce original scholarly work.
CLOs 04	Communicate advanced comparative research findings effectively to diverse academic, cultural, and social audiences.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2	3	2
<i>CLO-2</i>	3	2	3	2
<i>CLO-3</i>	3	2	3	2
<i>CLO-4</i>	3	2	3	2

Correlation: 1—Low; 2—Significant; 3—High

Course Contents
Literary Theories/ Approaches: Translation Studies, Intertextuality, Literary Canon, Cross-Cultural Theories, Colonial and Postcolonial Discourses, Identity and Otherness, Gender and Sexuality, Translation and Transculturation, Decoloniality Poems: Walt Whitman's <i>Song of Myself</i> (selections), Rabindranath Tagore's <i>Gitanjali</i> (Selections), Kazi Nazrul Islam's "Women" and "The Rebel," The Cooie , Jibanananda Das' "Banalata Sen," Wole Soyinka's "Telephone Conversation" Short Stories: Leo Tolstoy's "The Death of Ivan Ilyich," Lal Behari Day's (ed.) "Life's Secret" and "The Bald Wife,"., Ngũgĩ wa Thiong'o's "Minutes of Glory" Novels: Rabindranath Tagore's---<i>Gora</i>, Orhan Pamuk's---<i>Snow</i> Akhtaruzzaman Elias-- <i>Khawabnama</i> Gabriel García Márquez--- <i>One Hundred Years of Solitude</i> Abdur Rahman Munif--- <i>Cities of Salt</i>

Course plan specifying contact hrs., teaching-learning strategies, mapped with CLOs		
Hours (42 Hours)	Topic	Corresponding CLOs
5 ^{hrs}	Introduction to Comparative Literature - Course Overview and Expectations - Discussing literary features of different continents	1
8 ^{hrs}	Literary Theories/ Approaches - Translation Studies - Intertextuality - Literary Canon - Cross-Cultural Theories - Colonial and Postcolonial Discourses - Identity and Otherness - Gender and Sexuality - Translation and Transculturation	1, 2, 3, 4
8 ^{hrs}	“Telephone Conversation”; “<i>Song of Myself</i> (selections)”; <i>Gitanjali</i> (Selections); “Banalata Sen”; “Women”; “The Rebel” - Historical and Cultural context - Multicultural dimensions of cross-cultural stories, Themes, motifs, symbols	1, 2, 3, 4
8 ^{hrs}	<i>Khawabnama, One Hundred Years of Solitude</i> - Historical and Cultural Context - Themes, motifs, symbols - Comparative diversity in language and literary features	1, 2, 3, 4
8 ^{hrs}	<i>Gora; Snow</i> - Historical and Cultural Context - Language and Stylistic Features - Novels of different cultural context	1, 2, 3, 4
5 ^{hrs}	General Discussion Comparative and Critical Perspective	1, 2, 3, 4

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
CLO-1	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
CLO-2	Advanced lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
CLO-3	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
CLO-4	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written test

Learning Materials	
Required Readings	Das, Jibanananda. Ruposhi Bangla. Translated by Clinton B. Seely, University of California Press, 1990. García Márquez, Gabriel. <i>One Hundred Years Solitude</i>. Translated by Gregory Rabassa, Vintage International, 2003. Grimm, Jacob, et al. <i>Grimm's Fairy Tales</i>. New York, Union Square Kids, 2022. Day, Lal Behari. <i>Folktales of Bengal</i>. Subarnarekha, 1999 Nazrul Islam, Kazi. <i>Selected Poems of Kazi Nazrul Islam</i>, Translated by Kabir Chowdhury, Nazrul Institute, 1999. Ngũgĩ wa Thiong'o. "Minutes of Glory." <i>Secret Lives and Other Stories</i>, Heinemann, 1976, pp. 70–83. Pamuk, Orhan <i>Snow</i>. New York, Alfred A. Knopf, 2011. Soyinka, Wole. "Telephone Conversation." <i>Modern Poetry from Africa</i>, ed. by Gerald Moore and Ulli Beier, Penguin Books, 1963, pp. 230–231. Tagore, Rabindranath, <i>Gora</i>, St. Martin's Street, London, 1949. Tagore, Rabindranath, <i>Gitanjali (Song Offerings)</i> New York, 1915. Tolstoy, Leo. <i>The Death of Ivan Ilych</i>. Vintage Classics, 2009. Whitman, Walt. <i>Song of Myself</i>. 1871. <i>Leaves of Grass</i>, Modern Library, 2005, pp. 493–504.
Recommended Readings	

	Aldridge, A. Owen, editor. <i>Comparative Literature: Matter and Method</i>. University of Illinois Press, 1964. Baker, Chris. <i>Orhan Pamuk's Snow: A Critical Introduction</i>. Palgrave Macmillan, 2013. Bassnett, Susan. <i>Comparative Literature: A Critical Introduction</i>. Blackwell, 1998. Brandt-Corstius, Jan. <i>Introduction to the Comparative Study of Literature</i>. Random House, 1968. Chaudhuri, Supriya. "The Nation and Its Fictions: History and Allegory in Tagore's <i>Gora</i>." <i>South Asia: Journal of South Asian Studies</i>, vol. 35, no. 1, 2012, pp. 97–117. Christian, R. F. <i>Tolstoy: A Critical Introduction</i>. Cambridge University Press, 1969. Day, Lal Behari. <i>Folktales of Bengal</i>. Subarnarekha, 1999. Gikandi, Simon. <i>Ngũgĩ wa Thiong'o</i>. Cambridge University Press, 2000. Khan, Muhammad Abu Tayyub. <i>Qazi Nazrul Islam for Women's Emancipation</i>. Research Gate, 2020. Koelb, Clayton and Noakes, Susan, editors. <i>The Comparative Perspectives on Literature: Approaches to Theory and Practice</i>. Cornell University Press, 1988. Pelayo, Ruben. <i>Gabriel Garcia Marquez: A Critical Companion</i>. Greenwood Press, 2001. Stallknecht, N.P.(ed.). <i>Comparative Literature: Method and Perspective</i>. Southern Illinois University Press, 1961. Zepetnek, Steven Totsky de. <i>Comparative Literature: Theory, Method, Application</i>, Rodopi, 1998.
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Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6208 Course Title: Language Acquisition and Development

Course Type: Elective	ISCED Code: 0231-6208	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

The course *Language Acquisition & Development* equips higher education students with a comprehensive understanding of how humans acquire and develop language across different stages of life. It explores theoretical perspectives, cognitive and social factors, first and second language acquisition, and multilingual development, linking theory with practical application. By engaging with current research and case studies, students learn to critically analyze language learning processes and their implications for education, communication, and social interaction. The course fosters critical thinking, research skills, and practical insights, preparing students for advanced study and professional fields such as linguistics, education, psychology, and applied language studies.

Course Objectives: The objectives of the course are-
• To examine key theories, models, and research findings related to first and second language acquisition and development. • To analyze cognitive, social, and cultural factors influencing language learning across different contexts. • To develop critical thinking and research skills for evaluating language acquisition studies and applying them to real-world situations. • To connect theoretical knowledge with practical implications in fields such as education, linguistics, and communication.

Course Learning Outcomes: Upon the completion of the course, the students will be able to	
CLO-1	explain and compare major theories of first and second language acquisition.
CLO-2	analyze how cognitive, social, and cultural factors shape language development in diverse contexts.
CLO-3	critically evaluate research studies on language acquisition and apply findings to academic or professional scenarios.
CLO-4	integrate theoretical knowledge with practical perspectives in linguistics, education, and communication.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
CLO-1	3	2	1	1
CLO-2	3	2	1	1
CLO-3	3	2	1	1
CLO-4	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

Course Content:

Unit 1: Foundations of Language Acquisition

- Historical perspectives on language learning research
- Key theories: Behaviorism, Nativism (Chomsky), Interactionism, Connectionism
- Models of first language acquisition (phonology, morphology, syntax, semantics, pragmatics)
- Milestones in child language development

Unit 2: Cognitive and Neurolinguistic Perspectives

- Cognitive processes in language learning (memory, attention, processing speed)
- Neurolinguistics: brain structures and language functions
- Critical period hypothesis and age-related factors
- Bilingualism and cognitive advantages

Unit 3: Social and Cultural Dimensions

- Sociocultural theory (Vygotsky) and language learning
- Role of input, interaction, and scaffolding
- Language socialization in diverse cultural contexts
- Multilingualism and identity formation

Unit 4: Second Language Acquisition (SLA)

- Theories of SLA: Krashen's Input Hypothesis, Long's Interaction Hypothesis, Swain's Output Hypothesis
- Individual differences: motivation, aptitude, personality, learning styles
- Cross-linguistic influence and transfer
- Classroom vs. naturalistic acquisition

Unit 5: Research Methods in Language Acquisition

- Experimental designs in psycholinguistics and SLA research

- Corpus linguistics and longitudinal studies
- Qualitative approaches: ethnography, discourse analysis
- Ethical considerations in language acquisition research

Unit 6: Applied Perspectives

- Language acquisition in educational settings (ESL/EFL pedagogy)
- Language disorders and intervention strategies
- Technology and language learning (AI, CALL, online platforms)
- Policy implications: multilingual education, language planning

Unit 7: Critical Engagement and Future Directions

- Current debates in language acquisition research
- Emerging topics: heritage language learning, translanguaging, multilingual cognition
- Interdisciplinary connections (psychology, anthropology, neuroscience, communication studies)
- Designing research proposals and applying findings to real-world contexts
- **Final dissertation-style paper** connecting theory to applied contexts

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group	Written tests, Presentation/ Demonstration/ Term paper (**Demonstration/ case study on

	discussion, Group/pair work, Collecting resources, Article review, Critical writing task, Demonstration, Case study	contemporary gender issue/s or case/s of global or local concern)
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Learning Materials	
Required Readings	Ellis, R. (2023). <i>The study of second language acquisition</i> (3rd ed.). Oxford University Press. Ortega, L. (2023). <i>Understanding second language acquisition</i> (2nd ed.). Routledge. Hoff, E. (2023). <i>Language development</i> (7th ed.). Cengage Learning. De Houwer, A. (2023). <i>Bilingual development in childhood</i> (2nd ed.). Cambridge University Press. VanPatten, B., Keating, G. D., & Wulff, S. (2023). <i>Theories in second language acquisition: An introduction</i> (3rd ed.). Routledge. Naigles, L. R. (Ed.). (2023). <i>Innovations in child language development research</i>. Cambridge University Press
Recommended Readings	Bavin, E. L., & Naigles, L. R. (Eds.). (2023). <i>The Cambridge handbook of child language</i> (2nd ed.). Cambridge University Press. Reilly, S., & McKean, C. (2024). <i>Language development</i>. Cambridge University Press. Tomasello, M. (2023). <i>Usage-based approaches to language development</i>. Oxford University Press.

Assessment Strategies: SA 100 Marks		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6209 Course Title: Contemporary Practices in TESOL
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Course Type: Elective	ISCED Code: 0231-6209	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

This course provides an advanced exploration of contemporary practices, critical debates, and cutting-edge research in TESOL. It integrates linguistic theory with applied pedagogy, encouraging candidates to engage in critical scholarship, original research, and reflective practice. Alongside a strong foundation in TESOL methodologies and innovations, students will deepen their understanding of linguistic theory, including levels of linguistics, branches, morphology, and syntax, and critically examine how these underpin advanced TESOL practices. The course emphasizes independent inquiry, interdisciplinary perspectives, and research contributions to the global TESOL field.

Course Objectives: The objectives of the course are-

- Critically evaluate the evolution and current debates in TESOL theory and practice.
- Examine and synthesize advanced TESOL methodologies with a focus on research applicability.
- Explore the intersection of linguistics (morphology, syntax, semantics, pragmatics) and TESOL pedagogy.
- Investigate the role of technology, policy, and multilingualism in global TESOL.
- Demonstrate critical awareness of cultural, identity, and ethical dimensions in TESOL research.
- Conduct original research in TESOL that contributes to scholarly discourse.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-

<i>CLO-1</i>	Critically analyze theoretical and methodological developments in contemporary TESOL.
<i>CLO-2</i>	Synthesize perspectives from linguistics and pedagogy to inform TESOL research.
<i>CLO-3</i>	Employ advanced research methodologies to investigate TESOL practices.
<i>CLO-4</i>	Critically evaluate intercultural, multilingual, and policy-related issues in TESOL.
<i>CLO-5</i>	Produce original research linking linguistic theory with TESOL applications.
<i>CLO-6</i>	Demonstrate scholarly communication through publication-ready writing and advanced teaching demonstrations.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
CLO1	3	3	2	2
CLO2	3	2	2	3
CLO3	2	3	3	2
CLO4	3	2	3	2
CLO5	2	3	2	3
CLO6	3	3	3	3

Correlation: 1—Low; 2—Significant; 3—High

CONTENTS

Unit 1: Foundations of Contemporary TESOL

- Historical background and evolution of TESOL
- From traditional methods to post-method pedagogy

Unit 2: Advanced TESOL Methodologies

- Communicative Language Teaching (CLT)
- Task-Based Language Teaching (TBLT)
- Content and Language Integrated Learning (CLIL)
- Genre-based and project-based approaches

Unit 3: TESOL and Technology

- Digital literacy for teachers and learners
- Online and blended learning environments
- Use of AI, apps, and learning management systems in TESOL

Unit 4: Advanced Linguistics for TESOL

- Levels of Linguistics: phonetics, phonology, morphology, syntax, semantics, pragmatics
- Branches of Linguistics: applied linguistics, sociolinguistics, psycholinguistics, corpus linguistics, historical linguistics
- Morphemes: free, bound, derivational, and inflectional morphemes
- Syntax: phrase structure rules, transformations, syntax-semantics interface
- Applications of linguistic theory to TESOL pedagogy

Unit 5: TESOL in Multilingual and Intercultural Contexts

- Translanguaging and plurilingual practices
- Identity, ideology, and language policy
- TESOL and social justice

Unit 6: Research and Professional Practice in TESOL

- Critical discourse analysis in TESOL research
- Mixed-methods and advanced qualitative designs
- Professional identity and reflective scholarship
- Ethics, policy, and publishing in TESOL research

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Critical reading and student-led discussions, Collecting resources, Critical writing task	Written test
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written test
<i>CLO-5</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-6</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test

Learning Materials	
Required Readings	Kumaravadivelu, B. (2006). <i>Understanding Language Teaching: From Method to Postmethod</i> . Routledge. Richards, J. C., & Rodgers, T. (2014). <i>Approaches and Methods in Language Teaching</i> (3rd ed.). Cambridge University Press.
Recommended Readings	Canagarajah, S. (2013). <i>Translingual Practice: Global Englishes and Cosmopolitan Relations</i> . Routledge. Larsen-Freeman, D., & Cameron, L. (2008). <i>Complex Systems and Applied Linguistics</i> . Oxford University Press.

	McCarthy, M., & Carter, R. (2014). <i>Language as Discourse: Perspectives for Language Teaching</i>. Routledge. Fromkin, V., Rodman, R., & Hyams, N. (2018). <i>An Introduction to Language</i> (11th ed.). Cengage Learning. Edge, J., & Richards, K. (Eds.). (1998). <i>Teachers Develop Teachers Research: Papers on Classroom Research and Teacher Development</i>. Heinemann.
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Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering	Recall and outline advanced TESOL concepts	
Understanding	Summarize, critique, synthesize readings	
Applying	Apply linguistic theory to TESOL pedagogy	20
Analysing	Critical discourse, corpus, and data analysis	30
Evaluating	Evaluate policy, pedagogy, research findings	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6210 Course Title: Pedagogy and Teacher Development

Course Type: Elective	ISCED Code: 0231-6210	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

The course *Pedagogy and Teacher Development* aligns with the vision of the PhD Program in English by equipping doctoral candidates with advanced knowledge of teaching practices and teacher education in literature, English language teaching and applied linguistics. It emphasizes critical reflection on pedagogy as both a theoretical and practical field, enabling candidates to explore historical traditions, contemporary methodologies, and innovative approaches to teaching.

Focusing on teacher growth, professional identity, and reflective practice, the course encourages candidates to investigate models of teacher education, curriculum design, and classroom dynamics. In doing so, it fosters original and socially relevant scholarship, consistent with the program's mission to nurture rigorous inquiry (M1), independent research (M2), and collaborative academic engagement (M3).

Ultimately, the course prepares future educators and scholars to contribute meaningfully to English studies and the wider educational landscape by bridging theory, practice, and research in pedagogy and teacher development.

Course Objectives: The objectives of the course are-

- ☐ To critically examine key theories, philosophies, and historical traditions of pedagogy in English literature, language, and Applied Linguistics.
- ☐ To develop advanced understanding of teacher education, contemporary approaches to pedagogy, professional identity, and reflective practice in diverse educational contexts.
- ☐ To foster the ability to design, evaluate, and innovate curricula, teaching strategies, and assessment methods in English studies.
- ☐ To prepare doctoral candidates for leadership roles in academia by integrating research with pedagogical practice.
- ☐ To encourage the production of original scholarship on pedagogy and teacher development that contributes to educational theory and practice.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-

CLO-1	Critically evaluate major pedagogical theories and approaches within English studies.
CLO-2	Demonstrate advanced understanding of teacher education models, professional identity, and reflective practice.
CLO-3	Design and justify innovative curricula, teaching strategies, and assessment methods suitable for diverse learners

<i>CLO-4</i>	Apply critical pedagogy and technology-enhanced methods to address contemporary challenges in teaching English literature, language, and culture.
<i>CLO-5</i>	Analyse and address ethical, cultural, and equity-related issues in pedagogy and teacher development.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	2		1
<i>CLO-2</i>	3	2	1	1
<i>CLO-3</i>	3	2	1	1
<i>CLO-4</i>	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

CONTENTS:

Foundations of Pedagogy

- Historical and philosophical foundations of pedagogy in English studies
- Key pedagogical theories: behaviorism, constructivism, socio-cultural theory
- Critical pedagogy and transformative learning

Teacher Education and Development

- Models of teacher education: pre-service and in-service training
- Professional identity and teacher agency
- Reflective practice and lifelong learning in teaching
- Comparative perspectives on teacher education globally

Contemporary Pedagogical Approaches

- Learner-centered and task-based approaches in English studies
- Interdisciplinary and multicultural pedagogy
- Technology-enhanced learning (digital pedagogy, e-learning platforms, AI in education)
- Inclusive and equitable teaching practices

Classroom Practice

- Classroom dynamics and managing diversity
- Pedagogy for research supervision and mentoring

Research in Pedagogy and Teacher Development

- Methodologies in pedagogical and educational research
- Action research and reflective inquiry in teaching practice
- Reviewing current scholarship in pedagogy and teacher development
- Developing original research proposals in the field

Leadership and Professional Growth

- Academic leadership and mentorship roles in higher education
- Teacher as researcher, innovator, and social agent
- Ethics and responsibilities in pedagogy and teacher development
- Global trends and future directions in pedagogy

Mapping CLOs with Teaching-Learning and Assessment Strategies

CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written test / presentation

Learning Materials

Content	<i>Pedagogy of the Oppressed</i> by Paulo Freire <i>Teacher Education and Pedagogy: Theory, Policy and Practice</i> (Cambridge Education Research Series) <i>Contemporary Pedagogies in Teacher Education and Development</i> (IntechOpen, 2018) <i>Pedagogy in Basic and Higher Education: Current Developments and</i>
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	Challenges (IntechOpen, 2020) UNESCO Literature Review on Pedagogy in Developing Countries Reflective Practice Diary for Novice Teachers <i>A Comprehensive Review: An Innovative Pedagogy for Future Education</i> (Muniandy & Abdullah, 2023) <i>Action Research for Developing Teachers' Pedagogical Skills in the 'Out-of-School Children Education Program'</i> (Islam et al., 2024) <i>Teacher Educators as Curriculum Developers: A Case Study in Cambodia</i> (Tep, 2024) <i>Writing Pedagogy in Higher Education: The Efficacy of Mediating Feedback with Technology</i> (Peungcharoenkun & Waluyo, 2024)
Recommended Readings	<i>Pedagogy of Hope</i> by Paulo Freire <i>Unleashing Great Teaching: the secrets to the most effective teacher development</i> by David Weston & Bridget Clay <i>The CPD Curriculum: creating conditions for growth</i> by Zoe Enser & Mark Enser <i>How Children Learn</i> by John Holt <i>The Skillful Teacher</i> by Stephen D. Brookfield
References	Catherine Wallace (2003) Critical Reading in Language Education Michael J. Wallace (1991) Training Foreign Language Teachers: A Reflective Approach Leadership and Professional Development in Science Education: New Possibilities for Enhancing Teacher Learning (Edited by John Wallace & John Loughran)

Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG 6211 Course Title: Educational Technology in Language Teaching
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Course Type: Elective	ISCED Code: 0231-6211	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

The course *Educational Technology in Language Teaching* equips students with the knowledge and skills to effectively integrate digital tools into language learning and instruction. With rapid advancements in technology, language teaching is no longer confined to traditional classrooms but extends to online platforms, multimedia resources, and interactive applications. This course enables students to critically evaluate and apply emerging technologies to enhance learner engagement, autonomy, and communicative competence. It also fosters digital literacy, pedagogical innovation, and adaptability, preparing future educators and professionals to meet the diverse teaching-learning needs in technologically enriched and globalized educational environments.

Course Objectives: The objectives of the course are-
• To familiarize students with key theories, concepts, and current trends in educational technology for language learning and teaching. • To develop students' ability to critically evaluate and select appropriate digital tools and platforms for diverse language learning contexts. • To enable students to design and implement technology-enhanced language teaching activities that promote learner engagement, autonomy, and communicative competence. • To foster professional digital literacy and reflective practice for adapting to evolving technological and pedagogical innovations in language education.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
CLO-1	Identify and explain key theories, concepts, and trends in the use of educational technology for language teaching and learning.
CLO-2	Critically evaluate the suitability of various digital tools and platforms for specific language learning goals and learner needs.
CLO-3	Design and implement technology-enhanced instructional activities that foster learner engagement, autonomy, and communicative competence.
CLO-4	Demonstrate digital literacy and reflective practice by adapting to emerging technological innovations and integrating them effectively into pedagogical contexts.

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
CLO-1	3	2	1	1
CLO-2	3	2	1	1
CLO-3	3	2	1	1
CLO-4	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

Course Content

Unit 1: Theoretical Foundations

Historical evolution of educational technology in language teaching

Key theories: constructivism, connectivism, sociocultural theory, multiliteracies framework

Pedagogical models: blended learning, flipped classrooms, CALL (Computer-Assisted Language Learning), MALL (Mobile-Assisted Language Learning)

Critical perspectives: technological determinism vs. pedagogical intentionality

Unit 2: Digital Tools and Platforms

Learning Management Systems (LMS): Moodle, Canvas, Blackboard

Online collaboration tools: Microsoft Teams, Google Workspace, Zoom

Language-specific applications: Duolingo, Babbel, Rosetta Stone, immersive VR/AR tools

Corpus tools, concordancers, and AI-driven language learning platforms

Critical evaluation frameworks for tool selection

Unit 3: Technology-Enhanced Pedagogy

Designing interactive multimedia lessons (video, podcasts, gamification)

Task-based language teaching with digital tools

Adaptive learning systems and personalized instruction

Promoting learner autonomy through mobile apps and online communities

Strategies for fostering communicative competence in virtual environments

Unit 4: Research and Innovation in Educational Technology

Current trends: AI tutors, chatbots, VR/AR, gamification, learning analytics

Research methodologies in technology-enhanced language learning (qualitative, quantitative, mixed methods)

Evaluating the effectiveness of digital interventions in language education

Ethical considerations: data privacy, accessibility, equity in digital learning

Case studies of innovative practices in global contexts

Unit 5: Digital Literacy and Professional Development

Frameworks for digital literacy in language education

Critical media literacy and evaluation of online resources

Teacher identity and professional development in digital environments

Reflective practice and continuous adaptation to emerging technologies

Building resilience and adaptability in globalized educational contexts

Unit 6: Policy, Globalization, and Future Directions

National and institutional policies on educational technology integration

Global perspectives: technology use in diverse cultural and linguistic contexts

Challenges of the digital divide and inclusivity in language education

Future trajectories: AI, metaverse, and beyond in language teaching

Designing sustainable, ethical, and innovative technology-enhanced curricula

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper

CLO-4	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written tests, Presentation/ Demonstration/ Term paper
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Learning Materials	
Required Readings	Stockwell, G., & Wang, Y. (Eds.). (2021). <i>The Cambridge handbook of technology in language teaching and learning</i>. Cambridge University Press. Pegrum, M. (2022). <i>Digital literacies and language learning</i>. Palgrave Macmillan. Hafner, C. A., & Jones, R. H. (2022). <i>Digital literacies: Research and resources in language education</i>. Routledge. Selwyn, N. (2022). <i>Education and technology: Key issues and debates</i> (2nd ed.). Bloomsbury Academic. Bui, H. P., & Namaziandost, E. (Eds.). (2024). <i>Innovations in technologies for language teaching and learning</i>. Springer. Lee, J. S., Zou, D., & Gu, M. M. (2024). <i>Technology and English language teaching in a changing world: A practical guide for teachers and teacher educators</i>. Routledge. Bui, H. P., Kumar, R., & Kamila, N. K. (Eds.). (2024). <i>Innovations and applications of technology in language education</i>. Springer.
Recommended Readings	Zou, D., & Xie, H. (Eds.). (2022). <i>Innovative technologies for language teaching and learning: AI, VR, and gamification</i>. Springer. Reinders, H., & Pegrum, M. (Eds.). (2021). <i>Digital language learning and teaching: Research, theory, and practice</i>. Bloomsbury Academic. Borthwick, A., Harwin, L., & Pierson, M. (2021). <i>Educational technology and the new literacies: Research and practice</i>. Routledge. Zou, D., & Thomas, M. (Eds.). (2023). <i>Emerging concepts and practices in</i>

	<i>technology-enhanced language teaching</i>. Springer. Kukulska-Hulme, A., & Shield, L. (2022). <i>Mobile-assisted language learning: Research, practice, and challenges</i>. Routledge. Godwin-Jones, R. (2023). <i>Emerging technologies for language learning</i>. Routledge.
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Assessment Strategies: SA (100 Marks)		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6212 Course Title: Curriculum Development and Assessment in Language Teaching

Course Type: Elective	ISCED Code: 0231-6212	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			CA/SA: 100

Rationale of the Course

"Curriculum Development and Assessment in Language Teaching" aims to equip students with the theoretical knowledge and practical skills necessary for creating coherent instructional plans tailored to diverse learner needs. It emphasizes the necessity for alignment among the curriculum, instructional methods, and assessment processes. Students will be prepared to meet the demands of outcome-based education and enhance student learning and achievement through critical analysis, task design, and reflective practice. This course is designed to provide students with a comprehensive understanding of curriculum design principles, grounded in both theoretical frameworks and practical application. It also equips students with the knowledge and skills necessary for evaluating and constructing valid, reliable, and effective assessment tools. By integrating the study of learner needs, curriculum models, and testing principles, the course prepares students to design learner-centred curricula and meaningful assessments that support language learning and development.

Course Objectives: The objectives of the course are-

- Understand the theoretical foundations and distinctions related to curriculum development.
- Analyze various types of curriculum models and assessment in language teaching.
- Formulate goals, objectives, and learning outcomes using structured models such as the ABCD model and Bloom's taxonomy.
- Distinguish between evaluation, assessment, and testing and understand their roles in educational contexts.
- Identify and implement principles of effective testing practices, encompassing reliability, validity, and practicality.
- Develop and administer suitable assessment forms for the four language competencies: listening, speaking, reading, and writing.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-

<i>CLO-1</i>	Critically analyze fundamental concepts, terminology and theoretical perspectives pertinent to curriculum development and language assessment in language education.
<i>CLO-2</i>	Evaluate and distinguish between syllabus and curriculum and between assessment and testing.
<i>CLO-3</i>	Employ frameworks like the ABCD model and Bloom's taxonomy to formulate instructional objectives and learning outcomes.
<i>CLO-4</i>	Conduct a learner needs analysis and analyze how the results influence curriculum design and assessment choices.
<i>CLO-5</i>	Assess the quality of language tests in terms of reliability, validity, practicality, and washback effects.

CLO-6	Develop a curriculum focused on the learner and create suitable assessments for listening, speaking, reading, and writing skills.			
Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
CLO1	2	2	2	
CLO2	3	2	2	1
CLO3	2	3	2	2
CLO4	2	2	3	2
CLO5	3	3	2	3
CLO6	2	2	3	3

Correlation: 1—Low; 2—Significant; 3—High

CONTENTS:

Curriculum Development:

1. Syllabus and Curriculum
2. Learner needs and needs analysis
3. Goals, objectives and learning outcomes: The ABCD model and Bollom's taxonomy
4. Learner-centered curriculum development

Testing and Assessment:

1. Evaluation, assessment and testing
2. Types and purposes of tests
3. Qualities of a good test
4. Washback, impacts and consequences
5. Test administration and test construction
6. Test formats: Strengths and limitations
7. Testing listening, speaking, reading and writing

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article	Written test

	review, Critical writing task	
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written test
<i>CLO-5</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test
<i>CLO-6</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written test

Learning Materials	
Required Readings	Hughes, A. (1989). <i>Testing for Language Teachers</i>. Cambridge University Press, Cambridge, UK. Richards, J. C. (2001). <i>Curriculum Development in Language Teaching</i>. Cambridge University Press.
Recommended Readings	Brown, J. D. (1995). <i>The Elements of Language Curriculum: A Systematic Approach to Program Development</i>. Heinle & Heinle, Boston. Brown, H. D., & Abeywickrama, P. (2019). <i>Language Assessment: Principles and Classroom Practices</i> (3rd ed.). Pearson. Brady, L., & Kennedy, K. (2010). <i>Curriculum Construction</i> (5th ed.). Pearson. Tyler, R. W. (1949). <i>Basic Principles of Curriculum and Instruction</i>. University of Chicago Press.

Assessment Strategies: SA		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding		
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20

Course Code: ENG-6213
Course Title: Understanding Socio-Psycholinguistics for Language Teaching

Course Type: Elective	ISCED Code: 0231-6213	Prerequisite: None	Semester: PhD 2nd
Credit: 3	Contact Hrs.: 3/week	Exam Hrs.: 03	Full Marks: 100
			SA: 100

Rationale of the Course

The course *Understanding Socio-Psycholinguistics for Language Teaching* explores how social and psychological factors shape language use, acquisition, and pedagogy. At the higher education level, it equips students with critical insights into how identity, culture, motivation, attitudes, and cognitive processes influence language learning and teaching. By bridging sociolinguistics and psycholinguistics, the course helps future educators understand learners' linguistic behaviours within diverse social contexts and psychological frameworks. It emphasizes the role of interaction, variation, and affective factors in shaping language development, enabling students to design inclusive, effective, and context-sensitive teaching strategies that respond to learners' needs in multilingual, multicultural classrooms.

Course Objectives: The objectives of the course are-

- To develop an understanding of how social variables (culture, identity, class, gender, community) influence language use and learning.
- To examine key psychological factors (motivation, attitude, anxiety, cognition, memory) that affect language acquisition and teaching outcomes.
- To integrate sociolinguistic and psycholinguistic perspectives for analyzing language learning behaviors in diverse contexts.
- To apply socio-psycholinguistic knowledge in designing effective, inclusive, and context-sensitive language teaching strategies.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-

<i>CLO-1</i>	Critically examine how factors such as culture, identity, class, gender, and community shape linguistic behavior and learner engagement in diverse educational settings.
<i>CLO-2</i>	Identify and assess key psychological constructs—motivation, attitude, anxiety, cognition, and memory—and explain their implications for language learning outcomes and instructional design.
<i>CLO-3</i>	Synthesize sociolinguistic and psycholinguistic theories to interpret learner behavior across varied sociocultural and cognitive contexts.
<i>CLO-4</i>	Design context-sensitive, culturally responsive, and psychologically inclusive language teaching strategies informed by socio-psycholinguistic insights

Mapping of CLOs to PLOs				
PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
CLO-1	3	2	1	1
CLO-2	3	2	1	1
CLO-3	3	2	1	1
CLO-4	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

Course Content:

Module 1: Foundations of Socio-Psycholinguistics

Defining socio-psycholinguistics: scope and relevance to language teaching

Relationship between sociolinguistics, psycholinguistics, and applied linguistics

Language as social practice and cognitive process

Module 2: Social Variables in Language Learning

Culture and language: cultural schemas, intercultural communication

Identity and language: learner identity, teacher identity, multilingual identities

Class, gender, and community influences on language use

Language variation and social stratification

Module 3: Psychological Dimensions of Language Acquisition

Motivation theories (integrative vs. instrumental motivation)

Attitudes toward language learning and their pedagogical implications

Anxiety and affective filters in second language acquisition

Cognitive processes: attention, memory, and information processing in language learning

Module 4: Bridging Sociolinguistics and Psycholinguistics

Interactionist perspectives: negotiation of meaning, scaffolding, and input/output

Sociocultural theory (Vygotsky) and its psycholinguistic implications

Language variation and learner cognition

Critical perspectives: power, ideology, and learner agency

Module 5: Language Learning in Multilingual and Multicultural Contexts

Multilingualism and translanguaging practices

Classroom interaction in multicultural settings

Inclusive pedagogy for diverse learners

Case studies of language teaching in global contexts

Module 6: Designing Context-Sensitive Language Teaching Strategies

Principles of culturally responsive pedagogy

Psychological inclusivity in instructional design

Integrating socio-psycholinguistic insights into curriculum planning

Assessment practices sensitive to social and psychological diversity

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
<i>CLO-1</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper
<i>CLO-2</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper

<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written tests, Presentation/ Demonstration/ Term paper (**Demonstration/ case study on contemporary gender issue/s or case/s of global or local concern)

Learning Materials	
Required Readings	Duff, P. A. (2020). Language socialization in multilingual societies. Cambridge University Press. Holmes, J., & Meyerhoff, M. (Eds.). (2022). The handbook of language, gender, and sexuality (2nd ed.). Wiley-Blackwell. Jiang, X., & Ashraf, M. A. (2025). Interdisciplinary themes of sociolinguistic studies: Language learning, technology, and identity in the age of AI and globalization. Routledge. Mercer, S., & Ryan, S. (Eds.). (2020–present). Psychology of language learning and teaching [Book series]. Routledge. Jiang, X. (Ed.). (2024). Psycholinguistics: New advances and real-world applications. Springer.
Recommended Readings	Dewaele, J.-M. (2022). Bilingualism and emotions. Cambridge University Press. King, K. A., Lai, C., & May, S. (Eds.). (2021). Research methods in language and education (3rd ed.). Springer.

Assessment Strategies: SA 100 Marks		
Levels of Learning	Description	Marks (100)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	30
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	30
Creating	Compose, assemble, propose	20