

MA 1st Semester

Course Code: ENG-5101
Course Title: Applied Research in Literature and Cultural Studies

Course Type: Elective	ISCED Codes: 0232-5101	Prerequisite: None	Semester: MA 1st
Credit: 4	Contact Hrs.: 04/Week	Exam Hrs.: N/A	Full Marks: 100
			CA/SA: 40/60

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Profile of the Course

The Applied Research in Literature and Cultural Studies course for MA students is carefully structured to equip students with both the theoretical frameworks and practical research skills needed to navigate the complexities of literature and culture in a rapidly changing world. The course content is designed to not only provide deep theoretical knowledge but also offer hands-on experiences that bridge the gap between academic study and real-world applications, fostering critical thinking, interdisciplinary collaboration, and ethical research practices.

Course Objectives: The objectives of the course are to -
<ul style="list-style-type: none"> • Equip the students with the ability to apply qualitative and quantitative research methods to design and analyse literature and cultural studies projects. • Enable students to critically apply key literary and cultural theories to analyze texts and cultural artifacts in meaningful ways. • Teach students to navigate ethical considerations in research, particularly when working with sensitive cultural topics and marginalized communities. • Encourage students to integrate interdisciplinary perspectives, enhancing their ability to address complex cultural and literary issues. • 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>	Select research topic, formulate research questions and/or objective/s, develop hypotheses, and evaluate and synthesize current research related to the topic;
<i>CLO-2</i>	Select appropriate methods to analyse diversified texts from the broader spectrum of literature, media, digital platforms, and beyond;
<i>CLO-3</i>	Apply interdisciplinary theories and approaches to examine complex social, political, and cultural issues through the lens of literature and cultural studies;
<i>CLO-4</i>	Conduct ethically responsible research that reflects cultural sensitivity and adheres to established academic and professional standards;
<i>CLO-5</i>	Effectively present research findings in written, oral, and digital formats tailored to academic audiences.

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

<i>CLO-1</i>	3	2	3	1
<i>CLO-2</i>	3	2	2	1
<i>CLO-3</i>	3	2	3	2
<i>CLO-4</i>	3	2	3	1
<i>CLO-5</i>	3	2	3	2

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

Course Content
<p>Section A: Pre-Writing Research plan, topic selection, Collection of primary and secondary sources from different resources, Reading literature and taking notes, Documentation, Introduction to basic theories, approaches, and methods</p> <p>Section B: During Writing Formulating research questions, and/or objective/s, Developing hypotheses, Reviewing literature, Developing theoretical frameworks, Survey and questionnaire Design, Case study method, Qualitative interviews and Focus group discussion, Writing introduction and the first draft of research proposals and research papers</p> <p>Section C: Post-Writing Revising and rewriting, Plagiarism checking and ethical issues, Presenting research proposal/paper, Formatting the final draft, Formatting for publications</p>

Course plan specifying contact hrs., teaching-learning strategies, mapped with CLOs		
Week (14 th weeks)	Topic	Corresponding CLOs
1 st -3 th	Introducing the basics of research methodologies, i.e., theories, approaches, research areas i.e., literary, cultural, digital, media texts	1, 2, 3, 4 & 5
4 th -5 th	<p>Section A: Pre-Writing Activities Planning, Writing on a prescribed topic and Devising one's own topic, Selecting primary and secondary texts, Collecting resources from reference works, online sources/platforms, electronic and printing media, libraries and supervisor/s, Reading literature and taking notes, Documentation</p>	1 & 2
6 th -11 th	<p>Section B: During Writing Activities Formulating research questions, and/or objective/s, Developing hypotheses, Reviewing literature, Developing theoretical frameworks, Survey and questionnaire Design, Case study method, Qualitative interviews and Focus group discussion, Writing introduction and the first draft of research proposals and research papers</p>	1, 2, 3, 4 & 5

12 th -14 th	Section C: Post-Writing Activities Revising and rewriting, Plagiarism checking and ethical issues, Presenting research proposal/paper, Formatting the final draft, Learning how to reshape it for publication	1, 2, 3, 4, & 5
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Learning Materials

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

	K Nayar, Pramod. Comtemporay Literary and Cultural Theory. India: Pearson, 2010. Print.
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Assessment Strategies: CA 40 Marks

[This course, Applied Research in Literature and Cultural Studies, will solely focus on developing and applying research skills in MA students. The students have already vigorously studied a course on research methods in their BA (Hons.). During this course, they will attend lectures and regular sessions with course teacher. The course teacher will guide each of them to develop an individual research work. By the end of the course the students will submit a research project consists of 4000-5000 words. The course teacher and the second examiner will evaluate the final paper. The first Mid will be taken on applied research topics. After that, the students will submit individual research proposals (with background, problem statement, questions/ objectives, literature review, methodology) to the course teacher (considered as assignments). During the second Mid-week, they will submit the drafts of their research papers to the course teacher for feedback (considered as 2nd Mid. Then, they will present the papers to the course teacher by the closure of the class (considered as presentation). Incorporating the presentation feedback, they will submit the final papers to the exam committee before the semester exam starts.]

Levels of Learning	Mid-1 (10)	Assignment (5)	Mid-2 (Draft Submission -10)	Paper Presentation (10)	Attendance
Remembering					5
Understanding					
Applying	5	5	5	5	
Analysing			2.5		
Evaluating	5		2.5		
Creating				5	

Assessment Strategies: SA 60 Marks

Levels of Learning	Marks (60)
Remembering	
Understanding	
Applying	20
Analysing	5
Evaluating	15
Creating	20

Course Code: ENG-5102
Course Title: Applied Research in Applied Linguistics and ELT

Course Type: Elective	ISCED Code: 0231-5102	Prerequisite: None	Semester: MA 1st
Credit: 4	Contact Hrs.: 04/Week	Exam Hrs.: 03	Full Marks: 100
		CA/SA: 40/60	

Rationale of the Course

The field of Applied Linguistics and English Language Teaching (ELT) has grown substantially in recent years, driven by a global demand for effective language instruction and the need for evidence-based practices. This course, *Applied Research in Applied Linguistics and ELT*, serves as a critical component for graduate students and professionals within these fields, enabling them to engage in the systematic investigation and evaluation of language teaching methods, learning environments, and communicative practices.

Course Objectives: The objectives of the course are-	
•	To demonstrate a comprehensive understanding of key research paradigms, methodologies, and ethical considerations relevant to applied linguistics and English Language Teaching (ELT).
•	To critically evaluate research literature in applied linguistics and ELT, identifying gaps, strengths, and areas for future investigation.
•	To synthesise research findings to inform and improve language teaching practices, curriculum design, and assessment strategies in a variety of educational contexts.
•	To equip students with the skills and knowledge necessary for pursuing advanced research in applied linguistics and ELT, either in academic or professional settings.
•	To demonstrate the ability to adapt research approaches to diverse educational settings, including ESL/EFL classrooms, multilingual environments, and technology-enhanced language learning contexts.

Course Learning Outcomes: Upon the completion of the course, the students will be able to -	
<i>CLO-1</i>	Develop a clear and focused research question, choose an appropriate research design, and implement a research study using both qualitative and quantitative methods to investigate key issues in applied linguistics and English Language Teaching (ELT);
<i>CLO-2</i>	Analyse, evaluate, and synthesize current research in applied linguistics and ELT, identifying strengths, weaknesses, and trends, and understanding how existing research informs practice in language teaching;
<i>CLO-3</i>	Present research findings in a coherent and professional manner, using academic writing standards and oral presentation techniques suitable for diverse audiences in the fields of applied linguistics and ELT;
<i>CLO-4</i>	Translate research findings into practical applications, adapting teaching methodologies, curriculum designs, or assessment strategies based on empirical evidence to improve language teaching and learning outcomes;
<i>CLO-5</i>	Conduct research in a responsible, ethical manner, ensuring informed consent, confidentiality, and integrity in the collection, analysis, and reporting of data, particularly when working with language learners and vulnerable populations.

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

CLOs				
<i>CLO-1</i>	1	2	3	2
<i>CLO-2</i>	1	2	3	2
<i>CLO-3</i>	1	2	3	3
<i>CLO-4</i>	1	3	3	3
<i>CLO-5</i>	2	2	3	3

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

Course Contents
Research Questions and Hypotheses, Literature Review and Theoretical Frameworks, Data Collection Methods, Data Analysis, Survey and Questionnaire Design, Case Study Method, Qualitative Interviews and Focus Group Discussion, Plagiarism and Ethical Issues, Writing Research Proposals and Presenting Research, Evaluating Language Teaching Methods and Materials, Current Trends and Innovations, Summary and Problem Solving

Week (14th weeks)	Topic	Corresponding CLOs
1 st	Introduction to Research Methodology	1
2 nd	Types of research in Applied Linguistics and ELT	1
3 rd	Formulating Research Questions and Hypotheses	1
4 th	Literature Review and Theoretical Frameworks	2
5 th	Data Collection Methods in Linguistics and ELT	2
6 th	Data Analysis in Linguistics and ELT Research	3
7 th	Survey and Questionnaire Design	2
8 th	Case Study Method in Linguistics and ELT	2
9 th	Qualitative Interviews and Focus Group Discussion in ELT Research	2
10 th	Plagiarism and Ethical Issues in Linguistics and ELT Research	2

11 th	Writing research Proposals and Presenting Research	2 & 3
12 th	Evaluating Language Teaching Methods and Materials	2 & 3
13 th	Current Trends and Innovations in Linguistics and ELT Research	2 & 4
14 th	Summary and Problem Solving	3, 4, & 5

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
1 & 2	Lecture, Guided discussion, Group brainstorming	Evaluation of written proposal Evaluation of 1 st draft Presentation of the 2 nd draft Evaluation of the final paper (SA)
1, 2, 3, 4, & 5	Comprehensive lecture, Individual task assignment and feedback by course teacher	

Learning Materials	
Required Readings	<p>Brown, J. D., & Rodgers, T. S. (2002). <i>Doing Second Language Research: An Introduction to The Theory and Practice of Second Language Research for Graduate/Master's Students in TESOL and Applied Linguistics, And Others</i>. Oxford University Press.</p> <p>McDonough, J., & McDonough, S. (2014). <i>Research Methods for English Language Teachers</i>. Routledge.</p>
Recommended Readings	<p>Mirhosseini, S. A. (2018). Issues of Ideology in English Language Education Worldwide: An Overview. <i>Pedagogy, Culture & Society</i>, 26(1), 19-33.</p> <p>Paltridge, B., & Phakiti, A. (Eds.). (2015). <i>Research Methods in Applied Linguistics: A Practical Resource</i>. Bloomsbury Publishing.</p> <p>Punch, K. F., & Oancea, A. E. (2014). <i>Introduction to Research Methods in Education</i>.</p>

Assessment Strategies: CA 40 Marks	
	<p>[This course, <i>Applied Research in Applied Linguistics and ELT</i>, will solely focus on developing and applying research skills in MA students. The students have already vigorously studied a course on research methods in their BA (Hons.). During the course they will attend lectures and regular sessions with course teacher. The course teacher will guide each of them to develop an individual research work. By the end of the course the students will submit a research project consists of 4000-5000 words. The course teacher and the second examiner will evaluate the final paper. The first Mid will be taken on applied research topics. After that, the students will</p>

submit individual research proposals (with background, problem statement, questions/ objectives, literature review, methodology) to the course teacher (considered as assignments). During the second Mid-week, they will submit the drafts of their research papers to the course teacher for feedback (considered as 2nd Mid. Then, they will present the papers to the course teacher by the closure of the class (considered as presentation). Incorporating the presentation feedback, they will submit the final papers to the exam committee before the semester exam starts.]

Levels of Learning	Mid-1 (10)	Proposal Submission (5)	Mid-2 (Draft Submission -10)	Paper Presentation (10)	Attendance
Remembering					5
Understanding					
Applying	5	5	5	5	
Analysing			2.5		
Evaluating	5		2.5		
Creating				5	

Assessment Strategies: SA 60 Marks

Levels of Learning	Marks (60)
Remembering	
Understanding	
Applying	20
Analysing	5
Evaluating	15
Creating	20

Course Code: ENG-5103 Course Title: World Literature of the 21st Century
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Course Type: Core	ISCED Code: 0232-5103	Prerequisite: None	Semester: MA 1st
Credit: 4	Contact Hrs.: 4/week	Exam Hrs.: 03	Full Marks: 100
		CA/SA: 40/60	

Rationale of the Course

The 21st century is defined by shifting geopolitical landscapes and rapid advances in science and information technology. Academically, this era invites exploration of new philosophical and literary theories that respond to changes emerging in the late 20th and early 21st centuries. World Literature by non-English authors increasingly engages with themes of identity, globalization, transnationalism, and representation, while also reflecting post-9/11 political realities. This course will therefore examine contemporary literary texts to familiarize students with the latest trends in English-language literature.

Course Objectives: The objectives of the course are to-
<ul style="list-style-type: none"> ● Recognise and discuss major 21st-century authors writing in English; ● Engage with literary texts that address key global issues, i.e., globalisation, geopolitics, transnationality, technology and others of the contemporary world; ● Familiarise the students with the thematic and stylistic features of 21st-century literature; ● Develop students' capacity to interpret contemporary texts using current literary and cultural theories.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Identify major 21st-century authors and literary texts;
<i>CLO-2</i>	Explain how contemporary literature reflects global issues such as identity, transnationalism, and post-9/11 politics;
<i>CLO-3</i>	Analyse literary works using current literary and cultural theories;
<i>CLO-4</i>	Recognise key thematic and stylistic features of 21st-century writing in English;
<i>CLO-5</i>	Develop clear, well-supported critical arguments about contemporary literature in speech and writing.

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
<i>CLO-5</i>	3	2	1	1

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

	Course Content
Genres	Compulsory Reading
Theories	
	Postcolonialism
	Transnationalism
	Representation
Poem	
Short Stories	
	Haruki Murakami -- “The Elephant Vanishes”
	Jhumpa Lahiri -- “Unaccustomed Earth”
Novels	
	Monica Ali -- <i>Brick Lane</i>
	Zadie Smith <i>White Teeth</i>
	Abdulrazak Gurnah -- <i>Desertion</i>
	Mohsin Hamid -- <i>The Reluctant Fundamentalist</i>
	Aravind Adiga -- <i>The White Tiger</i>
	Han Kang-- <i>The Vegetarian</i>
	Diana Abu-Jaber — <i>Crescent</i>

Week (14 th weeks)	Topic	Corresponding CLOs
Week 1:	Class 1: Overview of the Course, Objectives, CLOs, and Assessment	1, 2, 3, 4, 5
Week 1:	Class 2: Introduction to 21st Century Literature; Key trends in literature post-9/11	1
Week 2:	Class 3: Introduction to Postcolonialism, Transnationalism, and Representation in literature	5, 6
Week 2:	Class 4: Study of the poem " <i>Post-9/11</i> " by Tracy K. Smith Discuss how post-9/11 world politics influence literature and identity	1, 2, 3, 4, 5
Week 3:	Class 5: Understanding multiculturalism and identity issues in 21st-century literature	
Week 3:	Class 6: Examine Jhumpa Lahiri's " <i>Unaccustomed Earth</i> " through the lens of identity and belonging	1, 2, 3, 4, 5
Week 4:	Class 7: Migration, Home, and Diaspora Beginnings (<i>Brick Lane</i> Chapter 1-8) <ul style="list-style-type: none"> • Monica Ali's background and novel's reception • History of Bangladeshi migration to the UK • "Home," "foreignness," and diasporic rupture • Theories of diaspora and displacement (Stuart Hall, Avtar Brah) 	1, 2, 3, 4, 5

Week 4:	<p>Class 8: Culture Shock, Domesticity, and Emergent Female Voice (<i>Brick Lane</i> Chapter 9-15)</p> <ul style="list-style-type: none"> • Culture shock and adaptation in London • Marriage, domestic confinement, immigrant roles • Nazneen vs Hasina: letters as counter-narratives • Growing agency and interior resistance 	2, 3, 4
Week 5:	<p>Class 9: Race, Religion & Identity Politics in Post-9/11 London (<i>Brick Lane</i> Chapter 16-31)</p> <ul style="list-style-type: none"> • Rising racial tensions, Islamophobia, surveillance • Karim, Chanu, and gendered experiences of racism • Radicalisation vs. resistance • Nazneen’s transformation and hybridity (Homi Bhabha) 	3, 4, 5
Week 5:	Class 10: Presentation	2
Week 6:	<p>Class 11 : Multiculturalism and Identity in Postcolonial Britain ((Part One: “Archie” — Chapters 1–6 of <i>White Teeth</i>)</p> <ul style="list-style-type: none"> • Archie & Clara’s marriage as symbolic of multicultural union • Legacy of colonialism and cultural collision • Satire and irony as tools to critique race and British nationalism 	1, 2
Week 6:	<p>Class 12 Religion, Tradition, and Moral Crisis (Part Two: “Samad” — Chapters 7–10)</p> <ul style="list-style-type: none"> • Samad’s obsession with ancestry (Mangal Pande) and purity <ul style="list-style-type: none"> • Religion, honour, and cultural expectations in diaspora life • Irie, Millat & Magid’s early rebellion, assimilation, and generational tension 	2, 3, 4
Week: 7	<p>Class 13: Fluid Nationalism, Beauty, and Hybridity (Part Three: “Irie” — Chapters 11–15)</p> <ul style="list-style-type: none"> • Irie’s search for identity and beauty; critique of Eurocentric norms • Millat’s attraction to fundamentalism vs Irie’s embrace of hybridity • “Fluid nationalism” — belonging to many cultural spaces simultaneously 	3, 4, 5
Week: 7	Class 14: Globalism, Science, and New Millennium Anxieties	

	(Part Four: “Magid, Millat & Marcus” — Chapters 16–20) <ul style="list-style-type: none"> • Chalfen / FutureMouse as symbols of scientific rationalism and control • Fundamentalism, secularism, and multicultural friction • 21st-century literary style: fragmentation, polyphony, satire 	CLO 2, 4, 5
Week 8:	Class 15: Presentation	
Week 8:	Class 16: Part I : <i>Desertion</i> <i>Introduction & Dislocation:</i> Gurnah’s historical context; colonial Zanzibar/East Africa; arrival of Martin Pearce; concept of “desertion”, physical and emotional exile.	1, 2
Week 9:	Class: 17 Part 2 : <i>Desertion</i> <i>Race & Representation:</i> Close reading of Martin–Rehana relationship; colonial desire, female representation, “white gaze”; introduce Said’s Orientalism & Bhabha’s Mimicry.	2, 3, 4
Week 9:	<i>Class 18: Part 3 : Desertion</i> <i>Identity & Diaspora:</i> Rashid’s move to England; racial discrimination, negotiation of self; extractive vs. transformative migration; Stuart Hall’s concept of identity as becoming.	3, 4
Week 10:	<i>Class 19 : Part 4 : Desertion</i> <i>Home, Memory & Re-representation: Rashid’s return; cyclical ending; what does “home” mean? Assessment of narrative framing and historiography; group presentations + mini-essay assignment.</i>	4, 5
Week 10:	Class 20: Chapters 1–4 (<i>The Reluctant Fundamentalist</i>) <i>Introduction to author, narrative style, and socio-political context of the novel.</i> <i>Post-9/11 world politics and identity construction.</i> <i>Framing narrative and unreliable narration.</i>	1, 2, 4
Week 11:	Class 21: Chapters 5–7 (<i>The Reluctant Fundamentalist</i>) Globalization, American imperialism, and economic power structures in the novel. Changez’s experiences at Princeton and Underwood Samson.	2, 3, 4
Week 11:	Class 22: Chapters 8–9 (<i>The Reluctant Fundamentalist</i>) Stylistic analysis: second-person address, dramatic monologue,	3, 4

	symbolism., Representation of nostalgia, love, and loss through Erica.	
Week 12:	Class 23: Chapters 10–12 (<i>The Reluctant Fundamentalist</i>) Critical perspectives: transnational identity, ‘reluctant’ fundamentalism, open endings.	3, 5
Week 12:	Class 24: <i>The White Tiger</i> India Rising: Globalization & the Rooster Coop ((First Night–Third Night: Letters 1–9) <ul style="list-style-type: none"> • Introduction to Aravind Adiga and his Booker Prize win • Globalized India and the socio-economic divide • Balram’s voice as unreliable narrator • The metaphor of the “Rooster Coop” 	1, 2, 4
Week 13:	Class 25: <i>The White Tiger</i> Servitude, Morality, and Aspirations (Fourth Night: Letter 10) <ul style="list-style-type: none"> • Master–servant dynamic (Balram and Ashok) • Corruption as pathway to mobility • Moral ambiguity and satire • Stylistic features: epistolary form and irony 	2, 3, 4
Week 13:	Class 26: <i>The White Tiger</i> Identity Transformation and Murder as Liberation (Fifth Night: Letter 11) <ul style="list-style-type: none"> • Identity rebirth: From Balram to entrepreneur • Violence as symbolic rupture of the Rooster Coop • Postcolonial critique of Indian neo-capitalism 	2, 3, 5
Week 14:	Class 27: <i>The White Tiger</i> Upward Mobility & the New Indian Self (Sixth Night: Letter 12 + Conclusion) <ul style="list-style-type: none"> • “White Tiger” myth and individual exceptionalism • Entrepreneurship vs. exploitation in modern India • Satire and critique of Westernised neoliberalism • Final debates: <i>Is Balram a hero or villain?</i> 	3, 4, 5
Week 14:	Class 28: Review and Wrap Up	

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies
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	Written tests, Presentation/ Demonstration/ Term paper
CLO-5	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Demonstration/ Term paper

Learning Materials	
Required Readings	<p>Adiga, Aravind. <i>The White Tiger.</i> 1974. Ali, Monica. <i>Brick Lane.</i> 1967. Gurnah, Abdul Razak. <i>Desertion.</i> 1948.</p> <hr/> <p>Hamid, Mohsin. <i>The Reluctant Fundamentalist.</i> 1971. Haruki. Murakami. "The Elephant Vanishes." 1949. Lahiri, Jhumpa. "Unaccustomed Earth." 1967. Smith, Tracy K. "Post-9/11." 1972.</p>

	Smith, Zadie. <i>White Teeth</i>. 1975.
Recommended Readings	Avtar Brah – <i>Cartographies of Diaspora</i> , Homi Bhabha – <i>The Location of Culture</i> (Hybridity, mimicry, unhomeliness), Stuart Hall – <i>Cultural Identity and Diaspora</i> Edward Said – <i>Reflections on Exile</i> , Paul Gilroy – <i>The Black Atlantic</i> (transnationalism, diaspora), Edward Said – <i>Culture and Imperialism</i> , Marianne Hirsch – Post-memory (to explore inter-generational silence), Gurnah’s Nobel Lecture (2021)

Assessment Strategies: CA 40 Marks						
Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall Factual Information, List, Locate					5
Understanding	Explain, Exemplify, Classify, Summarise, Infer, Match			2.5		
Applying	Demonstrate, Adapt, Construct, Use, Perform	2.5	5		5	
Analysing	Demonstrate, Adapt, Construct, Use, Perform	5	2.5	2.5		
Evaluating	Assess, Argue, Tell Why, Defend, Reject, Justify, Provide A Verdict	2.5	2.5		2.5	
Creating	Compose, assemble, propose				2.5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall Factual Information, List, Locate	
Understanding	Explain, Exemplify, Classify, Summarize, Infer, Match	
Applying	Demonstrate, Adapt, Construct, Use, Perform	10
Analysing	Compare, Differentiate, Group, Survey, Interpret, Critique	20
Evaluating	Assess, Argue, Tell Why, Defend, Reject, Justify, Provide A Verdict	20

Creating	Compose, Assemble, Propose	10
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Course Type: Core		ISCED Codes: 0232-5104	Prerequisite: None	Semester: MA 1st
Credit: 04	Contact Hrs.: 04/Week	Exam Hrs.: 03	Full Marks: 100	CA/SA: 40/60

Course Code: ENG-5104
Course Title: Comparative Literature

Rationale of the Course

This course focuses on the study of literature from different continents, cultures, nations, and genres, and explores relationships between literature and other forms of cultural expression found across the globe. It will help the students developing a critical understanding of the nature of literary aspects and meanings in terms of their spatial, cultural, political and representational context. The course is designed to provide opportunities of studying various themes, genres, authors and their texts with a comparative and multicultural dimension. It will also offer a scope of applying contemporary theoretical approaches to the study of literature with particular emphasis on texts translated in English.

Course Objectives: The objectives of the course are-

- To introduce the students with various literary traditions across cultures and boundaries from different parts of the world;
- To encourage the students to explore and appreciate literary texts with a complex, interdisciplinary and cultural approaches;
- To help the students observe the varieties cultural and thematic aspects treated across cultures and continents and
- To familiarise students with comparative dimensions and theoretical approaches appropriated in selected translated texts.

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

<i>CLO-1</i>	Assess the comparative dimension of critical literary approaches to the study of literature;
<i>CLO-2</i>	Evaluate the contemporary literary and cultural theories to be applied in various cultural, geographical and linguistic context;

CLO-3	Examine history, philosophy and politics involved in any act of translation;
CLO-4	Explain cultural differences and diversity in literature along with the approaches of critical literary theories like Postcolonialism, Feminism (First World/Third World), Marxism and Psychoanalysis.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)				
PLOs \ CLOs	PLO-1	PLO-2	PLO-3	PLO-4
CLO-1	3	2	1	1
CLO-2	3	3	1	1
CLO-3	3	3	1	1
CLO-4	3	2	1	1

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

Course Contents
<p>Literary Theories/ Approaches</p> <ul style="list-style-type: none"> • Basics: Comparison in Comparative Literature • Comparative Theories: Influence/Reception, Variations, Deviation, Interliterariness • Translation Studies • Transculturation • Intertextuality • Literary Canon • Cross-Cultural Theories • Colonial and Postcolonial Discourses • Decoloniality <p>Poems Walt Whitman's <i>Song of Myself</i> (selection) Rabindranath Tagore's <i>Gitanjal</i> (selections) Kazi Nazrul Islam's "Women" and "The Rebel" Jibanananda Das' "Banalata Sen" Wole Soyinka's "Telephone Conversation"</p> <p>Short Stories Leo Tolstoy -- "The Death of Ivan Ilyich" Lal Behari Day (ed.) -- "Life's Secret" and "The Bald Wife" Gabriel Garcia Marquez -- "Chronicle of a Death Foretold" Ngũgĩ wa Thiong'o -- "Minutes of Glory"</p> <p>Novels Rabindranath Tagore – <i>Gora</i> Mahasweta Devi—<i>Chotti Munda and His Arrow</i> Chinua Achebe--- <i>Arrow of God</i> Orhan Pamuk--- <i>Snow</i></p>

Mapping CLOs with Teaching-Learning and Assessment Strategies			
			ing
(14 weeks)	Teaching-Learning Strategies	Assessment Strategies (CA + SA)	CLOS
1 st	Introduction to Comparative Literature		1
1, 2, 3, 4, 5	<ul style="list-style-type: none"> Course Overview and Expectations Lectures: Group discussion, Interaction Discussing literary features of different continents Group/pair work, Task completion, Assignment Presentation/ Demonstration/ 	<ul style="list-style-type: none"> Written tests, Class test/ sudden test, Assignment Presentation/ Demonstration/ 	1, 2, 3, 4
2 nd	Literary Theories/ Approaches <ul style="list-style-type: none"> Basics: Comparison in Comparative Literature Demonstration, Collecting journals and digital contents Comparative Theories: Influence/Reception, Variations, Deviation, 	<ul style="list-style-type: none"> Term paper Literature 	1, 2, 3, 4
	<ul style="list-style-type: none"> Interliterariness Translation Studies Transculturation Intertextuality Literary Canon Cross-Cultural Theories Colonial and Postcolonial Discourses Decoloniality 		
3 rd — 5 th	<i>Song of Myself</i> (selection); “Telephone Conversation”; <i>Gitanjali</i> (Selections); “Banalata Sen”; “Women”; “The Rebel” <ul style="list-style-type: none"> Historical and Cultural context Multicultural dimensions of cross-cultural stories, Themes, motifs, symbols 		1, 2, 3, 4
6 th — 8 th	“Minutes of Glory”; “Life’s Secret”; “The Bald Wife”; “The Death of Ivan Ilyich”; “Chronicle of a Death Foretold” <ul style="list-style-type: none"> Historical and Cultural Context Themes, motifs, symbols Comparative diversity in language and literary features 		1, 2, 3, 4
9 th — 13 th	<i>Gora</i>; <i>Snow</i>; <i>Chotti Munda and His Arrow</i>; <i>Arrow of God</i> <ul style="list-style-type: none"> Historical and Cultural Context Language and Stylistic Features Novels of different cultural context 		1, 2, 3, 4
14 th	General Discussion <ul style="list-style-type: none"> Comparative and Critical Perspective 		1, 2, 3, 4

Learning Materials	
Required Readings	<p>Das, Jibanananda. <i>Banalata Sen</i>. Translated by Clinton B. Seely, University of California Press, 1990.</p> <p>García Márquez, Gabriel. <i>Chronicle of a Death Foretold</i>. Translated by Gregory Rabassa, Vintage International, 2003.</p> <p>Grimm, Jacob, et al. <i>Grimm's Fairy Tales</i>. New York, Union Square Kids, 2022.</p> <p>Nazrul Islam, Kazi. <i>Selected Poems of Kazi Nazrul Islam</i>, Translated by Kabir Chowdhury, Nazrul Institute, 1999.</p> <p>Ngũgĩ wa Thiong'o. "Minutes of Glory." <i>Secret Lives and Other Stories</i>, Heinemann, 1976, pp. 70–83.</p> <p>Pamuk, Orhan <i>Snow</i>. New York, Alfred A. Knopf, 2011.</p> <p>Soyinka, Wole. "Telephone Conversation." <i>Modern Poetry from Africa</i>, edited by Gerald Moore and Ulli Beier, Penguin Books, 1963, pp. 230–231.</p> <p>Tagore, Rabindranath, <i>Gora</i>, St. Martin's Street, London, 1949.</p> <p>Tagore, Rabindranath, <i>Gitanjali (Song Offerings)</i> New York, 1915.</p> <p>Tolstoy, Leo. <i>The Death of Ivan Ilych</i>. Vintage Classics, 2009.</p> <p>Whitman, Walt. <i>A Passage to India</i>. 1871. <i>Leaves of Grass</i>, Modern Library, 2005, pp. 493–504.</p>
Recommended Readings	
	<p>Aldridge, A. Owen, editor. <i>Comparative Literature: Matter and Method</i>. University of Illinois Press, 1964.</p> <p>Baker, Chris. <i>Orhan Pamuk's Snow: A Critical Introduction</i>. Palgrave Macmillan, 2013.</p> <p>Bassnett, Susan. <i>Comparative Literature: A Critical Introduction</i>. Blackwell, 1998.</p> <p>Brandt-Corstius, Jan. <i>Introduction to the Comparative Study of Literature</i>. Random House, 1968.</p>

Chaudhuri, Supriya. "The Nation and Its Fictions: History and Allegory in Tagore's *Gora*." *South Asia: Journal of South Asian Studies*, vol. 35, no. 1, 2012, pp. 97–117.

Christian, R. F. *Tolstoy: A Critical Introduction*. Cambridge University Press, 1969.

Day, Lal Behari. *Folktales of Bengal*. Subarnarekha, 1999.

Gikandi, Simon. *Ngũgĩ wa Thiong'o*. Cambridge University Press, 2000.

Khan, Muhammad Abu Tayyub. *Qazi Nazrul Islam for Women's Emancipation*. Research Gate, 2020.

Koelb, Clayton and Noakes, Susan, editors. *The Comparative Perspectives on Literature: Approaches to Theory and Practice*. Cornell University Press, 1988.

Pelayo, Ruben. *Gabriel Garcia Marquez: A Critical Companion*. Greenwood Press, 2001.

Stallknecht, N.P.(ed.). *Comparative Literature: Method and Perspective*. Southern Illinois University Press, 1961.

Zepetnek, Steven Totsky de. *Comparative Literature: Theory, Method, Application*, Rodopi, 1998.

Assessment Strategies: CA 40 Marks						
Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/ Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarize, infer, match	5				
Applying	Demonstrate, adapt, construct, use, perform	5	2		5	
Analysing	Demonstrate, adapt, construct, use, perform		3			
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict		5	5		
Creating	Compose, assemble, propose				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering		

Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10

Course Type: Core	ISCED Code: 0288-5105	Prerequisite: None	Semester: MA 1st
Credit: 4	Contact Hrs.: 4/week	Exam Hrs.: 03	Full Marks: 100
			CA/SA: 40/60
Analysing	Compare, differentiate, group, survey, interpret, critique		20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict		20
Creating	Compose, assemble, propose		10

Course Code: ENG-5105
Course Title: Literature and Gender Studies

Rationale of the Course

Since gender is a vital axe 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
<p style="text-align: center;">Critical Works</p> <p>Virginia Woolf -- “Shakespeare’s Sister,” “Professions for Women” 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” Sean Nixon -- “Exhibiting Masculinity” Donna J. Haraway -- “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century” Nayanika Mookherjee- <i>The Spectral Wound</i> (selection)</p> <p style="text-align: center;">Creative Works</p> <p>1. Poems</p> <p>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,”</p>

<p>“Penelope”)</p> <p>2. Short Stories</p> <p>Doris Lessing -- “To Room Nineteen”</p> <p>Mahasweta Devi -- “Draupadi”</p> <p>Purabi Basu -- “Radha Will Not Cook Today”</p> <p>3. Novels</p> <p>Frantz Kafka – <i>Metamorphosis</i></p> <p>Shaheen Akhtar -- <i>Taalash</i></p> <p>4. Film</p> <p>Rubaiyat Hossain (Dir.) – <i>Under Construction</i> (2016)</p> <p>N.B.: Concepts incorporated in the “Critical Works” section will be applied to read the creative works.</p>

14 th weeks: 28 Classes/Discussion (2.00 hrs.)	Topic	Corresponding CLOs
Lect/Dis 1-10	Critical Works	1, 2
	<ul style="list-style-type: none"> • “Shakespeare’s Sister” & “Professions for Women” -- Reading and discussion • “Preface” to <i>In Search of Our Mothers’ Gardens</i> • Task -- Reading and discussion • “When We Dead Awaken: Writing as Re-Vision” • Task -- Reading and discussion • “The Subject of Sex/Gender Desire” • Task -- Reading and discussion • “Masculinities and Globalization” • Task -- Reading and discussion • “Exhibiting Masculinity” • Task --Reading and Discussion • “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century” • Task -- Reading and discussion • <i>The Spectral Wound</i> (selection) -- Reading and discussion 	

Lect/Dis 11-15	<p style="text-align: center;">Creative Works</p> <p style="text-align: center;">Poems</p> <ul style="list-style-type: none"> • “Still I Rise” • Task --Close reading, discussion and reflection from womanist perspective • “The Stranger,” “Diving into the Wreck” • Task --Reading and reflection 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 (Writing as a woman) 	1, 2, 3
Lect/Dis 16-22	<p style="text-align: center;">Short Stories</p> <ul style="list-style-type: none"> • “To Room Nineteen” • Task --Reading and discussion from the perspectives of second wave feminism • “Draupadi” • Task --Reading and discussion through Marxist-Feminist theory and new body criticism • “Radha Will Not Cook Today” • Task --Reading and discussion through Postcolonial feminist/ :Third-World” feminist theory 	1, 2, 3, 4
Lect/Dis 23-28	<p style="text-align: center;">Novels</p> <ul style="list-style-type: none"> • <i>Metamorphosis</i> • Task --Reading and discussion through the concepts of masculinity studies • <i>Taalash</i> • Task --Reading and discussion through feminism, trauma and war 	1, 2, 3, 4

	narratives -- Reading and discussion through psychoanalytic and trauma theory <p style="text-align: center;">Film</p> <ul style="list-style-type: none"> • <i>Under Construction</i> • Task --Reading by feminist film theory	
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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	Akhtar, Shaheen. <i>The Search</i> . Trans. Ella Dutta. New Delhi: Zubaan, 2011. Angelou, Maya. "I Know Why the Caged Bird Sings." https://www.scribd.com/document/540622376/I-Know-Why-the-Caged-Bird-Sings ---. "Still I Rise." https://www.poetryfoundation.org/poems/46446/still-i-rise Bronte, Emily. <i>Wuthering Heights</i> . Penguin, 1961. Basu, Purabi. "Radha Will Not Cook Today." Translated by Niaz Jaman and Ahmed Shafi.

- Butler, Judith. "The Subject of Sex/Gender Desire." *Gender Trouble: Feminism and Subversion of Identity*. Routledge, 1999.
<https://designandtheory.wordpress.com/wp-content/uploads/2017/01/butler-sex-gender-desire.pdf>
- Connell, Robert W. "Masculinities and Globalization." *Men and Masculinities* 1.1 (1998): 3-23.
- Duffy, Carol Ann. *The World's Wife*. Picador (Pan Macmillan), 1999. McEwan, Ian. *Atonement*. Vintage Books, 2001.
<https://genius.com/albums/Carol-ann-duffy/The-worlds-wife>
- Gelpy, Barbara Charlesworth and Albert Gelpy, editors. *A Norton Critical Edition: Adrienne Rich's Poetry and Prose*. W. W. Norton & Company, 1996.
- Hossain, Rubaiyat. *Under Construction*.
- Kafka, Franz. *Metamorphosis*.
- Lessing, Doris. "To Room Nineteen."
<https://www.antalyakultursanat.org.tr/wp-content/uploads/2019/05/The-Room-Nineteen.pdf>
- Haraway, Donna. "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century." *The Transgender Studies Reader*. Routledge, 2013. 103-118.
<https://www.sfu.ca/~decaste/OISE/page2/files/HarawayCyborg.pdf>
- Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Media and cultural studies: Keywords* (2006): 342-352.
<https://www.amherst.edu/system/files/media/1021/Laura%20Mulvey%20Visual%20Pleasure.pdf>
- Hall, Stuart, Sean Nixon, and Jessica Evans. "Exhibiting Masculinity." *Representation: Cultural Representations and Signifying Practices*. SAGE Publications Ltd, 2025. 251-300.
<https://eclass.aueb.gr/modules/document/file.php/OIK260/S.Hall%20The%20work%20of%20Representation.pdf>
- Parthasarathy, Raja. *Twentieth Century Indian Poetry*. 2007.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg. University of Illinois Press, 1988.
<https://voidnetwork.gr/wp-content/uploads/2016/09/Can-the-subaltern-speak-by-Gayatri-Spivak.pdf>
- . "' Draupadi" by Mahasveta Devi." *Critical Inquiry* 8.2 (1981): 381-402.
https://warwick.ac.uk/fac/arts/english/currentstudents/postgraduate/masters/modules/femlit/gayatri_spivak_-_draupadi_by_mahasveta_devi.pdf
- Walker, Alice. "Preface." *In Search of Our Mothers' Gardens: Womanist Prose*. Phoenix, 2005.
- Woolf, Virginia. Virginia. *A Room of One's Own: Virginia Woolf*. Lebooks Editora, 2024.
[http://seas3.elte.hu/coursematerial/PikliNatalia/Virginia Woolf - A Room of Ones Own.pdf](http://seas3.elte.hu/coursematerial/PikliNatalia/Virginia%20Woolf%20-%20A%20Room%20of%20Ones%20Own.pdf)
- . "Professions for women." *The Death of the Moth And Other Essays* (1942):

	<p>235-242.</p> <p>https://eblbritishliterature.weebly.com/uploads/2/1/4/3/21438120/woolf_professions_for_women.pdf</p>
Recommended Readings	<p>Assiter, Alison.. <i>Enlightened Women: Modernist Feminism in a Postmodern Age</i>. Routledge, 1996.</p> <p>Barrett, Frank J and Stephen M Whitehead. (Eds.) <i>The Masculinities Reader</i>. Blackwell, 2001.</p> <p>Bordo, Susan. <i>Unbearable Weight: Feminism, Western Culture, and the Body</i>. University of California Press, 2003.</p> <p>Brooker, Peter. <i>A Concise Glossary of Cultural Theory</i>. Oxford UP, 1999.</p> <p>Cornwall, Andrea et al. <i>Gender Myths and Feminist Fables: The Struggle for Interpretive Power in Gender and Development</i>.</p> <p>Cahill, Susan (ed.). <i>Women & Fiction: Short Stories By and About Women</i>. Signet, 2002.</p> <p>Diaz-Diocaretz, Myriam. <i>The Transforming Power of Language: The Poetry of Adrienne Rich</i>. Hes & De Graff Pub B V, 1984.</p> <p>Feigel, Lara. <i>Free Woman: Life, Liberation, and Doris Lessing</i>. Bloomsbury, 2018.</p> <p>Foucault, Michel. <i>The History of Sexuality: An Introduction</i>. Vintage, 1978.</p> <p>Gilbert, Sandra M and Susan Gubar. <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination</i>. New Haven and London: Yale University Press, 1979.</p> <p>Guha, Ranajit. <i>A Subaltern Studies Reader</i>. University of Minnesota Press, 1997.</p> <p>Lazar, Michelle M.. <i>Feminist Critical Discourse Analysis: Gender, Power and Ideology in Discourse</i></p> <p>Moi, Toril. <i>Sexual/Textual Politics: Feminist Literary Theory</i>. Methuen, 1985.</p> <p>North, Janice et al . <i>Premodern Rulers and Postmodern Viewers : Gender, Sex, and Power in Popular Culture</i>.</p> <p>Ruthven, K. K. <i>Feminist Literary Studies: An Introduction</i>. Cambridge University Press, 1991.</p> <p>Stoller, Robert. <i>Sex and Gender: On the Development of Masculinity and Femininity</i>. Hogarth Press, 1968.</p>

Assessment Strategies: CA 40 Marks

Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarise, infer, match					
Applying	Demonstrate, adapt, construct, use, perform	5			2.5	
Analysing	Demonstrate, adapt, construct, use, perform	5	5	5		
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict		5		2.5	
Creating	Compose, assemble, propose				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Course Code: ENG-5106 Course Title: English Education and Sustainable Development
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Rationale of the Course

In today’s globalised world, the challenges of sustainability—environmental, social, and economic—are central to conversations in policy, business, and education. With the increasing urgency of addressing climate change, inequality, and the depletion of natural resources, individuals and organisations worldwide are recognising the importance of sustainable development. English, being the global lingua franca, plays a crucial role in shaping conversations and solutions around these pressing issues. *English Education and Sustainable Development* is a course designed to bridge the gap between language proficiency and the specific skills necessary for understanding and communicating sustainable development goals (SDGs). The course is intended for individuals who seek to integrate sustainable practices into their professional and academic fields while enhancing their ability to engage in international dialogue on sustainability. As sustainability becomes an increasingly important field, professionals in all sectors—business, education, government, and NGOs—need to be proficient in discussing and advocating for sustainable development practices. The *English Education and Sustainable Development* course aims to achieve the objectives by combining language learning with a focus on practical sustainability knowledge, ensuring students are prepared to contribute meaningfully to global efforts toward achieving the SDGs.

Course Objectives: The objectives of the course are-	
•	To equip students with the language skills required to engage effectively in achieving sustainable development goals;
•	To deepen the understanding of sustainable development concepts, frameworks, and policies, particularly the United Nations' SDGs;
•	To develop students’ abilities to critically analyse and communicate complex sustainability issues in a variety of professional and social contexts;
•	To sensitise materials developers about how to include SDG related contents in English curriculum;
•	To explore domains of research aligning English education with the issues of SDGs.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Effectively communicate complex sustainability concepts in both written and spoken English;
<i>CLO-2</i>	Demonstrate the ability to critically analyse global sustainability challenges, such as climate change, poverty, and inequality, and discuss potential solutions in English, drawing upon case studies, research, and current events;
<i>CLO-3</i>	Write reflective essays on sustainability reports, policy briefs, and proposals in English, synthesising information and presenting arguments clearly and persuasively for diverse audiences;
<i>CLO-4</i>	Develop English course materials aligning the SDGs

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

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

Course Contents
i. Conceptualisation of terms i.e., ELE, SDGs, 4IR, Development and Degrowth etc.
ii. Critical Understanding of SDGs and Development
iii. ELE and Human Capital, Economic, Social, Cultural and Environmental Development

Week (14 th weeks)	Topic	Corresponding CLOs
1 st	Conceptualization of terms i.e., ELE, SDGs, 4IR, development and degrowth etc.	1 & 4
2 nd	Critical understanding of SDGs and development	2, 3, & 4
3 rd	ELE and human capital, economic, social, cultural and environmental development	2 & 3
4 th	Human capital development	3
5 th	Socio-economic development	3
6 th	Climate change	3
7 th	Water resources and sustainable management	1, 2, & 4

8 th	Urbanisation and sustainable cities	1, 2, & 4
9 th	Sustainable agriculture and food security	1, 2, & 4
10 th	Renewable energy and green technology	1, 2, & 4
11 th – 12 th	Developing English course materials aligning the SDGs	1, 2, & 4
13 th	Identifying researchable topics in English Education and SDGs	1, 2, & 4
14 th	Summary and problem solving	1, 2, 3, & 4

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
1, 2, 3, & 4	Classroom demonstration, discussion, pair and group, project work	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper

Learning Materials	
Required Readings	<p>Adams, K., & Nakano, S. (2024). Connecting Student Interest and Motivation in English to the Sustainable Development Goals. <i>IAFOR Journal of Education</i>, 12(1), 243-262.</p> <p>Bekteshi, E., & Khaferi, B. (2020). Learning about sustainable development goals through English language teaching. <i>Research in Social Sciences and Technology</i>, 5(3), 78-94.</p> <p>Buck, R. H., Abu-Hassan, J., & Al Darwish, S. (2024). Implementing SDGs in the English language classroom. <i>Open Scholarship of Teaching and Learning</i>, 3(1).</p> <p>Cordova, M. (2024, February). Integrating Sustainable Development Goals In English Language and Literature Teaching. In <i>Frontiers in Education</i> (Vol. 9, P. 1330034). Frontiers Media SA.</p> <p>Yu, B., Guo, W. Y., & Fu, H. (2024). Sustainability In English Language Teaching: Strategies for Empowering Students to Achieve the Sustainable Development Goals. <i>Sustainability</i>, 16(8), 3325.</p>
Recommended	Al Amin, M., & Greenwood, J. (2018). The UN Sustainable Development Goals

Readings	<p>and Teacher Development for Effective English Teaching in Bangladesh: A Gap That Needs Bridging. <i>Journal of Teacher Education for Sustainability</i>, 20(2), 118-138.</p> <p>Maley, A., & Peachey, N. (2017). Integrating Global Issues in the Creative English Language Classroom: With Reference to The United Nations Sustainable Development Goals.</p> <p>Mambu, J. E. (2023). Embedding Sustainable Development Goals into Critical English Language Teaching and Learning. <i>Critical Inquiry in Language Studies</i>, 20(1), 46-76.</p>
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Assessment Strategies: CA 40 Marks						
Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarize, infer, match					
Applying	Demonstrate, adapt, construct, use, perform		5	2.5	2.5	
Analysing	Demonstrate, adapt, construct, use, perform	5		2.5	2.5	
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	5			2.5	
Creating	Compose, assemble, propose		5		2.5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

MA 2nd Semester

Course Code: 0232-5201
Course Title: Modern Bangla Literature

Course Type: GED	ISCED Code: 0232-5201	Prerequisite: None	Semester: MA 2nd
Credit: 4	Contact Hrs.: 4/week	Exam Hrs.: 03	Full Marks: 100
			CA/SA: 40/60

Rationale of the Course

Literatures across the world share some universal appeal and concerns, and navigating own literature is essential for understanding own self, creating identity, and representing the nation to the world. Reading Bengali literature will help the students of Bangladesh enriching their national literature and glorify it in the vast spectrum of world literature. This course will introduce the students with some seminal works of Bengali literature and equip them with contemporary theories to comprehend, critique and promote int.

Course Objectives: The objectives of the course are-

- বাংলা সাহিত্যের গতিধারা ও তার তাত্ত্বিক গভীরতা অনুসন্ধান

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

CLO-1	Demonstrate knowledge on the modern tradition of Bengali literature;
CLO-2	Apply the modern theories to interpret selected texts;
CLO-3	Explore the themes of selective texts;
CLO-4	Explore the artistic features of selected texts.

Mapping of CLOs to PLOs

PLOs CLOs	PLO-1	PLO-2	PLO-3	PLO-4
CLO-1	2	2	1	2
CLO-2	2	2	1	2
CLO-3	2	2	1	2
CLO-4	2	2	1	2

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

Course Contents

ক. আধুনিকতা:	বনলতা সেন (জীবনানন্দ দাশ), উড়ট উটের পিঠে চলেছে স্বদেশ (শামসুর রাহমান), সোনালি কাবিন, কবিতা এমন (আল মাহমুদ)
খ. শ্রেণি-সংগ্রাম তত্ত্ব:	বিদ্রোহী কৈবর্ত (সত্যেন সেন)
গ. দ্বৈতাদ্বৈতবাদ:	চাকা (সেলিম আল দীন)
ঘ. উত্তর-উপনিবেশবাদ:	‘শুভা’ (রবীন্দ্রনাথ ঠাকুর), ‘ইটের পর ইট’ (মহাশ্বেতা দেবী), ‘ইস্টইন্ডিয়া কোম্পানির ক্রয়-বিক্রয়’-সৈয়দ মনজুরুল ইসলাম, ‘ইব্রাহীম বক্সের সার্কাস’ (শাহাদুজ্জামান), ‘গ্রাম্যায়নের

ইতিকথা* (ইমতিয়ার শামীম)

Week (14 th weeks)	Topic	Corresponding CLOs
1 st Week	বাংলা সাহিত্যের গতিপ্রকৃতি ও তত্ত্বীয় ভাবধারা	1, 2, 3, 4, 5
2 nd Week	আধুনিকতা ও জীবনানন্দ দাশ	1, 2, 3, 4, 5
3 rd Week	বনলতা সেন	1, 2, 3, 4, 5
4 th Week	উদ্ভট উটের পিঠে চলেছে স্বদেশ	1, 2, 3, 4, 5
5 th Week	শ্রেণি-সংগ্রাম তত্ত্ব ও সত্যেন সেন	1, 2, 3, 4, 5
6 th Week	বিদ্রোহী কৈবর্ত	1, 2, 3, 4, 5
7 th Week	সোনালি কাবিন, কবিতা এমন	1, 2, 3, 4, 5
8 th Week	দ্বৈতাদ্বৈতবাদ ও সেলিম আল দীন	1, 2, 3, 4, 5
9 th Week	চাকা	1, 2, 3, 4, 5
10 th Week	চাকা	1, 2, 3, 4, 5
11 th Week	উত্তর-উপনিবেশবাদ ও এর সাথে সম্পৃক্ত সাহিত্যতত্ত্ব	1, 2, 3, 4, 5
12 th Week	সাবলর্টান স্টাডিজের আলোকে সৈয়দ মনজুরুল ইসলামের 'ইস্টইন্ডিয়া কোম্পানির ক্রয়-বিক্রয়' ও শাহাদুজ্জামানের 'ইব্রাহীম বক্সের সার্কাস'	1, 2, 3, 4, 5
13 th Week	রোমান্টিক নিসর্গতত্ত্ব বনাম ইকোক্রিটিসিজম আলোকে রবীন্দ্রনাথ ঠাকুরের 'সুভা', মহাশ্বেতা দেবীর 'ইটের পর ইট' এবং ইমতিয়ার শামীমের 'গ্রাম্যায়নের ইতিকথা'	1, 2, 3, 4, 5
14 th Week	উত্তর-উপনিবেশিক শিল্পরীতির বিচারে নির্বাচিত গল্পসমূহ মূল্যায়ন	1, 2, 3, 4, 5

Mapping CLOs with Teaching-Learning and Assessment Strategies

CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
1, 2, 3, 4,	Lecture, Discussion, Demonstration, Presentation, Task completion	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper

Learning Materials

Required Readings	Learning Materials
জীবনানন্দ দাশ (১৯৫৪)	: বনলতা সেন, সিগনেট প্রেস, কলকাতা, ভারত
সত্যেন সেন (২০১৪)	: বিদ্রোহী কৈবর্ত, খান ব্রাদার্স অ্যান্ড কোম্পানি, ঢাকা।
সেলিম আল দীন (১৯৯১)	: চাকা, গ্রন্থিক প্রকাশনী, ঢাকা
রবীন্দ্রনাথ ঠাকুর (১৯৯৫)	: 'সুভা', গল্পগুচ্ছ, প্রতীক প্রকাশনী, ঢাকা।
মহাশ্বেতা দেবী (০০০০)	: 'ইটের পর ইট' গল্পসমগ্র
সৈয়দ মনজুরুল ইসলাম (২০০৫)	: 'ইস্টইন্ডিয়া কোম্পানির ক্রয়-বিক্রয়', প্রেম ও প্রার্থনার গল্প, অন্য প্রকাশ, ঢাকা।
শাহাদুজ্জামান (২০১৫)	: 'ইব্রাহীম বক্সের সার্কাস', গল্পসমগ্র ১, মাওলা ব্রাদার্স, ঢাকা
ইমতিয়ার শামীম (২০০০)	: গ্রাম্যায়নের ইতিকথা, জনান্তিকা, ঢাকা
Recommended Readings	আবদুল মান্নান সৈয়দ (২০১১) : শুদ্ধতম কবি, পাঠক সমাবেশ, ঢাকা

আমীনুর রহমান (২০১১)	: উপনিবেশবাদ ও উত্তর-ঔপনিবেশিক পাঠ (সম্পাদক: ফকরুল চৌধুরী), আগামী প্রকাশনী, ঢাকা
এডওয়ার্ড সাঈদ (২০০৫)	: আবিশ্ব বিবেকের কর্তৃত্ব (বেনজীন খান সম্পা.) সংবেদ, ঢাকা
(২০০৭)	: অরিয়েন্টালিজম (অনুবাদ: ফয়েজ আলম), রয়ামন পাবলিশার্স, ঢাকা
কুদরাৎ-ই-হুদা (২০১৩)	: শওকত ওসমান ও সত্যেন সেনের উপন্যাস: আঙ্গিক বিচার, আদর্শ প্রকাশনী, ঢাকা।
ক্লিন্টন বি সিলি (২০১১)	: অনন্য জীবনানন্দ (অনুবাদ: ফারুক মঈনউদ্দীন), প্রথমা প্রকাশন, ঢাকা
দীপ্তি ত্রিপাঠী (১৯৫৯)	: আধুনিক বাংলা কাব্যপরিচয়, নাভানা, কলকাতা
নগুগি ওয়া থিয়োগা (২০১০)	: ডিকলোনাইজিং মাইন্ড (অনুবাদ: দুলাল আল মনসুর), সংবেদ, ঢাকা
পার্থ চট্টোপাধ্যায় সম্পা (১৯৯৮)	: নিম্নবর্গের ইতিহাস, আনন্দ প্রকাশ, কলকাতা।
বিমলকুমার মুখোপাধ্যায় (২০১১)	: মার্কসীয় সাহিত্যতত্ত্ব, দে'জ পাবলিশিং, কলকাতা
মফিদুল হক (১৯৮৫)	: মনোজগতে উপনিবেশ: তথ্য-সাম্রাজ্যবাদের ইতিবৃত্ত, প্রাচ্য প্রকাশনী, ঢাকা
মফিদুল হক ও অরুণ সেন সম্পা. (২০০৮)	: সাত সওদা: সেলিম আল দীন, সাহিত্য প্রকাশ, ঢাকা
মুহাম্মদ রেজাউল ইসলাম (২০২০):	: 'সত্যেন সেনের বিদ্রোহী কৈবর্ত উপন্যাস: শ্রেণিসংগ্রামের স্বরূপ' এণ্ডব ডিউসরম্বধ টহরাবৎংরু ঔড়ৎহধ ডত অৎং (৫ম সংখ্যা) কলা অনুসদ, কুমিল্লা বিশ্ববিদ্যালয়।
(২০২২):	: 'স্বাধীনতা-উত্তর বাংলাদেশের ছোটগল্প: নতুন গতিপথের সন্ধানে', বাংলা একাডেমি পত্রিকা, ৬৬ বর্ষ, ৩য় সংখ্যা, বাংলা একাডেমি, ঢাকা।
(২০২২):	: 'স্বাধীনতা-পরবর্তী বাংলাদেশের ছোটগল্প: প্রকৃতি চেতনার স্বতন্ত্র পরিচয়', ভাষা সাহিত্য পত্র, ৪৮তম সংখ্যা, জুন ২০২২, বাংলা বিভাগ, জাহাঙ্গীরনগর বিশ্ববিদ্যালয়, সাভার, ঢাকা।
হাসান জাহিদ (২০১৫)	: জলবায়ু পরিবর্তন: প্রেক্ষাপট বাংলাদেশ ও বিশ্ব, ন্যাশনাল পাবলিকেশন, ঢাকা
Bill Ashcroft, Garreth Griffiths & Helen Tiffin ed.	: (1999), <i>The Post-colonial Studies Reader</i> , Routledge, London
Edward W. Said (1993)	: <i>Culture and Imperialism</i> , Vintage, London
Frantz Fanon (1967)	: <i>Black Skin White Mask</i> (Translated by C L Markman), Grove Press, New Yourk

Assessment Strategies: CA 40 Marks						
Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarize, infer, match					
Applying	Demonstrate, adapt, construct, use, perform	5.5	5	2.5	5	
Analysing	Demonstrate, adapt, construct, use, perform	5	2.5	2.5		

Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict		2.5		2.5	
Creating	Compose, assemble, propose				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall factual information, list, locate	
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Course Code: ENG-0232-5202
Course Title: 21st Century American and British Literature

Course Type: Elective	ISCED Code: 0232-5202	Prerequisite: None	Semester: MA 2nd
Credit: 4	Contact Hrs.: 4/weeks	Exam Hrs.: 03	Full Marks: 100
			CA/SA: 40/60

Rationale of the Course:

This course will explore the evolving landscapes of 21st century American and British literatures and foster critical awareness of how history, culture, and literature intersect in contemporary contexts. Through the study of a diverse range of literary texts, students will gain a systematic understanding of the themes, forms, and socio-political concerns that shapes current literary production. Emphasising contemporary critical discourse, theories, and practices, the course equips students to analyse, interpret, and evaluate texts with academic rigour and cultural sensitivity. Learners will be encouraged to synthesise complex information, engage with cutting-edge literary debates, and transform their insights into focused, in-depth research in specialised areas of interest. Ultimately, the course prepares students to become thoughtful literary scholars capable of contributing original perspectives to ongoing conversations in literature and criticism.

Course Objectives: The objectives of the course are to

- To introduce students with the 21st century American and British literary texts in relation to contemporary cultural, historical, and political contexts;
- To familiarise them with contemporary theories, e. g., Environmentalism, Ecocriticism and Ecofeminism, Chaos and Complexity Theories, Ethical Criticism, Gender Studies, Memory, Trauma, and Testimonial Criticism, Spatial Criticism and Geocriticism;
- To make them understand the nuances of 21st century English literature;
- To develop them as informed of time, literature, and politics.

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

<i>CLO-1</i>	Demonstrate the ability to interpret contemporary American and British literatures through nuanced, context-aware readings;
<i>CLO-2</i>	Exhibit mastery in engaging with complex critical and theoretical debates relevant to the 21 st century literary studies.;
<i>CLO-3</i>	Produce informed, original responses to texts applying related contemporary theories;
<i>CLO-4</i>	Show a deepened awareness of cultural diversity and global perspectives through their composition of critical tasks.

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
Toni Morrison – <i>A Mercy</i> (2008) Alan Bennett -- <i>The History Boys</i> (2004) Ian McEwan – <i>Atonement</i> (2001) George Saunders – <i>Tenth of December</i> (2013) (<i>selected stories</i>) Claudia Rankine – <i>Citizen: An American Lyric</i> (2014) Colson Whitehead – <i>The Underground Railroad</i> (2016) Gene Luen Yang— <i>American Born Chinese</i> (2006) (**At least 75% of the course contents must be completed.)

Week (14th week)	Topic	Corresponding CLOs
Week-1	Toni Morrison – <i>A Mercy</i> (2008) <ul style="list-style-type: none"> ○ Introduction to the course: themes, expectations Historical context: 17th Century America’s Racial and Class Hierarchies ○ Themes: Slavery, Race, Motherhood; Abandonment, Freedom Focus: Trauma theory, Post-memory, African American history ○ Mercy: Human empathy; Resistance against Systematic Injustices ○ Reading: Half of the text 	1 & 4
Week 2	<ul style="list-style-type: none"> ○ <i>A Mercy</i> – Connection between personal experience and collective histories ○ Reading: The second half of the text ○ In-class activity: Group discussion on the politics of remembering 	1, 2, 4, & 5
Week 3-4	Alan Bennett -- <i>The History Boys</i> (2004) <ul style="list-style-type: none"> ○ Themes: The purpose of education, The nature of history and truth, sexuality, and The impact of teachers on students Focus: Drama, comedy ○ Introduction to ethical criticism, role of art ○ Close reading ○ Discussion ○ Themes: Power, identity, education, sexuality ○ Critical task 	1, 2, 3

Week 5	Mid Term (on Morrison & Bennett)	
Week 6-7	<p>Ian McEwan – <i>Atonement</i> (2001)</p> <ul style="list-style-type: none"> ○ Themes: War, guilt, metafiction, class, storytelling ○ Focus: Narrative ethics, unreliability, postmodern form ○ Introduction to metafiction and narrative reliability ○ Reading: Parts One and Two ○ Context: WW2 in British fiction ○ Analysis of Briony’s imagination and narrative framing ○ Reading: Parts Three and Four + Coda ○ Themes: Redemption, authorship, ethical storytelling ○ Task: Student mini-presentations (5 min): Key ethical moments in the text 	1, 3, 4
Weeks 8-9	<p>George Saunders – <i>Tenth of December</i> (2013) (<i>Selected Stories</i>)</p> <p>Themes: Absurdity, late capitalism, morality, compassion Focus: Satire, speculative realism, narrative economy</p> <ul style="list-style-type: none"> ○ Stories: “Victory Lap,” “Escape from Spiderhead” ○ Discussion: Corporate control, free will, and moral ambiguity ○ Critical reading: Excerpts from David Foster Wallace on empathy in fiction ○ Stories: “The Semplica Girl Diaries,” “Tenth of December” ○ Analysis: Irony, social class, internal monologue ○ Student presentation groups begin (7–10 mins. each): Analyse one story’s narrative strategy 	1, 2, 3
Weeks 10-11	<p>Claudia Rankine – <i>Citizen: An American Lyric</i> (2014)</p> <p>Themes: Race, microaggressions, visibility, lyric form Focus: Hybrid genre, second-person narrative, documentary poetics</p> <ul style="list-style-type: none"> ○ Introduction to lyric essay and visual poetics ○ Readings: Sections I–IV ○ Media clips and discussion: Serena Williams & racial representation ○ Readings: Sections V–VII ○ Themes: Embodied racism, the "you" of address, visibility ○ Group activity: Analyze visual-text interaction in <i>Citizen</i> ○ Supplement with selections from Sara Ahmed or bell hooks 	1, 2, 4
Weeks 12–13	<p>Colson Whitehead – <i>The Underground Railroad</i> (2016)</p> <p>Gene Luen Yang—<i>American Born Chinese</i></p>	1, 2, 4

	<p>Themes: Slavery, survival, alternative history, systemic violence Focus: Speculative fiction, re-imagining history, genre bending</p> <ul style="list-style-type: none"> ○ Historical vs. fantastical narrative elements ○ Reading: First half of the novel (Georgia, South Carolina, North Carolina chapters) ○ Discussion: What does it mean to literalize metaphor? ○ Reading: Remaining chapters ○ Discussion: Resistance, historical amnesia, and the role of fiction 	
Week 13-14	<p>Final Review, Comparative Discussion, Course Wrap-Up</p> <p>Thematic connections across texts:</p> <ul style="list-style-type: none"> ○ Trauma (Morrison, McEwan) ○ Voice and silencing (Rankine) ○ Race and historical violence (Morrison, Whitehead, Rankine) ○ Formal innovation (Saunders, Rankine) 	1,2,3,4,5

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
CLO 1: Demonstrate the ability to interpret contemporary American and British literatures through nuanced, context-aware readings.	<ul style="list-style-type: none"> - Close reading sessions - Historical/cultural lectures - Group discussions - Teacher-guided thematic analysis 	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper
CLO 2: Exhibit mastery in engaging with complex critical and theoretical debates relevant to 21st-century literary studies.	<ul style="list-style-type: none"> - Discussion on literary theory - Student-led discussions - Critical article reviews - Comparative analysis 	
CLO 3: Produce informed, original responses to texts that reflect scholarly rigor and ethical reflection.	<ul style="list-style-type: none"> - Critical writing tasks - Arranging small discussion sessions - Reading scholarly paper sessions 	
CLO 4: Show a deepened awareness of cultural diversity and	<ul style="list-style-type: none"> - Discussions on race, gender, class - Intercultural group activities 	

global perspectives.		
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Learning Materials	
Required Readings	<p>Bennett, Alan. <i>The history boys</i>. Faber & Faber, 2008.</p> <p>Duffy, Carol Ann. <i>The World's Wife</i>. Picador (Pan Macmillan), 1999.</p> <p>McEwan, Ian. <i>Atonement</i>. Vintage Books, 2001.</p> <p>Morrison, Toni. <i>A Mercy</i>. Vintage, 2009.</p> <p>Rankine, Claudia. <i>Citizen: An American Lyric</i>. Penguin, July 2015.</p> <p>Saunders, George. <i>Tenth of December: Stories</i>. Bloomsbury Publishing India, 2013.</p> <p>Whitehead, Colson. <i>The Underground Railroad</i>. One World Books, 2016.</p>
Recommended Readings	<p>Beauvoir, Simone de. <i>The Second Sex</i>. Translated by Constance Borde and Sheila Malovany-Chevallier, Vintage Books, 2011. [Selections].</p> <p>Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. 4th ed., Manchester University Press, 2015.</p> <p>Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i>. 4th ed., Routledge, 2011.</p> <p>Caruth, Cathy. <i>Unclaimed Experience: Trauma, Narrative, and History</i>. Johns Hopkins University Press, 1996.</p> <p>Eagleton, Terry. <i>Literary Theory: An Introduction</i>. 2nd rev. ed., Wiley-Blackwell, 2008.</p> <p>Gilbert, Sandra M., and Susan Gubar. <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination</i>. 2nd ed., Yale University Press, 2000. [Selections]</p> <p>Gilroy, Paul. <i>The Black Atlantic: Modernity and Double Consciousness</i>. Harvard University Press, 1993.</p> <p>Hutcheon, Linda. <i>A Poetics of Postmodernism: History, Theory, Fiction</i>. Routledge, 1988.</p> <p>Said, Edward W. <i>Culture and Imperialism</i>. Vintage Books, 1994.</p> <p>Smith, Rachel Greenwald. <i>On Compromise: Art, Politics, and the Fate of an American Ideal</i>. Graywolf Press, 2021.</p> <p>Tyson, Lois. <i>Critical Theory Today: A User-Friendly Guide</i>. 4th ed., Routledge, 2015.</p>

Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarize, infer, match					
Applying	Demonstrate, adapt, construct, use, perform	2.5	5		5	
Analysing	Demonstrate, adapt, construct, use, perform	5	2.5	2.5		
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	2.5	2.5	2.5	2.5	
Creating	Compose, assemble, propose				2.5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall factual information, list, locate	
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Course: Type: Elective	ISCED Code: 0232 5203	Prerequisites: None	Semester: MA 2 nd
Credit: 4	Course Code: ENG-5203 Course Title: Latin American Literature		CA/SA: 40/60

Rationale of the Course

This course explores the diverse literary traditions of Latin America and the Caribbean through poetry, fiction, and drama. It examines themes of identity, love, history, political struggle, and magical realism. The selected works span from Rubén Darío’s modernist poetry to Edwidge Danticat’s contemporary narratives. Students will analyze how storytelling serves as a means of resistance, expression, and cultural preservation. Recurring themes such as colonialism, migration, and revolution will be explored through close readings and discussions. The course highlights the influence of these writers on global literature. By engaging with these texts, students will develop critical thinking and analytical skills. The historical and cultural contexts of each work will be emphasized. Students will gain a deeper appreciation for the power of literature in shaping perspectives. Ultimately, this course fosters an understanding of Latin American and Caribbean literary contributions to world literature.

Course Objectives: The objectives of the course are to introduce the students with-
<ul style="list-style-type: none"> • Representative writers and their seminal works, key themes such as identity, history, migration, and political struggle in Latin American and Caribbean literature; • Literary techniques and styles used by authors, including magical realism, modernism, and surrealism; • Critical reading, writing, and discussion skills to engage with literature in a broader global context; • Different authors' perspectives on issues such as colonialism, revolution, and personal transformation.

Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Critically analyse Latin American literary texts, exploring their thematic, stylistic, and structural elements within historical and cultural contexts;
<i>CLO-2</i>	Apply advanced literary theories and interdisciplinary perspectives to interpret texts through postcolonial, philosophical, and socio-political lenses;
<i>CLO-3</i>	Conduct independent research and produce well-argued academic essays demonstrating original thought, theoretical engagement, and textual evidence;
<i>CLO-4</i>	Engage in scholarly discussions through presentations and debates, showcasing critical thinking and comparative analysis of Latin American literature.

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
Rubén Darío – <i>Poems (Selection)</i> Federico García Lorca – <i>Blood Wedding</i> Jorge Luis Borges – <i>Labyrinths</i> Juan Rulfo – <i>Pedro Páramo</i> Octavio Paz – <i>In Light of India</i> Gabriel García Márquez – <i>One Hundred Years of Solitude</i> Pablo Neruda – <i>Twenty Love Poems</i> Clarice Lispector--- <i>Family Ties</i> (selection) Paulo Coelho – <i>The Alchemist</i> Edwidge Danticat – <i>Krik? Krak!</i>

Course plan specifying contact hrs., teaching-learning strategies, mapped with CLOs			
Week (14 th weeks)	Topic	Teaching-Learning Strategies	Corresponding CLOs
1 st	Introduction to Latin American Literature: <ul style="list-style-type: none"> Overview of Latin American literary movements, key themes, and historical influences 	Lecture, guided discussion, group brainstorming	1, 2, & 3
	Modernism & Poetry – Rubén Darío: <ul style="list-style-type: none"> Selected poems by Rubén Darío 	Close reading, poetry analysis, comparative	1, 2, 3, & 4

	<ul style="list-style-type: none"> The Modernist movement and its impact on Latin American poetry 	discussion and Lecture	
2nd- 3rd	<i>Blood Wedding, Federico Garcia Lorca:</i> <ul style="list-style-type: none"> Symbolism, surrealism, and political undertones in drama Surrealism and Tragedy 	Dramatic reading, scene analysis, small-group discussion	1, 2, 3, & 4
4th	<i>Labyrinths; Jorge Luis Borges:</i> <ul style="list-style-type: none"> Selected stories from <i>Labyrinths</i> Metafiction, labyrinths, and philosophical themes in Borges' work 	Lecture, text deconstruction, philosophical debates, writing response	1, 2, 3, & 4
5 th -6 th	<i>Pedro Páramo; Juan Rulfo:</i> <ul style="list-style-type: none"> The origins of magical realism in Latin American literature socio-political and literary critique 	Thematic mapping, historical context lecture, textual evidence analysis	1, 2, 3, & 4
7th	<i>Twenty Love Poems ; Pablo Neruda:</i> <ul style="list-style-type: none"> Selections from <i>Twenty Love Poems</i> Love, nature, and politics in Neruda's poetry. 	Lecture, visual interpretations, personal response essays	1, 2, 3, & 4
8 th -9 th	<i>One Hundred Years of Solitude; Gabriel García Márquez:</i> <ul style="list-style-type: none"> <i>One Hundred Years of Solitude</i> Magical realism , socio-political and literary critique 	Lecture, literary timeline, character web, historical analysis, visual interpretations, and critiques	1, 2, 3, & 4
10 th -11th	Clarice Lispector--- <i>Family Ties</i> (selection) <i>In Light of India; Octavio Paz:</i> <ul style="list-style-type: none"> <i>In Light of India</i> (selections). India and Latin America: cross-cultural connections and reflections. 	Lecture, comparative discussion, global literary context, reflective writing	1, 2, 3, & 4
12 th -13th	<i>The Alchemist; Paulo Coelho:</i> <ul style="list-style-type: none"> The Alchemist Allegory, self-discovery, and universal themes 	Lecture, comparative discussion, global literary context, reflective writing	1, 2, 3, & 4

14th	Krik? Krak! ; Edwidge Danticat: <ul style="list-style-type: none"> • <i>Krik? Krak!</i> (selections) • Migration, trauma, and Latin American Women's storytelling 	Lecture, narrative analysis, creative response	1, 2, 3, & 4
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Mapping CLOs with Assessment Strategies	
CLOs	Assessment Strategies (CA + SA)
1, 2, 3, 4	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper

Learning Materials	
Required Readings	<p>Darío, Rubén. <i>Selected Poems of Rubén Darío</i>. Translated by Lysander Kemp, University of Texas Press, 1965.</p> <p>García Lorca, Federico. <i>Blood Wedding</i>. Translated by Gwynne Edwards, Methuen Drama, 1994.</p> <p>Borges, Jorge Luis. <i>Labyrinths: Selected Stories and Other Writings</i>. Edited by Donald A. Yates and James E. Irby, New Directions, 1964.</p> <p>Rulfo, Juan. <i>Pedro Páramo</i>. Translated by Margaret Sayers Peden, Grove Press, 1994.</p> <p>Paz, Octavio. <i>In Light of India</i>. Translated by Eliot Weinberger, Harcourt Brace, 1997.</p> <p>García Márquez, Gabriel. <i>One Hundred Years of Solitude</i>. Translated by Gregory Rabassa, Harper Perennial, 2006.</p> <p>Neruda, Pablo. <i>Twenty Love Poems and a Song of Despair</i>. Translated by W. S. Merwin, Penguin Classics, 2004.</p> <p>Coelho, Paulo. <i>The Alchemist</i>. Translated by Alan R. Clarke, HarperCollins, 1993.</p> <p>Danticat, Edwidge. <i>Krik? Krak!</i>. Soho Press, 1995.</p>
Recommended Readings	<p>Darío, Rubén. <i>Selected Poems of Rubén Darío</i>. Trans. Lysander Kemp. Texas: UTP, 1965.</p> <p>de Valdés, María Elena. <i>The Shattered Mirror: Representations of Women in Literature</i>. Texas: UTP, 1998.</p>

Fitz, Earl E. *Sexuality and Being in the Poststructuralist Universe of Clarice Lispector: The Différence of Desire*. Texas: UTP, 2001.

Gonzalez-Garth, Miguel and George D Schade. *Rubén Darío Centennial Studies*. Texas: UTP, 1970. *Latin American Literary Review*.

Ortega, Julio. (Ed.) *Gabriel Garcia Marquez and the Powers of Fiction*. Texas: UTP, 1998.

Rossmann, Charles and Alan Warren Freidman (Eds.). *Mario Vargas Llosa: A Collection of Critical Essays*. Texas: UTP, 1978.

Tapscott, Stephen (Ed.). *Twentieth-Century Latin American Poetry: A Bilingual Anthology*. Texas: UTP, 1996.

Williams, Raymond Leslie. *The Columbian Novel, 1844-1987*. Texas: UTP, 1991.

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Assessment Strategies: CA 40 Marks					
Levels of Learning	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study/Field Work (10)	Attendance (5)
Remembering					5
Understanding					
Applying	2.5	5	2.5	2.5	
Analysing	5	2.5	2.5		
Evaluating	2.5	2.5		5	
Creating				2.5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall factual information, list, locate	
Understanding	Explain, exemplify, classify, summarize, infer, matc	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Course: Type: Elective		ISCED Code:0232-5203		Prerequisite: None		Semester: MA 2nd	
Credit: 4	Contact Hrs.: 4/week	Exam Hrs.: 03	Full Marks: 100	CA/SA: 40/60			

Course Code: ENG-5204
Course Title: Anglophone Literature by the Bangalee Writers

Rationale of the Course

This course is a necessary intervention to introduce the students to Bengali literature (by contents, themes, and authors) written in English. It is essential for exploring the old and enriched tradition of Bangladeshi Anglophone literature written in different socio-political and historical transitional phases of this region along with its counterpart, *Anglophone Literature by the Bangalee Writers*. The selected texts focus on the development of this field from pre-independence time to the liberation movement, and consequently the post-independence time. Hence, the selected texts can be considered literary representations of previous East Bengal, East Pakistan and present Bangladesh, part of which is now introduced as Bangladeshi English Literature. Bengali literature written in English is entangled with the nation's history and its subsequent development.

Course Objectives: The objectives of the course are-

- Introduce the students with the history and the long tradition of English writing of this part of globe, named differently in different times of history, i. e., East Bengal, East Pakistan and Bangladesh;
- Offer them diverse literary genres of this literature from the beginning till present, e.g., travel story, poem, novel, and short story;
- To familiarise them with different writers of the field, their literary works, writing styles and various subject matters;
- To make them understand the changing nation literature of Bangladesh in different historical moments of this country, i.e., British colonialism, Partition, Pakistani occupation and resistance against it, and the post-liberation;
- To represent to them the bridge between different socio-political and historical upheavals of the country and its literature.

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

<i>CLO-1</i>	Demonstrate in-depth knowledge on the rich tradition, divergent themes, styles,
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	literariness, and use of English in the works of this field;
CLO-2	Develop a critical understanding of the interconnections of history, politics, and cultural knowledge /diversity with literature of the field;
CLO-3	Employ analysing skills to interpret a literary text from contemporary theoretical perspectives;
CLO-4	Compose individual/research work on the field.

Mapping of CLOs to PLOs				
CLOs	PLOs			
	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 Contents
Sheikh Deen Muhammad -- <i>The Travels of Dean Mahomet</i> (Selections) Bankim Chandra Chattopadhyay – <i>Rajmohon’s Wife</i> Toru Dutt’s – “Savitri,” “Jogadhya Uma” Rokeya Sakhawat Hossain -- <i>Padmarag</i> Syed Waliullah: <i>Tree Without Roots</i> Kaiser Haq – “Welcome, Tourist Sahib,” “Your Excellency,” “Purdah”, “Durga Puja,” “Master Babu” Rumana Siddique’s <i>Five Faces of Eve</i> (“Alice in Neverland,” “Eve’s Song”) Syed Manzoorul Islam – “Alter Ego” Dilruba Z. Ara <i>Blame</i>

Ek (14 th weeks)	Topic	Corresponding CLOs
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1 st -2 nd	<p style="text-align: center;"><i>The Travels of Dean Mahomet</i></p> <p>Focus: Historical context, genre (travel Story), style, defining features, themes</p>	1, 2
2 nd -3 rd	<p style="text-align: center;"><i>Rajmohon's Wife</i></p> <p>Focus: Social Context, genre, themes, women's status</p> <p>Reading: Feminist</p>	1, 2, 4
4 th	<p style="text-align: center;">“Savitri,” “Jogadhya Uma”</p> <p>Focus: Genre, tradition of Bengali folklore, Indian tales, versification</p> <p>Readings: Formalist, feminist</p>	1, 2, 3, 4
5 th	1st Midterm	1, 2
5 th - 6 th	<p style="text-align: center;"><i>Padmarag</i></p> <p>Focus: Socio-political context, genre, themes</p> <p>Reading: Feminist</p>	1, 2, 3, 4
7 th - 8 th	<p style="text-align: center;"><i>Tree Without Roots</i></p> <p>Focus: Contemporary society, religious superstition, social power structure, use of English, themes</p> <p>Readings: Psychoanalytical, feminist, Marxist</p>	1, 2, 3, 4
9 th	2nd Midterm	1, 2,
10 th -11 th	<p style="text-align: center;">“Welcome, Tourist Sahib,” “Your Excellency,” “Purdah”, “Durga Puja,” “Master Babu”</p> <p>Focus: Use of English, versification, tone, style, diction, themes, socio-political circumstances, cultural consciousness, ordinary characters</p> <p>Readings: Postcolonial, stylistic</p>	2, 3, 4
11 th – 12 th	<p style="text-align: center;">“Alice in Neverland,” “Eve’s Song”</p> <p>Focus: Patriarchy, women's status in contemporary society, mythical tradition, tone, style</p> <p>Reading: Feminist, stylistic</p>	1, 2, 3, 4
12 th – 13 th	<p style="text-align: center;">“Alter Ego”</p> <p>Focus: Contemporary society, theme</p> <p>Reading: Modernist, psychoanalytic</p>	2, 3, 4
13 th – 14 th	<i>Blame</i>	

	<p>Focus: Liberation War, <i>Biranganas</i>, Disintegration of Society</p> <p>Reading: Feminist, psychoanalytical,, subaltern, Foucauldian</p>	
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Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
CLO-1	Interactive lectures, Group discussion, Group works, Collecting resources, Article review, Critical writing task	Written tests, Class test/ sudden test, Assignment
CLO-2	Interactive lectures, Close Reading Sessions, Group discussion, Group/pair work, Critical writing task	Written tests, Term paper
CLO-3	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, 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	
Required Readings	<p>Ara, Z. Dilruba. <i>Blame</i>. University Press Limited, 2015.</p> <p>Chatopadhyay, Bankim Chandra. <i>Rajmohon's Wife</i>. Penguin Classics, 1864.</p> <p>Dutt, Toru, and Edmund Gosse. <i>Ancient ballads and legends of Hindustan</i>. BoD–Books on Demand, 2024.</p> <p>Haq, Kaiser. <i>Published in The Streets of Dhaka: Collected Poems</i>. 2nd edition, The University Press Limited, 2017.</p> <p>Hossain, Rokeya Sakhawat. <i>Sultana's Dream and Padmarag</i>. Trans. Barnita Bagchi. Penguin Classics, 2005.</p> <p><i>Islam</i>, Sayed Manzoorul. "Alter Ego." <i>Our Many Longings: Contemporary Short Fiction from Bangladesh</i>. Edited by Sohana Manzoor. Dhauli Books, 2021.</p>

	<p>Muhammad, Sheikh Deen . <i>The Travels of Dean Mahomet</i>. Edited by Michael H. Fisher. University of California Press. https://apnaorg.com/books/english/dean-muhammad/dean-muhammad.pdf</p> <p>Siddique, Rumana. <i>Five Faces of Eve</i>. Writers.ink, 2007.</p> <p>Waliullah, Syed. <i>Tree Without Roots</i>. writers.ink, 2005.</p>
<p>Recommended Readings</p>	<p>Achebe, Chinua. “The African Writer and the English Language”. <i>Colonial Discourse and Post-Colonial Theory: A Reader</i>, edited by Patrick Williams and Laura Chrisman. Pearson Education Limited, 1994, pp. 428-434.</p> <p>Ahmed, Tahmina. “Kaiser Haq: Emerging Transnational Poet of Bangladesh”. <i>Asiatic</i>, vol. 12, no.1, 2018, pp. 126-143.</p> <p>Akhtar, Shaheen. et. al. <i>Rising from the Ashes</i>. Ain o Salish Kendra and University Press Limited, 2013.</p> <p>Alam, Fakrul, et al. “In the Streets of Dhaka”. <i>The Bangladesh Paradox</i>. Web-exclusive Series, 15 October 2015. https://www.himalmag.com/english-language-literature-bangladesh/</p> <p>Ashcroft, Bill, et al, editors. <i>The Post-Colonial Studies Reader</i>. Routledge, 1995.</p> <p>Askari, Rashid. “Bangladeshi Writing in English”. <i>The Daily Star</i>, 14 August 2010. http://www.thedailystar.net/news-detail-150619</p> <p>---. “A Brief History of Bangladeshi Writing in English”. <i>The Missing Slate</i>, 1 October 2015. http://www.themissingslate.com/.../a-brief-history-of-Bangladesh.../</p> <p>Bhabha, Homi K. “Cultural Diversity and Cultural Difference.” Ashcroft et al., 206-209.</p> <p>Fisher, Michael Herbert. <i>The First Indian Author in English: Dean Mahomed (1759-1851) in India, Ireland, and England</i>. Oxford University Press, USA, 1996.</p> <p>Hasan, S M, and Adilur Rahaman. “The Status of Bangla and the English Language in Post-Colonial Bangladesh-Resistance Verses Utility”. <i>Language in India</i>, 2012, pp. 14-23.</p> <p>Hastrup, Inger. “Bangladeshi Literature in English.” <i>Checklist</i>, pp. 172-175.</p> <p>Islam, Sirajul (Ed.). <i>History of Bangladesh 1704-1971</i>, vol. 1-3. Asiatic</p>

	<p>Society of Bangladesh, 1997.</p> <p>Said, Edward W. "Orientalism." Ashcroft et al., pp. 87-91</p> <p>Schendel, William Ven. <i>A History of Bangladesh</i>. Cambridge University Press, 2009.</p> <p>Quayum, M. A. and Hasan, Md. Mahmudul. <i>Bangladeshi Literature in English: A Critical Anthology</i>. Asiatic Society of Bangladesh, 2021.</p> <p>Zaman Niaz. ed. <i>Syed Waliullah: A Centenary Tribute</i>, Punjaree, 2022</p>
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Assessment Strategies: CA 40 Marks						
Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarise, infer, match					
Applying	Demonstrate, adapt, construct, use, perform		5	2.5	2.5	
Analysing	Demonstrate, adapt, construct, use, perform	5		2.5		
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	5	5		2.5	
Creating	Compose, assemble, propose				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Course Type: Elective	ISCED Code: 0232-5205	Prerequisite: None	Semester: MA 1st
Credit: 4	Contact Hrs.: 4/week	Exam Hrs.: 03	Full Marks: 100
			CA/SA: 40/60

Rationale of the Course

This course explores the experiences of displacement, exile, and transnationalism in literature, focusing on how migration, exile, and forced displacement shape identity, belonging, and cultural exchange. In a globalized world, these movements are central to understanding contemporary cultural, political, and social dynamics. Through literary analysis, students will examine how themes of identity and displacement intersect with nationalism, migration, diaspora, and exile.

The course encourages critical discussions on the ethical and political aspects of displacement, prompting students to reflect on the personal dimensions of these experiences. By analyzing literary works depicting displaced populations, students will gain a deeper understanding of how transnationalism influences cultural and individual identities in a changing world.

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	PLO-1	PLO-2	PLO-3	PLO-4

CLOs				
<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
<p>Short Stories Viet Thanh Nguyen --- "The Other Man" Hanif Kureishi --- "My Son the Fanatic"</p> <p>Poems: James Byrne and Shejar Doja (Ed.) --- <i>I am a Rohingya</i> Agha Shahid Ali --- "The Half-Inch Himalayas" Mahmoud Darwish --- "Identity Card"</p> <p>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></p>

Week (14 th weeks)	Topic	Corresponding CLOs
Week 1:	<p>Class 1: Introduction to Course</p> <p>Course objectives, assessment methods, and expectations. Introduction to displacement, exile, and transnationalism in literature.</p> <p>Overview of key concepts: Identity, belonging, migration, nationalism, diaspora, and cultural exchange.</p>	2, 3

Week 1:	<p>Class 2: Introduction to Displacement, Exile, and Transnationalism in Literature; Defining Displacement, Exile, and Transnationalism</p> <p>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.</p>	2, 3
Week 2:	<p>Class 3: Introduce Viet Thanh Nguyen's and Hanif Kureishi'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.</p>	1, 2
Week 2:	<p>Class 4: Reading of "The Other Man"</p> <p>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.</p>	1, 4
Week 3:	<p>Class 5: Reading "<i>I am a Rohingya</i>" "The Half-Inch Himalayas" "Identity Card"</p> <p>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.</p>	2, 4
Week 3:	<p>Class 6: Quiz and Talk on Relevant Literary Theories</p>	2, 3

Week 4:	<p>Class 7: Displacement and Palestinian Experiences in “Identity Card”</p> <p>Activities: Analyse 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.</p>	1, 2
Week 4:	<p>Class 8: Introduction to <i>Disgrace</i> and South African Exile</p> <p>Activities: Overview of <i>Disgrace</i> and the socio-political context of post-apartheid South Africa. Analyse how guilt and exile intersect with personal and national identities.</p>	1, 4
Week 5:	<p>Class 9: Reading of <i>Disgrace</i> (Chapters 1-5)</p> <p>Activities: Discuss the main character’s personal exile and moral transformation. Explore the social context of exile in post-apartheid South Africa.</p>	2, 4
Week 5:	<p>Class 10: Exile and Redemption in <i>Disgrace</i> (Chapters 6-10)</p> <p>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.</p>	1, 2
Week 6:	<p>Class 11: Review and Discussion of <i>Disgrace</i>’s Representation of Identity and Exile</p> <p>Activities: Reflective discussion on the intersection of exile, guilt, and identity in the novel. Class debate on the ethics of exile and redemption.</p>	1, 4
Week 6:	<p>Class 12: Presentation</p>	1, 4
Week 7:	<p>Class 13 The Half-Inch Himalayas"</p>	1, 4
Week 7:	<p>Class 14: Introduction to <i>Salt and Saffron</i> and Cultural Identity</p> <p>Activities: Overview of <i>Salt and Saffron</i> and its portrayal of migration, cultural conflict, and belonging. Discuss the theme of transnational identity.</p>	1, 2

Week 8:	<p>Class 15: Reading of <i>Salt and Saffron</i> (Chapters 1-5)</p> <p>Activities: Focus on the protagonist's navigation between multiple cultures and identities. Group analysis of how global migration shapes cultural identity.</p>	1, 4
Week 8:	<p>Class 17: Cultural Heritage and Belonging in <i>Salt and Saffron</i> (Chapters 6-10)</p> <p>Activities: Discuss the tension between cultural heritage and modernity in a globalized world. Examine how transnationalism influences identity in the novel.</p>	2, 4
Week 9:	<p>Class 18: Review of <i>Salt and Saffron</i>: Tradition vs. Modernity</p> <p>Activities: Class discussion on how the protagonist's transnational identity navigates between tradition and modernity. Reflect on the broader implications of transnationalism on identity.</p>	1, 4
Week 9:	Class 19: Presentation	
Week 10:	<p>Class 20: Introduction to <i>Seasonal Adjustments</i></p> <p>Activities: Overview of <i>Seasonal Adjustments</i> and the concept of fluid borders. Discuss how the novel reimagines migration and the refugee experience in a globalised world.</p>	1, 4
Week 10:	<p>Class 20: Reading of (Chapters 1-4)</p> <p>Activities: Analyse the main characters' migration through the novel's "doors" and discuss how borders are fluid. Debate: How does <i>Seasonal Adjustments</i> challenge traditional notions of belonging and borders?</p>	1, 4
Week 11:	<p>Class 21: Global Migration and Identity Transformation in <i>In Custody</i> (Chapters 5-9)</p> <p>Activities: Discuss how migration affects characters' identities</p>	1, 2

	and sense of belonging. Group discussion on the transformation of identity through migration.	
Week 11:	<p>Class 22: Review and Discussion of <i>In Custody: Migration and Belonging</i></p> <p>Activities: Reflect on the themes of migration, love, and the search for belonging. Analyse the impact of global migration on identity and cultural exchange.</p>	1, 2
Week 12:	<p>Class 23: Introduction to <i>Anil's Ghost</i> and Ethnic Conflict</p> <p>Activities: Overview of <i>Anil's Ghost</i> and the impact of ethnic conflict on displacement and identity. Discuss the Sri Lankan civil war and its effects on migration.</p>	2, 4
Week 12:	<p>Class 24: Reading of <i>Anil's Ghost</i></p> <p>Activities: Analyze how trauma and ethnic conflict shape the identity of the characters. Discuss the psychological and emotional impacts of displacement.</p>	1, 4
Week 13:	<p>Class 25: Diaspora and Trauma in <i>Anil's Ghost</i></p> <p>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.</p>	2, 4
Week 13:	<p>Class 26: **Critical Discussion on Identity, Displacement, and Trauma in <i>Anil's Ghost</i></p> <p>Activities: Class discussion on the intersection of trauma, diaspora, and identity. Reflect on the ethical and political dimensions of displacement in the novel.</p>	3, 4
Week 14:	<p>Class 27: Course Review and Synthesis</p> <p>Activities: Review key themes from all the novels studied. Discuss how displacement, exile, and transnationalism intersect across the course readings.</p>	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
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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

Learning Materials	
Required Readings	Novels listed in the course contents: <i>Tamas</i> , <i>Clear Light of Day</i> , <i>Disgrace</i> , <i>Salt and Saffron</i> , <i>Exit West</i> , <i>Brotherless Night</i> .
Recommended Readings	Additional readings on theories of migration, displacement, transnationalism, and diaspora.

Assessment Strategies: CA 40 Marks

Credit: 4	Contact Hrs.: 4/weeks	Exam Hrs.: 03	Full Marks: 100	CA/SA: 40/60		
Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarise, infer, match					
Applying	Demonstrate, adapt, construct, use, perform		2.5	2.5		
Analysing	Demonstrate, adapt, construct, use, perform	5	2.5	2.5	2.5	
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	5	5		2.5	
Creating	Compose, assemble, propose				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Course Type: Elective	ISCED Code: 0314-5206	Prerequisite: None	Semester: MA 2nd
Credit: 4	Contact Hrs.: 4/week	Exam Hrs.: 03	Full Marks: 100
			CA/SA: 40/60

Rationale of the Course

Cultural Studies is an interdisciplinary field of study which concerns the political dynamics of world's cultures and questions the hierarchy of 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 students with methods, concepts, discourse, and theoretical/critical works required to understand the vast and complex landscape of cultural studies methodologically;
- To introduce students with the contemporary subjects of cultural studies taken from the divergent areas of art, culture, literature, media, digital world as well as “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 knowledge and understanding of 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 (through stylistic, critical, ethical-empathic and sensory-affective

	approaches) 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				
CLOs \ PLOs	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	2	3	1	1
<i>CLO-2</i>	2	3	1	1
<i>CLO-3</i>	2	3	1	1
<i>CLO-4</i>	2	3	1	1

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, Advertisement and Popular Culture 06. Media and Representation 07. Social Media and Digital Culture 08. Music (Jazz, Blues, Baul, Rap)
(At least *75% of the course contents must be taught)

14 th weeks: 28 Classes/Discussion (2 hrs.)	Topic/Texts	Corresponding CLOs
Lect/Dis 1-2	01. Understanding Culture Required Reading: <ul style="list-style-type: none"> • Michael Ryan’s “Preface” to <i>Cultural Studies: A Practical Introduction</i> • Raymond William’s “Culture” from <i>Keywords: A</i> 	1

	<p><i>Vocabulary of Culture and Society</i></p> <ul style="list-style-type: none"> • Raymond William’s “The Analysis of Culture” <p>Focus: Evolution of the definition of culture, Understanding culture in 21st century</p>	
Lect/Dis 3-5	<p style="text-align: center;">02. Politics of Representation</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Stuart Hall’s “The Work of Representation” <p>Focus: Constructivist theory of representation, signs, symbol, encoding, decoding, Discursive regime</p> <ul style="list-style-type: none"> • Edward Said’s “Introduction” to <i>Orientalism</i> <p>Focus: Eurocentric representation, Postcolonial re-presentation</p> <p>Applied Areas: Joseph Conrad’s <i>The Heart of Darkness</i> (Hall, Said)</p>	2, 3, 4
Lect/Dis 6-10	<p style="text-align: center;">03. Ideology, Hegemony and Resistance</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Louis Althusser’s “Ideology and Ideological State Apparatuses (Notes Towards and Investigation)” <p>Focus: Ideology, ISA, RSA</p> <ul style="list-style-type: none"> • Michel Foucault’s “The Subject and Power” <p>Focus: Power, Production of knowledge, Politics of identity</p> <ul style="list-style-type: none"> • Dick Hebdige’s “The Function of Subculture” <p>Focus: Resistance to mainstream culture, subculture</p> <ul style="list-style-type: none"> • Gayatri Chakravorty Spivak’s “Can the Subaltern Speak?” <p>Focus: Marxism, Subaltern voice</p> <p>Applied Areas: Toni Morrison’s <i>The Bluest Eye</i> (Althusser, Foucault, Hebdige), Mahashweta Devi’s “Draupodi” (Spivak)</p>	2, 3, 4
Lect/Dis 11	<p style="text-align: center;">1st Midterm (On terms, theories, application)</p>	2, 3,

Lect/Dis 12-15	<p style="text-align: center;">04 Globalisation, Transnationalism, Multiculturalism, Ethnicity, Hybridity, Acculturation</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Homi K. Bhabha’s “Cultural Diversities and Differences” <p><i>Focus: Cultural diversity, integrity and inclusivity</i></p> <ul style="list-style-type: none"> • George Lipsitz’s "Immigration and Assimilation: R.ai, Reggae, and Bhangramuffin" <p><i>Focus: Globalisation, Transnationality, multiculturalism</i></p> <p>Applied Areas: **“The Green Passport” (Bhabha), “Petrea” (Lipsitz), “Frank and Frida” (Lipsitz)</p> <p>** Source: <i>Our Many Longings</i></p>	2, 4
Lect/Dis 16-18	<p style="text-align: center;">05. Consumerism and Popular Culture</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Raymond Williams’s “Advertising: The Magic System” <p><i>Focus: Capitalism, Consumerism, Advertisements</i></p> <ul style="list-style-type: none"> • Tony Bennett’s "Popular Culture and the ‘Turn to Gramsci’" • Janice Radway, “Institutional Matrix of Romance” <p><i>Focus: Popular culture, Marxism and consumerism</i></p> <p>Applied Areas: Toni Morrison’s <i>The Bluest Eye</i> (Williams, Bennett)</p>	1, 2, 3, 4
Lect/Dis 19	2nd Midterm	1, 2, 3
Lect/Dis 20-22	<p style="text-align: center;">06. Media and Representation</p> <p>Required Works:</p> <ul style="list-style-type: none"> • Roland Barthes’ <i>Mythologies</i> (Selections) <p><i>Focus: Representation in printing media, stereotyping, counter representation</i></p> <ul style="list-style-type: none"> • Laura Mulvey’s “Visual Pleasure and Narrative Cinema” <p><i>Focus: Representation in Cinema, male gaze, voyeurism, eroticisation of female body</i></p> <ul style="list-style-type: none"> • Susan Bordo’s “Beauty (Re)discovers the Male Body” 	1, 3, 4

	<p><i>Focus: Representation of men and women in advertisements</i></p> <p>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</p>	
Lect/Dis 23-25	<p style="text-align: center;">07. Social Media and Digital Culture</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Rodney H Jones’s “Discourse, Cybernetics, and the Entextualisation of the Self” <p><i>Focus: Digital culture, self and identity in digital platforms</i></p> <ul style="list-style-type: none"> Sali A Tagliamonte and Derek Denis’s “Linguistic Ruin? LOL! Instant Messaging and Teen Language” <p><i>Focus: Impact of quick texts</i></p> <ul style="list-style-type: none"> Limor Shifman’s “Memes in Digital Culture” <p><i>Focus: Power of memes, memes as language</i></p> <p>Applied Areas: **The course teacher and the students together will select contents from social media and digital platforms.</p>	2, 4
Lect/Dis 26-27	<p style="text-align: center;">08. Music (Jazz, Blues, Baul, Rap)</p> <p>Required Readings:</p> <ul style="list-style-type: none"> Eliyana R. Adler’s “No Raisins, No Almonds: Singing as Spiritual Resistance to the Holocaust” <p><i>Focus: Resistive and spiritual power of music</i></p> <p>Applied Areas: **The course teacher and the students together will select contents.</p>	1, 2, 4
Lect/Dis 28	Group Presentation/ Demonstration/ Term Paper to wrap up the course	
<i>(** Right to customising applied areas is reserved for the course teacher.)</i>		

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
<i>CLO-1</i>	Interactive lectures, Group discussion, Group/pair work, PPT presentation,	Written tests, Assignment/ Presentation/ Demonstration/ Term paper

	Selecting applied items, Theory applying tasks	
CLO-2	Interactive lectures, PPT presentation, Group discussion, Selecting applied items, Theory applying task,	Written tests, Quiz/ Sudden test, Presentation/ Term paper
CLO-3	Interactive lectures, PPT presentation, Group discussion, Group/pair work, Selecting applied items, Theory applying tasks	Written tests, Presentation/ Term paper/ Demonstration
CLO-4	Interactive lectures, PPT presentation, Group discussion, Group/pair work, Selecting applied items, Theory applying tasks, Demonstration, Case study	Written tests, Presentation/ Demonstration/ Term paper/ case study (**Demonstration/ case study on contemporary/ popular/ cultural items or cases)

Learning Materials

Required Readings

Adler, Eliyana R. "No Raisins, No Almonds: Singing as Spiritual Resistance to the Holocaust." *Shofar* (2006): 50-66.

Althusser, Louis. "Ideology and Ideological State Apparatuses: Notes towards an Investigation." *New Critical Writings in Political Sociology*. Routledge, 2024. 299-340.
<https://mforbes.sites.gettysburg.edu/cims226/wp-content/uploads/2018/09/Week-3b-Louis-Althusser.pdf>

Barthes, Roland. *Mythologies*. Translated by Annette Lavers. Farrar, Straus & Giroux, 1972.
<https://soundenvironments.wordpress.com/wp-content/uploads/2011/11/roland-barthes-mythologies.pdf>

Bennett, Tony. "Popular Culture and the 'Turn to Gramsci'"; edited by: Tony Bennett, Colin Mercer, Janet Woollacott In *Popular Culture and Social Relations* (1986), pp. xi-xix Key: citeulike:9360540

Bhabha, Homi K. "Cultural Diversity and Cultural Difference." *The Post-Colonial Studies Reader*. Edited by Ashcroft et al. Routledge, 1995, pp. 206-209.

Bordo, Susan. "Beauty (Re)Discovers the Male Body." *The Male Body: A New Look at Men in Private and in Public* (1999): 168-225.

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Foucault, Michel. "The Subject and Power; Critical Inquiry," Vol. 8., No. 4, *The University of Chicago Press*, 1982.

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[u.ac.jp/~alexroni/IPD2018%20readings/IPD1%202018%20No.8/Foucault%20Subject%20and%20Power.pdf](https://www2.kobe-u.ac.jp/~alexroni/IPD2018%20readings/IPD1%202018%20No.8/Foucault%20Subject%20and%20Power.pdf)

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Recommended Readings	<p>Adorno, Theodor W., J. M. Bernstein, ed. <i>The Culture Industry: Selected Essays on Mass Culture</i>. London and New York: Routledge, 1991.</p> <p>Barker, Chris. <i>The Sage Dictionary of Cultural Studies</i>. London: Sage, 2005.</p> <p>Bhabha, Homi K. <i>The Location of Culture</i>. Routledge, 1994.</p> <p>Brooker, Peter. <i>A Concise Glossary of Cultural Theory</i>. London: Arnold, 1999.</p>

- Collins, R., et al., eds. *Media Culture and Society: A Critical Reader*. Sage, 1986.
- Corbett, George, and Sarah Moerman. *Music and spirituality: theological approaches, empirical methods, and Christian worship*. Open Book Publishers, 2024.
- Coulthard, M. *Introduction to Discourse Analysis*. Michigan University Press, 2008.
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- During, Simon. *Cultural Studies: A Critical Introduction*. London and New York: Routledge, 2005.
- . (Ed.). *The Cultural Studies Reader*. 1993. London and New York: Routledge, 1999.
- Durham, Meenakshi Gigi and Douglas M Kellner. (Eds.). *Media and Cultural Studies: KeyWorks*. 2001. MA: Blackwell, 2005.
- Fiske, John. *Understanding Popular Culture*. Boston: Unwin Hyman, 1989.
- Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan, Pantheon Books, 1977.
- Hall, Gary and Clare Birchall (Eds.). *New Cultural Studies: Adventures in Theory*. Hyderabad: Orient BlackSwan, 2006.
- Hossain, Rubayet. "Female Directors, Female Gaze: The Search for Female Subjectivity in Film." *Forum: A Monthly Publication of The Daily Star*, 2011, 5.5.
- Jones, Rodney H., Alice Chik & Christoph A. Hafner (eds.). *Discourse and Digital Practices: Doing Discourse in the Digital Age*, pp. 28-47. Routledge: Oxon.
- Nayar, Pramod K. *An Introduction to Cultural Studies*. 2008. New Delhi: Viva Books, 2009.
- Said, E, Herman and Chomsky, N. *Manufacturing Consent: The Political Economy of the Mass Media*
- Smith, Philip. *Cultural Theory: An Introduction*. Oxford: Blackwell Publishers, 2001.
- Storey, John (ed.) *Cultural Theory and Popular Culture: A Reader*. 2nd ed. Essex: Longman, 1998.
- . *Cultural Theory and Popular Culture: An Introduction*, (2nd edition) Essex: Longman, 1998.

Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarize, infer, match					
Applying	Demonstrate, adapt, construct, use, perform	5	2.5			
Analysing	Demonstrate, adapt, construct, use, perform	2.5	5	2.5	2.5	
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	2.5	2.5	2.5	2.5	
Creating	Compose, assemble, propose				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall factual information, list, locate	
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Course Code: ENG-5207
Course Title: Folk Literature

Course Type: Elective		ISCED Code: 0232-5207	Prerequisite: None	Semester: MA 2nd
Credit: 04	Contact Hrs.: 04/Week	Exam Hrs.: 03	Full Marks: 100	CA/SA: 40/60

Rationale of the Course

This course highlights the study of folk literature from different continents, folk cultures and traditions, and examines relationships between folk literature and other forms of folkloric archetypes found across the world. It will help the students developing a critical understanding of the nature of folk literary aspects and meanings in terms of their spatial, cultural, political and representational context. The course is designed to provide opportunities of studying various folk themes and genres, authors and their texts with multicultural dimension. It will also offer a scope of applying contemporary theoretical approaches to the study of world folk literature with particular emphasis on texts translated in English.

Course Objectives: The objectives of the course are-

- To familiarise the students with folk traditions across cultures and boundaries from different parts of the world;
- To motivate the students to explore and explain literary texts with a complex cultural approaches;
- To help the students observe the various folk traditions, cultures, norms, customs and heritage treated across globe.
- To enable the students studying folk literature through different theoretical approaches

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

<i>CLO-1</i>	Assess the comparative dimension of critical literary approaches to the study of folk literature of different regions;
<i>CLO-2</i>	Explore the folk literature and different cultural aspects to be applied in various cultural, geographical and linguistic contexts;
<i>CLO-3</i>	Examine oral tradition, myth, anecdote, philosophy and politics involved in the formation and propagation of folk literature;
<i>CLO-4</i>	Evaluate cultural heritage, indigenous knowledge, community voice and diversity in folk literature along with the approaches of critical literary theories.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)					
CLOs	PLOs				
		PLO-1	PLO-2	PLO-3	PLO-4
CLO-1		3	2	1	2
CLO-2		3	3	1	3
CLO-3		3	3	1	3
CLO-3		3	3	1	3
CLO-4		3	3	2	2
CLO-5		3	3	2	3
CLO-6		3	1	1	2

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

Course Content
<p>1. The Basics Folk Literature: Definition, Scope and Relevance; Folk Culture; Myth, Legends, Ballads, Fairy Tales; Development of Folk Literature across Continents</p> <p>2. Folk Literature Arabian Tales--- <i>Arabian Nights</i> (Aladdin, Ali Baba, Sinbad) Dinesh Chandra Sen (ed.) -- “Mahua”; “Lady Maisry” English Legends--- King Arthur, Holy Grail Hans Christian Anderson -- <i>Anderson’s Fairy Tales</i> (Selection) Jacob Grimm and Wilhelm Grimm (ed.) -- “Cinderella”; “Snow White” Jasim Uddin --- <i>Nakshi Kanther Math</i> (Selections) Lal Behari Day (ed.) -- “ The Story of Prince Sobur”; “The Story of Brahmaddattya”</p> <p>3. Influence of Folk Literature Amitav Ghosh -- <i>The Hungry Tide</i> Ben Okri -- <i>The Famished Road</i> Edgar Allan Poe -- “Annabel Lee” Jibanananda Das -- <i>Beautiful Bengal</i> (Selection) Seamus Heaney -- “The Tollund Man”; “Punishment”; “The Mud Vision” W B Yeats -- "The Song of Wondering Aengus"; “The Man Who Dreamed of Fairyland”; “The Hosting of Sidhi” William Shakespeare -- <i>As You Like It, Troilus and Cressida, A Midsummer Night’s Dream</i></p>

Course plan specifying contact hrs., teaching-learning strategies, mapped with CLOs

Week (14 th weeks)	Topic	Teaching-Learning Strategies	Corresponding CLOs
1 st	Introduction to Folk Literature <ul style="list-style-type: none"> • Course Overview and Expectations • Discussing literary features of different continents 	Lecture/Group Discussion/Group- work/Presentation/Multimedia Administration/Use of Reality	1
2 nd	General Discussion <ul style="list-style-type: none"> • Folk Literature: Definition, Scope and Relevance • Folk Culture • Myth, Legends, Ballads, Fairy Tales • Development of Folk Literature across Continents 	Do	1, 2, 3, 4
3 th —5 th	"The Song of Wondering Aengus"; "The Man Who Dreamed of Fairyland"; "The Hosting of Sidhi"; "The Tollund Man"; "Punishment"; "The Mud Vision"; <i>Nakshi Kanther Math</i> (Selections); <i>Beautiful Bengal</i> (Selection) <ul style="list-style-type: none"> • Historical and Cultural context • Multicultural dimensions of cross-cultural stories • Themes, motifs, symbols 	Do	1, 2, 3, 4
6 th	"Mahua"; "Lady Maisry"; "Annabel Lee" <ul style="list-style-type: none"> • Historical and Cultural Context • Themes, motifs, symbols • Comparative diversity in language and literary features 	Do	1, 2, 3, 4
7 th —8 th	"Cinderella"; "Snow White"; "The Story of Prince Sobur"; "The Story of Brahmadattya"; <i>Anderson's Fairy Tales</i> (Selection); <i>Arabian Nights</i>, <i>King Arthur</i>, <i>Holy Grail</i> <ul style="list-style-type: none"> • Historical and Cultural Context • Language and Stylistic Features • Folktales of different cultural context 	Do	1, 2, 3, 4
9 th —11 th	<i>The Famished Road</i>; <i>The Hungry Tide</i> <ul style="list-style-type: none"> • Historical and Cultural Context • Language and Stylistic Features • Novels of different cultural context 	Do	1, 2, 3, 4
12 th —13 th	<i>As You Like It</i>, <i>Troilus and Cressida</i>, <i>A Midsummer Night's Dream</i> <ul style="list-style-type: none"> • Historical and Cultural Context 	Do	1, 2, 3, 4

	<ul style="list-style-type: none"> • Language and Stylistic Features • Folk plays of different cultural context 		
14 th	General Discussion <ul style="list-style-type: none"> • Comparative and Critical Perspective 	Do	5

Mapping CLOs with Teaching-Learning and Assessment Strategies

CLOs	Teaching-Learning Strategies	Assessment Strategies(CA + SA)
1, 2, 3, 4	Lecture/Group Discussion/Group-work/Presentation/Multimedia Administration/Use of Reality	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper

Learning Materials

Required Readings

Anderson, Hans Christian, *Andersen's Fairy Tales*, London and Glasgow, Collins, 1947

Anonymous, *Arabian Nights*.

Day ,Lal Behari. *Folktales of Bengal*. Subarnarekha, 1999.

Ghosh, Amitav. *The Hungry Tide*. HarperCollins, 2004.

Heaney, Seamus, *Selected poems, 1965-1975*, London, Faber & Faber Publishers, 1980

Jacob, Grimm and Wilhelm Grimm. *Grimm's Fairy Tales*, translated by Varecha V. Cathy Books, 1984

Okri, Ben, *The Famished Road*, London, Vintage Classics, 1991.

Shakespeare, William, *The Complete Works of Shakespeare*, New York : Pearson Longman, 2004.

Yeats, W B, *The Collected Poems Of W.B Yeats*, New York, The Macmillan Company, 1951.

Recommended Readings

Banerjee, Anirban. "Reverend Lal Behari Dey's Contribution to Bengali Folklore: A Bicentennial Evaluation." *Academia.edu*, 2024.

Green, Martin. *The Folklore of Shakespeare*. New York University Press, 2001.

Guignery, Vanessa, editor. *The Famished Road: Ben Okri's Imaginary Homelands*. Cambridge Scholars Publishing, 2013.

Murphy, Patrick J. *The Folk Tradition in Irish Poetry: The Case of Seamus Heaney*. Routledge, 2012.

Nielsen, Mikkel. *Andersen's Fairy Tales: An Interpretation*. Cambridge University Press, 2014.

Rosenberg, Bruce A. *Folklore and Literature: Rival Siblings*. University of Tennessee Press, 1991.

Salve, Sonba. *Critical Discourse Analysis of Aravind Adiga's The White Tiger*. *International Journal of Linguistics*, vol. 5, no. 3, 2024, pp. 74–83

Taylor, Eric K. *Using Folktales*. Cambridge University Press, 2000.

Yeats, W.B. *The Celtic Twilight: Faerie and Folklore*. Dover Publications, 2002.

Young, Judy. *Introduction to Literature: Fairy Tales, Folk Tales, and How They Shape Us*. University of West Florida Pressbooks, 2023.

Zipes, Jack. *The Brothers Grimm: From Enchanted Forests to the Modern World*. Routledge, 2002.

Assessment Strategies: CA 40 Marks						
Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarise, infer, match	02				
Applying	Demonstrate, adapt, construct, use, perform	06	03		04	
Analysing	Demonstrate, adapt, construct, use, perform	02	03	02		
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict		04		02	
Creating	Compose, assemble, propose			03	04	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall factual information, list, locate	
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	15
Analysing	Compare, differentiate, group, survey, interpret, critique	15
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Course Code: ENG-5208
Course Title: Thesis Proposal and Proposal Defence in Literature & Cultural Studies

Course Type: Core	ISCED Code: 0232-5208	Semester: MA 2nd
Credit: 5	Contact Hrs.: 5/week	Full Marks: 100
		SA: 100

Rationale of the Course

After the completion of the Bachelor degree, it is crucial to assess the innovative, communicative, and problem solving skills as well as compassion for humanity of the potential graduates, attaining 3.25 and above in 4 scale in their undergraduate programme. Writing thesis in a chosen area, therefore, is worth for the terminating degree of the students of Mixed Mode programme. This course is an integral part of the Capstone course, “Thesis Writing”, offered to the students of Mixed Mode programme in their 3rd semester. In present course, eligible students will write the proposal of their individual theses (3000 - 5000 words) in three chapters (Introduction, Literature Review, Methodology) and defend it before the evaluation board.

Course Objectives: The objectives of the course are-

- To offer students scope to demonstrate their innovative, communicative, and problem solving skills.

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 enough to add value to the existing field of their chosen area of study;
<i>CLO-2</i>	Review and assess the literature of the area;
<i>CLO-3</i>	Find appropriate method/s for a systematic study;
<i>CLO-4</i>	Propose well-supported argument/s in forms written and oral.

Mapping of CLOs to PLOs

CLOs \ PLOs	PLOs			
	PLO-1	PLO-2	PLO-3	PLO-4
<i>CLO-1</i>	3	3		3
<i>CLO-2</i>	3	3		3
<i>CLO-3</i>	3	3		3

CLO-4	3	3		3
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Correlation: 1—Low; 2—Significant; 3—High

Assessment Details: 100 Marks			
S/N	Parts	Marks	Evaluator
1.	Thesis Writing Proposal	60 Marks	Supervisor/s
2.	Proposal Defence	40 Marks: i. Presentation: 20 Marks (Time: 20 Minutes) ii. Question-Answer Session: 20 Marks	Examination Committee

Marks Distribution for Proposal Writing		
S/N	Name of Major Section	Marks
1.	Introduction/Background of the Study	5
2.	Problem Statement	5
3.	General and Specific Objectives	5
4.	Formulating Research Questions/ Expected outcomes & significance	5
5.	Literature Review	5
6.	Literature Gap & Justification for Research	5
7.	Theoretical and Conceptual Framework	10
8.	Methods of the Study	10
9.	Proposed Organisation/Outline of the Thesis	5
10.	Citations and References	5
11.	Total Marks	60

Chapters Detail	
Chapter One: Introduction (20 Marks)	
1. Context and Background	

- Start by providing a **general overview** of the topic you are addressing.
- Identify **relevant trends, issues, or developments** in the field that lead to the research question.
- Explain why this area is important for current critical debate.

2. Research Problem or Gap

- Define the **specific research problem** or **knowledge gap** that your thesis aims to address.
- Highlight the **relevance** of the problem to the field, and discuss **existing literature** and what has or has not been done in this area.
- Clarify why this gap is critical and worth investigating.

3. Research Objectives

- Clearly state the **objectives** of your thesis.
- Explain what you aim to achieve with your research (e.g., testing a theory, analysing a policy's impact, providing new insights).

4. Research Question(s)

- Pose the **central research question** your thesis will explore.
- You may also list **sub-questions** that will guide your investigation.

5. Significance of the Study

- Briefly explain the **contribution** your research will make to the field of economics.
- Discuss potential **policy implications**, practical applications, or theoretical advancements your findings may offer.

Chapter Two: Literature Review (20 Marks)

1. Introduction to the Literature Review

- Briefly introduce the importance of reviewing existing literature for your thesis.
- Clarify the objectives of this chapter and how it will establish the foundation for your research.

2. Literature Review

- Summarise key studies that have investigated similar topics.
- Discuss the methodologies and results of significant studies, pointing out trends or contradictions in the existing research.
- Identify the strengths and weaknesses of the studies.
- Highlight concepts or methods that have been used frequently in empirical studies related to your research.

3. Theoretical Framework

- Provide a detailed description of the theoretical concepts and models that your study draws
- Explain how these theories have been applied in prior literature, especially how they relate to your specific research question or hypothesis.
- Identify any limitations or contradictions within the existing theoretical frameworks that your research might address.

4. Conceptual Framework

- Define the key concepts or constructs used in your research and describe their relationship.
- Create a diagram or narrative that demonstrates how the concepts interact, often drawing from both the theoretical and empirical findings.
- Relate the conceptual framework to your research question and explain how it will guide your methodology and analysis.

5. Literature Gap

- Summarise the gaps, inconsistencies, or underexplored areas in the existing literature that your research will address.
- Argue why filling these gaps is important for advancing knowledge in the field and how your thesis contributes to this.
- Briefly outline how your proposed research will build upon the existing literature and offer new insights.

Chapter Three: Methods of the Study (20 Marks)

1. Study Area

- Describe area of the study.
- Justify why this area is chosen (significance, policy relevance, data/ source availability).

2. Research Design

- Explain whether the study is qualitative, quantitative, or mixed-methods.
- Justify the choice of research design based on the research question.

3. Data/ Source

- Specify whether primary or secondary data/ source is used.
- Mention data sources (e.g., library/ online resources, interviews, focal group discussion, surveys, national databases, World Bank, IMF).

4. Model Specification

- Introduce your theoretical model.
- Justify why this model is suitable for your study.

5. Sampling Technique

- Explain the sampling method (random, stratified, purposive, etc.).
- Justify sample size selection using statistical or economic reasoning.
- If using survey data, describe respondent selection criteria.

6. Outline of the Thesis

- Propose an outline of your thesis.

7. Reference

- Cite the sources used.

**** The sections will be customised under the guidance of the supervisor, depending upon the type and field of the study since the programme offers thesis in the area of Literatures, Cultural Studies, Linguistics, and ELT.**

2. Proposal Presentation (Oral) Grading Rubric (40 Marks)

Nonverbal Skills	4–Exceptional	3–Admirable	2–Acceptable	1–Poor
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as entire presentation is carried out through reading note.
Body Language	Movements seem fluid and	Made movements or gestures	Very little movement or	No movement or descriptive

	help the audience visualize.	that enhance articulation.	descriptive gestures	gestures.
Poise	Displays relaxed, self-confident nature about self, with no-mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.
Verbal Skills	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation	Occasionally shows positive feelings about topic	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Speaking Skills	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation.	Presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation.	Presenter mumbles, talks very fast, and speaks too quietly for a majority of students to hear& understand.
Timing	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Length of	Within two	Within four	Within six	Too long or too

Presentation	minutes of allotted time +/-.	minutes of allotted time +/-.	minutes of allotted time +/-	short; ten or more minutes above or below allotted time.
Content	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Subject Knowledge	An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims	Sufficient information with many good points made, uneven balance and little consistency.	There is a great deal of information that is not clearly integrated or connected to the research.	Goal of research unclear, information included that does not support research claims in any way.
Organization	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions.	Audience cannot understand presentation because there is no sequence of information.
Visuals	Excellent visuals that are tied into the overall story of the research.	Appropriate visuals are used and explained by the speaker	Visuals are used but not explained or put in context.	Little or no visuals, too much text on slides.
Mechanics	Presentation misspellings or	Presentation has no more than	Presentation has three	Presentation has many

	grammatical errors.	two misspellings and/or grammatical errors	misspellings and/or grammatical errors.	spelling and/or grammatical errors.
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Course Code: -5209
Course Title: Sociolinguistics & Psycholinguistics

Rationale of the Course

This course has been designed to bridge the gap between the societal and cognitive dimensions of language study. By offering an interdisciplinary approach to the study of language, the course seeks to equip graduate students with a comprehensive understanding of how language operates within both social and psychological contexts.

Course Objectives: The objectives of the course are--	
<ul style="list-style-type: none"> • • • • • 	<p>Understanding language variation, language and identity, and language changes; Assessing English as a Global Language; Exploring language acquisition and development concepts; Examining language processing & L1 theories; Analysing current issues and research trends in Sociolinguistics & Psycholinguistics.</p>

Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Understand language variation, investigate language and identity, and explain language changes;
<i>CLO-2</i>	Critically evaluate English as a Global Language;
<i>CLO-3</i>	Analyse language acquisition and development;
<i>CLO-4</i>	Explore language processing and first language acquisition theories;
<i>CLO-5</i>	Engage with current Sociolinguistics & Psycholinguistic issues and research trends.

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

CLOs				
<i>CLO-1</i>	1	1	3	3
<i>CLO-2</i>	1	2	3	3
<i>CLO-3</i>	1	1	3	3
<i>CLO-4</i>	1	1	3	3
<i>CLO-5</i>	1	1	3	3

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

Course Content
Sociolinguistics
<p>Language and Society: How language functions within social contexts, including language variation, standard language, register, code-switching, code-mixing, style-shifting, diglossia, dialects, and sociolects.</p> <p>Language and Identity, Power & Culture: The relationship between language and personal and group identity, including gender, ethnicity, social class, power and control, and cultural practice</p> <p>Language Change: How languages evolve over time and the social factors that drive these changes, pidgin and creole, bilingualism and multilingualism</p> <p>English as a global language: New Englishes, future of English as a global language</p> <p>Current Issues and Research Trends: Techniques and methodologies for conducting experiments in this field, recent developments and ongoing debates in the field of Sociolinguistics</p>
Psycholinguistics
<p>Language Acquisition: Origin of language, how individuals acquire language both first and second languages,</p> <p>Stages of Language Development:</p> <p>Language Processing: How the brain processes language, including comprehension, production, and reading.</p> <p>First Language Acquisition Theories: Behaviourist, Nativist, Cognitive, The Critical Period Hypothesis</p>

Current Issues and Research Trends: Techniques and methodologies for conducting experiments in this field, recent developments and ongoing debates in the field of Psycholinguistics

Course plan specifying contact hrs., teaching-learning strategies, mapped with CLOs			
Week (14th weeks)	Topic	Teaching- Learning Strategies	Corresponding CLOs
1 st	Introduction to Sociolinguistics, different forms of language used in various social contexts, including regional dialects and sociolects.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	1
2 nd	Register: Variation in language according to context, such as formal or informal speech. Code-switching & Code-mixing: The practice of alternating between two or more languages or dialects within a conversation. Style-shifting: Changing speech style according to social context or audience. Diglossia: Situations where a single language community uses two dialects or languages. Standard Language: The variety of language considered the norm or prestige form in a particular community.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	1
3 rd	Gender, Ethnicity, Social Class: How language reflects and constructs social identities and hierarchies. Power and Control: The role of language in maintaining or challenging social power structures. Cultural Practices: The influence of culture on language use and vice versa.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	1
4 th	Evolution Over Time: Social factors driving language change. Pidgin and Creole: Languages that develop in multilingual contact situations. Bilingualism and Multilingualism: The coexistence	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind	1

	of two or more languages within an individual or community.	mapping	
5 th	New Englishes: Varieties of English that have developed in different regions. Future of English: The ongoing global spread of English and its implications.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	2
6 th	Techniques and Methodologies: Methods for conducting sociolinguistic research.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	5
7 th	Recent Developments and Debates: Ongoing discussions and new findings in the field.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	5
8 th	Midterm		
9 th	Introduction to Psycholinguistics, theories on how language began.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	3
10 th	Stages of Language Development: Babbling to Fluent Speech, the progression of language skills in children. Language Processing: Brain Processing: How the brain comprehends, produces, and reads language.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	3
11 th	First Language Acquisition Theories: Behaviourist: Learning through imitation and reinforcement.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group	4

	Nativist: The idea that language ability is innate.	work/mind mapping	
12 th	First Language Acquisition Theories: Cognitive: Language acquisition is linked to overall cognitive development. The Critical Period Hypothesis: A specific window in childhood during which language acquisition occurs most easily.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	4
13 th	Techniques and Methodologies: Methods for conducting psycholinguistic research. Recent Developments and Debates: New findings and ongoing discussions in the field.	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	5
14 th	Review of the topics/students' presentation	Interactive discussion/ question-answer	5

Mapping CLOs with Assessment Strategies	
CLOs	Assessment Strategies (CA + SA)
1, 2, 3, 4,5	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper

Learning Materials	
Required Readings	<p>Clark, E. V. (2009). <i>First Language Acquisition</i>. Cambridge University Press.</p> <p>Romaine, S. (2000). <i>Language and Society: An Introduction to Sociolinguistics</i> (2nd ed.). Oxford University Press.</p> <p>Trudgill, P. (2000). <i>Sociolinguistics: An Introduction to Language and Society</i> (4th ed.). Penguin Books.</p> <p>Wardhaugh, R., & Fuller, J. M. (2014). <i>An Introduction to Sociolinguistics</i> (7th ed.). Wiley-Blackwell.</p> <p>Warren, P. (2012). <i>Introducing Psycholinguistics</i>. Cambridge University</p>

	Press.
Recommended Readings	<p>Fairclough, N. (2015). <i>Language and Power</i> (3rd ed.). Routledge.</p> <p>Fromkin, V., Rodman, R., & Hyams, N. (2018). <i>An Introduction to Language</i> (11th ed.). Cengage Learning.</p> <p>Harley, T. A. (2013). <i>The Psychology of Language: From Data to Theory</i> (4th ed.). Psychology Press.</p> <p>O'Grady, W. (2005). <i>How Children Learn Language</i>. Cambridge University Press.</p> <p>Mesthrie, R. (Ed.). (2011). <i>The Cambridge Handbook of Sociolinguistics</i>. Cambridge University Press.</p> <p>Spivey, M. J., McRae, K., & Joanisse, M. F. (Eds.). (2012). <i>The Cambridge Handbook of Psycholinguistics</i>. Cambridge University Press.</p> <p>Yule, G. (2016). <i>The Study of Language</i> (5th ed.). Cambridge University Press.</p>

Assessment Strategies: CA 40 Marks					
Levels of Learning	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study/Field Work (10)	Attendance (5)
Remembering					5
Understanding	5				
Applying	5		5	5	
Analysing		5			
Evaluating		5			
Creating				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall factual information, list, locate	
Understanding	Explain, exemplify, classify, summarize, infer, matc	10
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	15
Evaluating	Assess, argue, tell why, defend, reject, justify,	15

	provide a verdict	
Creating	Compose, assemble, propose	10

Course Code: ENG-5210
Course Title: Curriculum Design, Materials Development and Assessment Strategies

Course Type: Elective	ISCED Codes: 0231-5210	Prerequisite: None	Semester: MA 2nd
Credit: 4	Contact Hrs.: 4/week	Exam Hrs.: 03	Full Marks: 100
			CA/SA: 40/60

Rationale of the Course

The course 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 syllabus and 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, syllabus types, 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-

- To introduce students with the theoretical foundations and distinctions related to curriculum and syllabus design;
- To familiarise them with various types of syllabi and curriculum models;
- 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.
- To develop them 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 analyse fundamental concepts, essential terminology and theoretical perspective to curriculum development and language assessment;
<i>CLO-2</i>	Evaluate and Distinguish between various syllabus typologies and the constructs of 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 analyse 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;

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

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

Course Content
<p>Curriculum Design:</p> <ol style="list-style-type: none"> 1. Syllabus and Curriculum 2. Analytic and synthetic syllabi 3. Product and process-oriented syllabi 4. Learner needs and needs analysis 5. Goals, objectives and learning outcomes: The ABCD model and Bollom’s taxonomy 6. Learner-centered curriculum development <p>Testing and Assessment:</p> <ol style="list-style-type: none"> 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

Course plan specifying contact hrs., teaching-learning strategies, mapped with CLOs			
Week (14 th weeks)	Topic	Teaching-Learning Strategies	Corresponding CLOs
Week 1	Introduction to Curriculum and Syllabus: Definitions, Importance, and Differences	Lecture, Group discussion	1
Week 2	Principles and Components of Syllabus Design	Interactive Lecture	1, 2
Week 3	Writing Course Objectives and Learning Outcomes (Bloom’s Taxonomy, ABCD model)	In-class practice, peer review	3
Week 4	Analytic and synthetic syllabi	Comparative analysis, group	2, 4

		presentation	
Week 5	Product and process-oriented syllabi	Discussion, analysis of syllabi	2, 4
Week 6	Learner-centered curriculum development	Group work, participatory design	4, 6
Week 7	Evaluation, assessment and testing	Mini-lectures + think-pair-share	2
Week 8	Types and purposes of tests	Group work, role play	2, 5
Week 9	Principles/Qualities of a good test: Validity, Reliability, Practicality	Analytical task	5
Week 10	Washback, impacts and consequences	Real-life examples, discussion	5
Week 11	Test administration and construction	Practice-based simulation	6
Week 12	Test formats: Strengths and limitations	Demonstration, structured comparison	5, 6
Week 13	Testing listening, speaking,	Demo testing, micro-teaching	5
Week 14	Testing reading and writing	Peer review of test items, task design	5

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	<i>Brown, J. D. (1995). 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: CA 40 Marks					
Levels of Learning	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study/Field Work (10)	Attendance (5)

Remembering					
Understanding					
Applying	2	5	2.5	3	
Analysing	4	2	2.5		
Evaluating	4	3		2	
Creating				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall factual information, list, locate	
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Course Code: ENG-5211 Course Title: Language Teacher Education

Course Type: Elective	ISCED Code: 0231-5211	Prerequisite: None	Semester: MA 2nd
Credit: 4	Contact Hrs.: 4/week	Exam Hrs.: 03	Full Marks: 100
			CA/SA: 40/60

Rati

Role of the Course

The field of language teaching is a dynamic and complex discipline, requiring educators to not only master the content of the language but also develop a deep understanding of how to effectively teach it to diverse learners. This course seeks to address these multifaceted needs by providing future educators with the theoretical knowledge, practical skills, and reflective practices necessary for effective language teaching. This course emphasises the importance of tailoring teaching strategies to accommodate varied learning styles and levels of proficiency. By blending theory and practice, and emphasising global perspectives, this course prepares educators to not only teach languages but also shape students' cultural and linguistic understanding, empowering them to become lifelong learners and global citizens.

Course Objectives: The objectives of the course are-

- | | |
|---|---|
| • | To equip future language teachers with the practical skills including digital technology integration necessary for effective language instruction; |
| • | To emphasise the importance of cultural awareness and sensitivity in language teaching; |
| • | To engage future educators in regular self-assessment and reflective practices; |
| • | To develop leadership skills in educational policies, mentoring peers, and leading language teaching initiatives within their institutions and communities. |

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

<i>CLO-1</i>	Design and deliver well-structured, engaging language lessons that incorporate appropriate teaching methods, materials, and assessments;
<i>CLO-2</i>	Engage in reflective practice, evaluating their own teaching performance and identifying strengths and areas for growth;
<i>CLO-3</i>	Incorporate intercultural communication principles into their teaching, creating inclusive and culturally responsive classroom environments;
<i>CLO-4</i>	Effectively integrate educational technology and digital resources into their language teaching.

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

<i>CLO-1</i>	1	1	3	2
<i>CLO-2</i>	1	1	3	2
<i>CLO-3</i>	1	1	3	2
<i>CLO-4</i>	1	1	3	2

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

Course Contents
<ol style="list-style-type: none"> 1. Theories and principles of Teacher Education 2. Approaches to Teacher Training 3. In-service and pre-service Teacher Training 4. Integrating Digital Technology 5. Counselling and feedback 6. Lecture, Seminar, Workshop, Self-Access 7. Micro teaching/ Practicum 8. Learners' strategies, and learner autonomy 9. Classroom Management 10. ELT leadership

Week (14th weeks)	Topic	Corresponding CLOs
1 st	Theories and principles of Teacher Education.	1
2 nd	Theories and principles of Teacher Education.	1
3 rd	Approaches to Teacher Training,	1
4 th	In-service and pre-service Teacher Training	1, 3, 4
5 th	Lesson plan and designing learning tasks	1, 2, 3, 4
6 th	Lecture, Seminar, Workshop, Self-Access	1, 2, 3, 4
7 th	Micro teaching/ Practicum	1, 2, 3, 4
8 th	Integrating Digital Tools for Language Teaching	1, 2, 3, 4

9 th	Learners' strategies, and learner autonomy	2, 3, 4
10 th	Learners' strategies, and learner autonomy	2, 3, 4
11 th	Classroom Management	1, 2
12 th	Counseling and feedback	3, 4
13 th	ELT leadership	1, 2, 3, 4
14 th	Summary and problem solving	1, 2, 3, 4

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
1, 2, 3, 4	Classroom demonstration, discussion, project work	Written tests, Class test/ sudden test, Assignment/ Presentation/ Demonstration/ Term paper

Learning Materials	
Required Readings	<ol style="list-style-type: none"> Wallace, S. (2015). <i>A dictionary of education</i>. OUP Oxford. Wallace, J.M. (1991). <i>Training Foreign Language Teachers: A reflective approach</i>. Woodward, T. (1990). <i>Models and Metaphors in Teacher Training</i>. Arabski & Wojtaszek eds. (2011). <i>Individual Learner Differences in SLA</i>. Great Britain: MPG Books Group.
Recommended Readings	<ol style="list-style-type: none"> <u>Christie Martin, Drew Polly</u> (2016) <i>Handbook of Research on Teacher Education and Professional Development</i>. IGI Global. <u>Jack C. Richards, Thomas S. C. Farrell</u> (2005). <i>Professional Development for Language Teachers: Strategies for Teacher Learning</i>. Cambridge University Press. Barbara Gross Davis (2009) Tools for Teaching. Jossey-Bass

Assessment Strategies: CA 40 Marks						
Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarize, infer, match					
Applying	Demonstrate, adapt, construct, use, perform	2.5	2.5	2.5	2.5	
Analysing	Demonstrate, adapt, construct, use, perform	5	2.5	2.5		
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	2.5	2.5		2.5	
Creating	Compose, assemble, propose		2.5		5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall factual information, list, locate	
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	20
Analysing	Compare, differentiate, group, survey, interpret, critique	10
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	10
Creating	Compose, assemble, propose	20

Course Type: Elective	ISCED Codes: 0231-5212	Prerequisite: None	Semester: MA 2nd
Credit: 4	Contact Hrs.: 56	Exam Hrs.: 03	Full Marks: 100
			CA/SA: 40/60

Rati

Goal of the Course

This course equips future TESOL educators with the theoretical grounding and practical skills to integrate digital technologies into pedagogically sound, culturally responsive language teaching. By exploring multimodal literacies, emerging EdTech tools, basic AI application, and ethical frameworks, students will critically examine how technology reshapes language learning environments. The course fosters reflective practice, curriculum innovation, and inclusive design, preparing educators to navigate diverse English learner needs in digitally mediated contexts. Through hands-on projects and research-informed inquiry, participants will develop adaptive strategies for enhancing engagement, accessibility, and linguistic development. Ultimately, the course empowers educators to become thoughtful designers of transformative, tech-enhanced English language education.

Course Objectives:
<ul style="list-style-type: none"> • To evaluate digital tools and platforms for English language teaching-learning across diverse learner contexts. • To design and implement multimodal instructional materials and or basic AI applications in English language teaching-learning • To apply ethical and culturally responsive frameworks to the integration of technology in language education. • To conduct practitioner-based research or design projects that explore innovative uses of technology in English language teaching.

Course Learning Outcomes: Upon the completion of the course, the students will be able to	
<i>CLO-1</i>	Critically analyze and compare digital tools and platforms in terms of pedagogical value, accessibility, and their impact on language acquisition in varied learner contexts.
<i>CLO-2</i>	Design and implement multimodal instructional materials or basic AI-supported applications that effectively integrate text, image, audio, and interactive media for language learning.
<i>CLO-3</i>	Apply ethical and culturally responsive principles when integrating technology into language teaching
<i>CLO-4</i>	Conduct practitioner-based research or design projects that explore innovative uses of technology in language education

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	1
<i>CLO-3</i>	3	2	2	1
<i>CLO-4</i>	3	2	1	1

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

Course Content
<p>Foundations of Technology in Language Education</p> <ul style="list-style-type: none"> • Historical overview of technology integration in language teaching • Digital literacies and multiliteracies in language education • Theories and frameworks of technology-mediated language acquisition (CALL, MALL, TELL, TPACK, SMAR, AI-enhanced learning, etc.) <p>Designing Multimodal and AI-Enhanced Materials</p> <ul style="list-style-type: none"> • Principles of multimodality: integrating text, image, audio, and video • Evaluating digital tools and platforms in language teaching: multimedia tools, LMS, language learning apps, online collaboration tools, VR, AR, podcasts) • Skill-specific technology integration: teaching reading, writing, listening, speaking, pronunciation, grammar, and vocabulary with digital tools) • Introduction to AI applications in language learning: chatbots, adaptive learning, speech recognition, AI-driven feedback, Intelligent Tutoring System, etc. • Practical workshop: creating sample multimodal lessons or simple AI-supported activities <p>Ethics, Equity, and Cultural Responsiveness</p>

- Ethical issues in educational technology: surveillance, data privacy, algorithmic bias, ethical use of AI
- Equity and access: bridging the digital divide
- Representation and inclusivity in digital content
- Frameworks for culturally responsive technology

Practitioner-Based Research & Innovation

- Research methods for investigating technology use in language classrooms
- Designing and evaluating classroom-based technology interventions
- Emerging trends and future direction in technology in TESOL
- Case studies of innovative practices in digital language education
- Final project: practitioner-research or design-based project showcasing technology integration

Course plan specifying contact hrs., teaching-learning strategies, and mapped with CLOs

Hours	Topic	Teaching-Learning Strategies	Corresponding CLOs
2	Historical overview of technology integration in language teaching	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	CLO-1
10	<ul style="list-style-type: none"> • Digital literacies and multiliteracies in language education • Theories and frameworks of technology-mediated language acquisition (CALL, MALL, TELL, TPACK, SMAR, AI-enhanced learning, etc.) 	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	CLO-1
8	<ul style="list-style-type: none"> • Principles of multimodality: integrating text, image, audio, and video • Evaluating digital tools and platforms in 	Lecture/ interactive discussion/ question-answer/multimedia	CLO-2

	language teaching: multimedia tools, LMS, language learning apps, online collaboration tools, VR, AR, podcasts	presentation/ pair work, group work/mind mapping	
12	<ul style="list-style-type: none"> • Skill-specific technology integration: teaching reading, writing, listening, speaking, pronunciation, grammar, and vocabulary with digital tools) • Introduction to AI applications in language learning: chatbots, adaptive learning, speech recognition, AI-driven feedback, Intelligent Tutoring System, etc. • Practical workshop: creating sample multimodal lessons or simple AI-supported activities 	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	CLO-2
8	<ul style="list-style-type: none"> • Ethical issues in educational technology: surveillance, data privacy, algorithmic bias, ethical use of AI • Equity and access: bridging the digital divide • Representation and inclusivity in digital content • Frameworks for culturally responsive technology 	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	CLO-3
12	<ul style="list-style-type: none"> • Research methods for investigating technology use in language classrooms • Designing and evaluating classroom-based technology interventions • Emerging trends and future direction in technology in TESOL • Case studies of innovative practices in digital language education • Final project: practitioner-research or design-based project showcasing technology integration 	Lecture/ interactive discussion/ question-answer/multimedia presentation/ pair work, group work/mind mapping	CLO-4

Learning Materials

Required Readings	
Recommended Readings	<p>Blyth, C., & Thoms, J. J. (Eds.). (2021). <i>Emerging technologies for the language classroom: A practical guide</i>. Palgrave Macmillan.</p> <p>Chapelle, C. A., & Nero, S. J. (Eds.). (2021). <i>The Cambridge handbook of technology and language learning</i>. Cambridge University Press.</p> <p>Motteram, G., & Beauchamp, G. (Eds.). (2024). <i>Artificial intelligence in language learning and teaching</i>. Routledge.</p> <p>Bui, H. P., Kumar, R., & Kamila, N. K. (Eds.). (2024). <i>Innovations and applications of technology in language education</i>. Auerbach Publications.</p> <p>Lütge, C. (Ed.). (2022). <i>Foreign language learning in the digital age: Theory and pedagogy for developing literacies</i>. Routledge.</p> <p>Tour, E., Creely, E., & Waterhouse, P. (2022). <i>Enhancing digital literacies with adult English language learners: Theoretical and practical insights</i>. Routledge.</p> <p>Zou, B., Thomas, M., & Barr, D. (Eds.). (2022). <i>Emerging concepts in technology-enhanced language teaching and learning</i>. IGI Global.</p> <p>Sadeghi, K., Thomas, M., & Ghaderi, F. (Eds.). (2023). <i>Technology-enhanced language teaching and learning: Lessons from the COVID-19 pandemic</i>. Bloomsbury Academic.</p> <p>Pan, F. (Ed.). (2024). <i>AI in language teaching, learning, and assessment</i>. IGI Global.</p> <p>Pegrum, M., Hockly, N., & Dudeney, G. (2022). <i>Digital literacies (Research and resources in language teaching)</i>. Routledge.</p> <p>Wang, Y., Alm, A., & Dizon, G. (Eds.). (2025). <i>Insights into AI and language teaching and learning</i>. Castledown Publishers.</p>

Assessment Strategies: CA 40 Marks					
Levels of Learning	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment /Presentation/ Term Paper/Case Study/Field Work (10)	Attendance (5)
Remembering					
Understanding					
Applying			5	5	
Analysing	5	5			
Evaluating	5	5			
Creating				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering	Recall factual information, list, locate	5
Understanding	Explain, exemplify, classify, summarize, infer, match	10
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	10
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	15
Creating	Compose, assemble, propose	10

Course Code: ENG-5213
Course Title: Thesis Proposal and Proposal Defence in
ELT And Applied Linguistics

Course Type: Core			
Credit: 5	Contact Hrs.: 5/week	Full Marks: 100	SA: 100

Rationale of the Course

After the completion of the Bachelor degree, it is crucial to assess the innovative, communicative, and problem solving skills as well as compassion for humanity of the potential graduates, attaining 3.25 and above in 4 scale in their undergraduate programme. Writing thesis in a chosen area, therefore, is worth for the terminating degree of the students of Mixed Mode programme. This course is an integral part of the Capstone course, “Thesis Writing”, offered to the students of Mixed Mode programme in their 3rd semester. In present course, eligible students will write the proposal of their individual theses (3000 - 5000 words) in three chapters (Introduction, Literature Review, Methodology) and defend it before the evaluation board.

Course Objectives: The objectives of the course are-

- To offer students scope to demonstrate their innovative, communicative, and problem solving skills.

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 enough to add value to the existing field of their chosen area of study;
<i>CLO-2</i>	Review and assess the literature of the area;
<i>CLO-3</i>	Find appropriate method/s for a systematic study;
<i>CLO-4</i>	Propose well-supported argument/s in forms written and oral.

Mapping of CLOs to PLOs

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

CLO-4		1	3	3
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Correlation: 1—Low; 2—Significant; 3—High

Assessment Details: 100 Marks			
S/N	Parts	Marks	Evaluator
3.	Thesis Writing Proposal	60 Marks	Supervisor/s
2.	Proposal Defence	40 Marks: iii. Presentation: 20 Marks (Time: 20 Minutes) iv. Question-Answer Session: 20 Marks	Examination Committee

Marks Distribution for Proposal Writing		
S/N	Name of Major Section	Marks
12.	Introduction/Background of the Study	5
13.	Problem Statement	5
14.	General and Specific Objectives	5
15.	Formulating Research Questions/ Expected outcomes & significance	5
16.	Literature Review	5
17.	Literature Gap & Justification for Research	5
18.	Theoretical and Conceptual Framework	10
19.	Methods of the Study	10
20.	Proposed Organisation/Outline of the Thesis	5
21.	Citations and References	5
22.	Total Marks	60

Chapters Detail	
Chapter One: Introduction (20 Marks)	
1. Context and Background	

- Start by providing a **general overview** of the topic you are addressing.
- Identify **relevant trends, issues, or developments** in the field that lead to the research question.
- Explain why this area is important for current critical debate.

2. Research Problem or Gap

- Define the **specific research problem** or **knowledge gap** that your thesis aims to address.
- Highlight the **relevance** of the problem to the field, and discuss **existing literature** and what has or has not been done in this area.
- Clarify why this gap is critical and worth investigating.

3. Research Objectives

- Clearly state the **objectives** of your thesis.
- Explain what you aim to achieve with your research (e.g., testing a theory, analysing a policy's impact, providing new insights).

4. Research Question(s)

- Pose the **central research question** your thesis will explore.
- You may also list **sub-questions** that will guide your investigation.

5. Significance of the Study

- Briefly explain the **contribution** your research will make to the field of economics.
- Discuss potential **policy implications**, practical applications, or theoretical advancements your findings may offer.

Chapter Two: Literature Review (20 Marks)

3. Introduction to the Literature Review

- Briefly introduce the importance of reviewing existing literature for your thesis.
- Clarify the objectives of this chapter and how it will establish the foundation for your research.

4. Literature Review

- Summarise key studies that have investigated similar topics.
- Discuss the methodologies and results of significant studies, pointing out trends or contradictions in the existing research.
- Identify the strengths and weaknesses of the studies.
- Highlight concepts or methods that have been used frequently in empirical studies related to your research.

3. Theoretical Framework

- Provide a detailed description of the theoretical concepts and models that your study draws
- Explain how these theories have been applied in prior literature, especially how they relate to your specific research question or hypothesis.
- Identify any limitations or contradictions within the existing theoretical frameworks that your research might address.

4. Conceptual Framework

- Define the key concepts or constructs used in your research and describe their relationship.
- Create a diagram or narrative that demonstrates how the concepts interact, often drawing from both the theoretical and empirical findings.
- Relate the conceptual framework to your research question and explain how it will guide your methodology and analysis.

5. Literature Gap

- Summarise the gaps, inconsistencies, or underexplored areas in the existing literature that your research will address.
- Argue why filling these gaps is important for advancing knowledge in the field and how your thesis contributes to this.
- Briefly outline how your proposed research will build upon the existing literature and offer new insights.

Chapter Three: Methods of the Study (20 Marks)

1. Study Area

- Describe area of the study.
- Justify why this area is chosen (significance, policy relevance, data/ source availability).

2. Research Design

- Explain whether the study is qualitative, quantitative, or mixed-methods.
- Justify the choice of research design based on the research question.

3. Data/ Source

- Specify whether primary or secondary data/ source is used.
- Mention data sources (e.g., library/ online resources, interviews, focal group discussion, surveys, national databases, World Bank, IMF).

4. Model Specification

- Introduce your theoretical model.
- Justify why this model is suitable for your study.

5. Sampling Technique

- Explain the sampling method (random, stratified, purposive, etc.).
- Justify sample size selection using statistical or economic reasoning.
- If using survey data, describe respondent selection criteria.

6. Outline of the Thesis

- Propose an outline of your thesis.

7. Reference

- Cite the sources used.

**** The sections will be customised under the guidance of the supervisor, depending upon the type and field of the study since the programme offers thesis in the area of Literatures, Cultural Studies, Linguistics, and ELT.**

4. Proposal Presentation (Oral) Grading Rubric (40 Marks)

Nonverbal Skills	4–Exceptional	3–Admirable	2–Acceptable	1–Poor
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as entire presentation is carried out through reading note.
Body Language	Movements seem fluid and	Made movements or gestures	Very little movement or	No movement or descriptive

	help the audience visualize.	that enhance articulation.	descriptive gestures	gestures.
Poise	Displays relaxed, self-confident nature about self, with no-mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.
Verbal Skills	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation	Occasionally shows positive feelings about topic	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Speaking Skills	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation.	Presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation.	Presenter mumbles, talks very fast, and speaks too quietly for a majority of students to hear& understand.
Timing	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Length of	Within two	Within four	Within six	Too long or too

Presentation	minutes of allotted time +/-.	minutes of allotted time +/-.	minutes of allotted time +/-	short; ten or more minutes above or below allotted time.
Content	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Subject Knowledge	An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims	Sufficient information with many good points made, uneven balance and little consistency.	There is a great deal of information that is not clearly integrated or connected to the research.	Goal of research unclear, information included that does not support research claims in any way.
Organization	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions.	Audience cannot understand presentation because there is no sequence of information.
Visuals	Excellent visuals that are tied into the overall story of the research.	Appropriate visuals are used and explained by the speaker	Visuals are used but not explained or put in context.	Little or no visuals, too much text on slides.
Mechanics	Presentation has no misspellings or	Presentation has no more than	Presentation has three	Presentation has many

	grammatical errors.	two misspellings and/or grammatical errors	misspellings and/or grammatical errors.	spelling and/or grammatical errors.
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Course Code: ENG-5214
Course Title: Viva-Voce

Course Type: Core	ISCED Code: 0232-5214	Prerequisite: None	Semester: MA 2nd
Credit: 2	Contact Hrs.: N/A	Exam Hrs.: N/A	Full Marks: 50 SA: 50

Rationale of the Course

Viva-Voce is an integral part of students’ examination. It assesses the oral expression of the students, prepares them for future public speech and job interviews, and help verifying if their knowledge of the subject comply with his examination score. It will be conducted at the end of the second semester after the written examinations of the students of both the *Taught-Mode* and *Mixed-Mode*. Respective examination committee will conduct the Viva-Voce. The course teachers and/or the exam committee are to provide the required contact hours to the students.

Course Objectives: The objectives of the course are-	
	<ul style="list-style-type: none"> To assess students’ oral performance in the other courses they have studied in the programme; To offer the students opportunity to prepare for future job interview; To Prepare them for future public speech, presentation, and other oral and audio-visual expressions.
Course Learning Outcomes: Upon the completion of the course, the students will be able to-	
<i>CLO-1</i>	Demonstrate their knowledge in the other courses they have studied in the programme;
<i>CLO-2</i>	Demonstrate their presentation, oral and audio-visual skills.

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

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

Level of Learning	
Remember	10
Understand	20
Apply	
Analyse	10
Evaluate	10

Create	
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MA 3rd Semester

Course Code: ENG-5301
Course Title: Thesis Writing in Literature & Cultural Studies

Course Type: Core			08	Semester: MA 3rd
Credit: 8	Contact Hrs.: 8/week	Duration: 6 months	Full Marks: 200	

Rationale of the Course

The thesis is a piece of independent work that builds upon the practical, theoretical, and critical skills of the *Master of Arts (MA) in English* programme. It is an opportunity for students to follow their interests, demonstrate their ability for critical thinking, innovation, compassion and produce a rigorously researched thesis on a specific topic related to literary/ cultural/ digital products and literary/ critical/ cultural theories. On the acceptance of the thesis proposal in their 2nd semester, the students will conduct and compose a Thesis paper of around 20,000 – 25,000 words. They will submit to the department 5 copies of their Thesis papers along with a plagiarism report at the end of each. The similarity index should not exceed 20%.

Course Objectives: The objectives of the course are-

- To offer students scope for demonstrating their innovative, communicative, and problem solving skills for the betterment of a holistic world.

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

<i>CLO-1</i>	Participate in the production, distribution, and consumption of discourse by doing research through stylistic, critical, ethical-empathic and sensory-affective approaches;
<i>CLO-2</i>	Review and assess the existing knowledge of the area;
<i>CLO-3</i>	Find appropriate method/s for a systematic study;
<i>CLO-4</i>	Compose well-supported argument/s in sophisticated language.

Mapping of CLOs to PLOs

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

<i>CLO-2</i>	3	3	3	2
<i>CLO-3</i>	3	3	3	2
<i>CLO-4</i>	3	3	3	2

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

Format and Structure of the Thesis

Format:

1. Cover page (Black hard paper)
2. Title page (following MLA/APA)
3. Authorship Declaration with student's ID and signature
4. Certification with Supervisor's signature
5. Acknowledgements (Anonymous)
6. Abstract (Starting with Roman page no.)
7. Symbol description/ elaboration of abbreviation
8. Contents
9. Main Body starting with English page no.)
10. Reference
11. Table and Figures (If needed)
12. Appendices (If needed)
13. Plagiarism reports

Structure of the main Body:

- I. Introduction
 - Background of the Study
 - Statement of the Problem/ Rationale of the Study
 - Objectives of the Study
 - Research Questions
 - Significance/ Scope of the Study
 - Literature Review (Also could be in different chapter)
 - Methodology
- II. Discussion (In chapters)
- III. Conclusion with or without Recommendations
- IV. Limitations and Further Study

**** Since research methods are always developing, the methods and structure are free to customise under the guidance of the supervisor.**

Instructions for the Thesis Students

This course has the following principles:

- **Word Range:** 20,000-25,000 words
- **Documentation and Referencing:** MLA (9th edition) or APA (7th edition)
- **Title:** Not more than 25 words
- **Keywords:** Not more than 6, separated by semi-colon (;)
- **Font, Space, & Size:** Times New Roman; Double-Space (1.5 is also accepted); 12-16 (Body 12, Heading 14); Heading & Subheading--Bold
- **Plagiarism:**
 - (a) Citation without proper reference will be considered as an act of plagiarism.
 - (b) If the main argument appears to be rephrasing of established or existing literature available in books, magazines, websites etc., it will be considered as an act of plagiarism.
 - (c) Plagiarism, when proved (accepted upto 20%), will be penalised as per the university regulations concerned.
- **Submission:** Five (5) copies.

Supervisor: The supervisor will be nominated by the Academic Committee of the department from amongst the faculty members

Course Code: ENG-5302
Course Title: Thesis Defence in Literature & Cultural Studies

Course Type: Core		Level: MA 3rd	
		0232-5301	
Credit: 2	Contact Hrs.: N/A	Exam Hrs.: N/A	Full Marks: 50

Rationale of the Course

This course is actually a part of students’ assessment strategy. After the submission of the thesis, the Committee of Examination will organise the oral defence. The students will give a 20 minutes presentation before the committee and the supervisor/s. It will be evaluated by the members of the respective exam committee. The score will depend upon the oral presentation session and Q/A session.

Course Objectives: The objectives of the course are-

- To verify student’s capacity of conducting own research and defending it.

Course Learning Outcomes: In this course, the students will be able to-

<i>CLO-1</i>	Defend their argument/s;
<i>CLO-2</i>	Demonstrate their presentation skills

Mapping of CLOs to PLOs

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

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

Thesis Presentation (Oral) Grading Rubric

Nonverbal Skills	4—Exceptional	3—Admirable	2—Acceptable	1—Poor
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Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as entire presentation is carried out through reading note.
Body Language	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures	No movement or descriptive gestures.
Poise	Displays relaxed, self-confident nature about self, with no-mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.
Verbal Skills	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation	Occasionally shows positive feelings about topic	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Speaking Skills	Uses a clear voice and speaks	Presenter's voice is clear.	Presenter's voice is low. The	Presenter mumbles, talks

	at a good pace so audience members can hear presentation. Does not read off slides.	The pace is a little slow or fast at times. Most audience members can hear presentation.	pace is much too rapid/slow. Audience members have difficulty hearing presentation.	very fast, and speaks too quietly for a majority of students to hear& understand.
Timing	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Length of Presentation	Within two minutes of allotted time +/-.	Within four minutes of allotted time +/-.	Within six minutes of allotted time +/-	Too long or too short; ten or more minutes above or below allotted time.
Content	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Subject Knowledge	An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims	Sufficient information with many good points made, uneven balance and little consistency.	There is a great deal of information that is not clearly integrated or connected to the research.	Goal of research unclear, information included that does not support research claims in any way.
Organization	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear	Audience cannot understand presentation because there is no sequence of information.

			transitions.	
Visuals	Excellent visuals that are tied into the overall story of the research.	Appropriate visuals are used and explained by the speaker	Visuals are used but not explained or put in context.	Little or no visuals, too much text on slides.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors	Presentation has three misspellings and/or grammatical errors.	Presentation has many spelling and/or grammatical errors.

Course Code: ENG-5303
Course Title: Thesis Writing in ELT And Applied Linguistics

Course Type: Core		ISCED Code: 0231-5303; Pre-Requisite: 0231-5213	Semester: MA 3rd	
Credit: 8	Contact Hrs.: 8/week	Full Marks: 200		SA: 200

Rationale of the Course

The thesis is a piece of independent work that builds upon the practical, theoretical, and critical skills of the *Master of Arts (MA) in English* programme. It is an opportunity for students to follow their interests, demonstrate their ability for critical thinking, innovation, compassion and produce a rigorously researched thesis on a specific topic related to ELT and Applied Linguistics. On the acceptance of the thesis proposal in their 2nd semester, the students will conduct and compose a Thesis paper of around 20,000 – 25,000 words. They will submit to the department 5 copies of their Thesis papers along with a plagiarism report at the end of each. The similarity index should not exceed 20%.

Course Objectives: The objectives of the course are-

- To offer students scope for demonstrating their innovative, communicative, and problem solving skills for the betterment of a holistic world.

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

<i>CLO-1</i>	Participate in the production, distribution, and consumption of discourse by doing research through stylistic, critical, ethical-empathic and sensory-affective approaches;
<i>CLO-2</i>	Review and assess the existing knowledge of the area;
<i>CLO-3</i>	Find appropriate method/s for a systematic study;
<i>CLO-4</i>	Compose well-supported argument/s in sophisticated language.

Mapping of CLOs to PLOs

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

<i>CLO-3</i>	3	3	3	2
<i>CLO-4</i>	3	3	3	2

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

Format and Structure of the Thesis

Format:

14. Cover page (Black hard paper)
15. Title page (following APA)
16. Authorship Declaration with student’s ID and signature
17. Certification with Supervisor’s signature
18. Acknowledgements (Anonymous)
19. Abstract (Starting with Roman page no.)
20. Symbol description/ elaboration of abbreviation
21. Contents
22. Main Body starting with English page no.)
23. Reference
24. Table and Figures (If needed)
- 25.** Appendices (If needed)
26. Plagiarism reports

Structure of the main Body:

- V. Introduction
 - Background of the Study
 - Statement of the Problem/ Rationale of the Study
 - Objectives of the Study
 - Research Questions
 - Significance/ Scope of the Study
 - Literature Review (Also could be in different chapter)
 - Methodology
- VI. Discussion (In chapters)
- VII. Conclusion with or without Recommendations
- VIII. Limitations and Further Study

**** Since research methods are always developing, the methods and structure are free to customise under the guidance of the supervisor.**

Instructions for the Thesis Students

This course has the following principles:

- **Word Range:** 20,000-25,000 words
- **Documentation and Referencing:** MLA (9th edition) or APA (7th edition)
- **Title:** Not more than 25 words
- **Keywords:** Not more than 6, separated by semi-colon (;)
- **Font, Space, & Size:** Times New Roman; Double-Space (1.5 is also accepted); 12-16 (Body 12, Heading 14); Heading & Subheading--Bold
- **Plagiarism:**
 - (a) Citation without proper reference will be considered as an act of plagiarism.
 - (b) If the main argument appears to be rephrasing of established or existing literature available in books, magazines, websites etc., it will be considered as an act of plagiarism.
 - (c) Plagiarism, when proved (accepted upto 20%), will be penalised as per the university regulations concerned.
- **Submission:** Five (5) copies.

Supervisor: The supervisor will be nominated by the Academic Committee of the department from amongst the faculty members

Course Code: ENG-5304 Course Title: Thesis Defence in ELT And Applied Linguistics
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Course Type: Core	ISCED Code: 0231-5304	Prerequisite: 0231-5303	Semester: MA 3rd
Credit: 2	Contact Hrs.: N/A	Exam Hrs.: N/A	Full Marks: 50

Rationale of the Course

This course is actually a part of students’ assessment strategy. After the submission of the thesis, the Committee of Examination will organise the oral defence. The students will give a 20 minutes presentation before the committee and the supervisor/s. It will be evaluated by the members of the respective exam committee. The score will depend upon the oral presentation session and Q/A session.

Course Objectives: The objectives of the course are-
<ul style="list-style-type: none"> • To verify student’s capacity of conducting own research and defending it.

Course Learning Outcomes: In this course, the students will be able to-	
<i>CLO-1</i>	Defend their argument/s;
<i>CLO-2</i>	Demonstrate their presentation skills

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

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

Thesis Presentation (Oral) Grading Rubric				
Nonverbal Skills	4—Exceptional	3—Admirable	2—Acceptable	1—Poor

Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as entire presentation is carried out through reading note.
Body Language	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures	No movement or descriptive gestures.
Poise	Displays relaxed, self-confident nature about self, with no-mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.
Verbal Skills	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation	Occasionally shows positive feelings about topic	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Speaking Skills	Uses a clear voice and speaks	Presenter's voice is clear.	Presenter's voice is low. The	Presenter mumbles, talks

	at a good pace so audience members can hear presentation. Does not read off slides.	The pace is a little slow or fast at times. Most audience members can hear presentation.	pace is much too rapid/slow. Audience members have difficulty hearing presentation.	very fast, and speaks too quietly for a majority of students to hear& understand.
Timing	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Length of Presentation	Within two minutes of allotted time +/-.	Within four minutes of allotted time +/-.	Within six minutes of allotted time +/-	Too long or too short; ten or more minutes above or below allotted time.
Content	4 – Exceptional	3 – Admirable	2 – Acceptable	1 – Poor
Subject Knowledge	An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims	Sufficient information with many good points made, uneven balance and little consistency.	There is a great deal of information that is not clearly integrated or connected to the research.	Goal of research unclear, information included that does not support research claims in any way.
Organization	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear	Audience cannot understand presentation because there is no sequence of information.

			transitions.	
Visuals	Excellent visuals that are tied into the overall story of the research.	Appropriate visuals are used and explained by the speaker	Visuals are used but not explained or put in context.	Little or no visuals, too much text on slides.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors	Presentation has three misspellings and/or grammatical errors.	Presentation has many spelling and/or grammatical errors.