

Curriculum Design and Reform in Undergraduate English Programs: A Comparative Study of Selected Universities in Bangladesh

By

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A thesis submitted to the Department of English and Humanities in partial fulfilment of the requirements for the degree of Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Ethics Statement

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Abstract

This study examines how BA in English program in Bangladesh balance between traditional literary study and modern educational demands. This study compares the BA in English curricula from two different categories of institution which are private universities and public universities. Dhaka University and Khulna University are selected under the public university category, whereas BRAC University and World University of Bangladesh are selected under the category of private university. This study uses qualitative content analysis to examine the different elements form official publicly available curricula such as, course structures, credit distributions, stated objectives, and course descriptions. The analysis is done by examining these elements of curricula using theories such as outcomes-based education, constructive alignment, and needs-responsive curriculum design. The findings show that Universities have changed their approaches to BA in English by moving away from a literature heavy curriculum to a balanced curriculum to balanced interdisciplinary curriculum. However, there are some differences that are still there due to institutional differences. To clarify, Khulna University still follows a curriculum that has not been reformed for a long time and still have somewhat literature dominance present in it. Moreover, Dhaka University curriculum shows a more balance approach after the latest curriculum reform. In comparison, BRAC University and World University of Bangladesh have comparatively put more emphasis on skill-focus interdisciplinary learning in their curricula. Furthermore, all four curricula have taken an inclusive approach to literature by moving away from canonical literature. Some universities have even created bridge between education and job sector by incorporating internships opportunity. Lastly, this study ends by leaving some recommendation for further development on curriculum.

Keywords: Public vs Private Universities, Graduate Employability and Curriculum Analysis.

Dedication

To my parents for supporting me throughout my life. To my roommate Mushfiqur Rahaman and former roommate Abdus Sami Annon for keeping me motivated. Lastly, to some of my close friends: Afsana Mim, Kazi Arina Maisha, Fahima Khanom Faria, Faysol Ahamed, Majedul Islam, Mohammad Sayed, for being with me throughout the university life

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List of Acronyms

BA – Bachelor of Arts

BRACU – BRAC University

CLT – Communicative Language Teaching

COD – Courses Outside the Department

DU – University of Dhaka

EAP – English for Academic Purposes

ELT – English Language Teaching

EPP – English for Professional Purposes

ICT – Information and Communication Technology

KU – Khulna University

NEP – National Education Policy

OBE – Outcomes-Based Education

PLO – Program Learning Outcome

QA – Quality Assurance

QAU – Quality Assurance Unit

UGC – University Grants Commission

WUB – World University of Bangladesh

Chapter 1: Introduction

1.1 Background of the Study

English department in Bangladesh is considered as one of the demanding subjects for higher education. It is not just an academic subject but an important element for international communication, professional growth and knowledge. Historically, English studies in Bangladesh were heavily influenced by the British colonial influence. It shaped the BA in English programs to be a canonical-literature-heavy department that used to produce graduates with strong literary knowledge. Over the years, the role of English studies has changed significantly. In today's world, where globalisation is progressing rapidly, English has built a strong connection to employability and foreign education. These changes raise questions like what an English graduate should be able to do after completing their graduation. Only having knowledge about literary fields is no longer sufficient, as with globalisation progressing, graduates are expected to have strong language skills, critical thinking ability, digital literacy and communicative competence.

The latest policy update on education policy shows that a student completing their higher education should have good communicative competence, research skills, expertise in technology and alignment with the education that's needed for national development (Government of Bangladesh, 2010). Moreover, the growing industry of private universities has created a competitive field for higher education and created a new standard for curriculum, which has to be transparent, relevant and align with the needs of students and the nation. As a result, both private and public universities have done some reforms, which have brought some changes to the curricula. Fields like postcolonial literature, gender studies, migration narrative, world literature, media studies, research components, applied linguistics, and English for professional purposes have become part of the English department. These changes show that English studies in Bangladesh are moving away from a traditional literature-based curriculum towards a broader and more flexible curriculum.

Keeping aside these reforms, there have been limited comparative studies on undergraduate English curricula in Bangladesh. Most of the existing studies focus on either postgraduate programs or the curriculum of an individual institution, or the teaching methodology used in the classroom. Therefore, this research aims to fill a gap by doing a comparative analysis among four different universities from two different categories to examine how each of their undergraduate English curricula is structured and how they are different based on their institution types.

1.2 Context of the Study

This study examines the undergraduate English curriculum of four Bangladeshi universities, which include two public universities and two private universities. The University of Dhaka and the Khulna University are two of the public universities selected for this study. On the other hand, BRAC University and the World University of Bangladesh are two private universities selected for the study. Each of these institutions has its own traditions, goals and operation mechanism that they follow within the national higher education system.

Public universities like Dhaka University and Khulna University are well known for their academic prestige, alumni networks and disciplinary depth. For a long time their curricula have focused on literary tradition and scholarly knowledge. On the other hand, private Universities operate in a competitive market. They are institutions where students have to invest a large amount of money to complete the degree. So student satisfaction, employability outcomes and institutional reputation are very important for these categories of University. As a result, private universities have made reforms to their curriculum earlier compared to the public universities to align with the international standard of higher education and produce graduates as human capital.

The recent changes to the curriculum in both fields show that the two share a certain convergence. For example, the inclusion of communicative English, ICT-related courses and interdisciplinary content. However, differences can be found in terms of the area of focus in their curricula. They can be differentiated by looking at their content coverage in terms of literature dominance, flexibility for choosing courses, specialised streams options and vocational orientation. So the study aims to find the similarities and differences to make a

comparative curriculum analysis. For this, the study examines the area where each institution prioritises, their education values and how they shape the identities of their graduates. By examining the curriculum documents, this study aims to understand how English departments define the purposes of their programs and how they respond to social, economic and policy changes.

1.3 Purpose of the study

The purpose of this study is to provide answers to the following research questions.

1. How do both public and private universities respond to the wave of global changes in terms of curricula design?
2. How institution type affect curriculum reform?

1.4 Significance of the study

This study is important because it provides a comparative and systematic analysis of the undergraduate English programs of the public and private university sectors of Bangladesh. There has been very little scholarly research done on this topic. This study uses well-established theories of curriculum to offer an understanding of transparency, alignment, balance, inclusiveness, and responsiveness to needs alignments of DU, KU, BRACU and WUB. The results can help curriculum developers, departmental heads and quality assurance agencies to pinpoint areas of strengths and weaknesses of the current programs.

Chapter 2: Literature Review

2.1 Background of English Study

2.1.1 Colonial Origins and the Canonical Literary Tradition

The journey of the English language started in South Asia when the British East India Company. Since then, it has come a long way from being a language used for administrative purposes to rule over the contemporary Indian Subcontinent to a major academic subject and so on. Back then, English education was tied to high social status and power (Baral, 2006). This connection still influences the public's and universities' views about the subject. Looking at the history, English literature was the center of focus for English departments for a long time. The curricula were full of canonical and periodical literary texts. As a result, many scholars viewed the English department as a place where students could only read and interpret texts, rather than develop their skills that are transferable and have real-world application (Baral, 2006; Shamsuzzaman, 2017).

2.1.2 Language Politics and the Position of English in Bangladesh

English studies in Bangladesh have a history with Pakistan. In 1947, India was divided by the British government into two parts based on religion. A new nation was born, named Pakistan. Bangladesh was a part of Pakistan and was known as East Pakistan. However, this religious ideology was not enough to hold together the parts of Pakistan. In 1948, Dharendra Nath Dutta, a Bengali opposition member of the Pakistan National Assembly, proposed that Bangla should be the state language of Pakistan (Roy, 2017). Nevertheless, his proposal was rejected by the contemporary Prime Minister of Pakistan and other non-Bengali members in the Assembly. Liaquat Ali Khan (contemporary prime minister) claimed that Pakistan was given birth because of the demand for 100 million muslims of the Indian subcontinent (Roy, 2017). So, according to him, the state language should become the language of the 100 million, which is Urdu. After years of struggle and deaths of students and other protesters, Bengali finally became the official state language of Pakistan alongside Urdu (Roy, 2017).

After 9 months of bloody battle against Pakistan in 1971, Bangladesh finally gained its independence. The aftermath of the liberation war resulted in a strong sense of national pride, which later shaped the country's language policy. The new leaders of the independent Bangladesh immediately took action to marginalise English in the country. The outcome was English being taught poorly for at least twenty years, both at the secondary and primary levels. Only some English-medium schools from urban areas taught English purposefully (Alam, 2018). In 1974, the Bangladesh Education Commission suggested that English teaching should start from the 6th grade only as a foreign language. Later in 1988, the Bangladesh Education Commission decided grade 3 as the starting point of English learning. In secondary and higher secondary levels, the syllabus for English studies was shortened and made simpler. At the university level, English was no longer the medium of instruction except for the English department and a few other departments. However, Alam (2018) finds something ironic, which is that in West Bengal (Situated next to Bangladesh in India), English was being taught properly at all levels without causing harm to the Bengali language or its rich literature. Bengali literature was still prospering, while English was used commonly at all levels of education. This is something the Bangladeshi education planner chose to ignore. By the end of 1980s, most learners could not learn English properly, which created a generation who were failing to cope with globalisation.

2.2 Policy Shifts and Pedagogical Change in English Education

In terms of Bangladesh, the British Council played an important role in shaping English studies. In the 1990s, they introduced Communicative Language Teaching (CLT). This changed how English studies were seen in Bangladesh. English became more than learning literature. Grammar Translation Method (GTM), the traditional teaching method, was sidelined as it was considered outdated. There was a rush to adapt the CLT method in the classroom and literary texts were being considered as irrelevant to the CLT approach. The goal of the CLT method was to develop students' communicative competence and prepare them for real-world language usage. In theory, these changes were supposed to produce a new generation of fluent, confident English speakers (Alam, 2018). But it did not succeed as the rushed adoption of CLT “has not helped in any perceivable way in improving” Bangladesh's English-learning outcomes and “might have made matters worse” (Alam, 2018). The lack of teachers' training in rural schools resulted in the failure to implement CLT methods in the classroom. Unfortunately, the change

in syllabus did not change the teaching practice in rural areas. Alam (2018) shows “no studies in the last decade have reported any improvement in the standard of teaching and learning in Bangladesh, as might have been anticipated by the 1990s policy interventions.”

From the 1990s to the 2000s, private universities started emerging in Bangladesh. These universities started selling English studies as a product to the middle-class learners. North South University, Bangladesh’s first private university, started this trend by reforming its English curriculum, putting emphasis on ELT and practical language skills over literature. Aalam (2018) states “One university thus had an undergraduate programme in which there were ‘Four basic writing courses, 10 slightly more advanced courses on reading, speaking and writing skills, one course on the history of English, over 20 ELT courses on subjects such as Stylistics, Morphology, Phonetics, etc. and only 6 literature courses.” He also shows examples of other universities that were offering courses called “Call-Centre English and Airline English (ibid).” Thus, English departments were becoming the factory of producing immediately “employable” graduates (Alam, 2018). However, the rush towards the ELT approach did not go well for many private universities, as there were not enough qualified teachers and a limited number of courses. As a result, students only could learn on the surface level and lacked proper understanding. For example, someone who studied Call-Centre English could handle simple scripts but struggled with real conversations. By the early 2000s, thousands of such under-prepared graduates were entering the job market. Alam (2118) argues that this mass production of English speakers worsened the overall standard of English education in the country.

2.3 Private Universities and the ELT-Oriented Turn

For years, Bangladeshi university English programs revolved around literature. Teaching methodology did not get much attention. According to Shamsuzzaman (2017), Composition studies “has been a relatively new intellectual formation” worldwide, and was “not integral to English studies in Bangladesh until recently.” This started changing when teachers recognized the need for graduates with strong writing skills and the ability to teach the English language. Professor Fakrul Alam, one of the most prominent English scholars in Bangladesh, once told in an interview that none of his literature teachers taught him how to write well when he was a student in the 1970s (Shamsuzzaman, 2017). To him, this is a big gap in the old curriculum. By the 1980s, some Bangladeshi English teachers recognized that it was insufficient to simply

teach literature. It also had to teach writing and elements of rhetoric and composition. Since then, Professor Fakrul Alam and others have worked to include composition and applied language studies in the English syllabus. Although the situation has changed a lot since then.

A major shift occurred when South Asian English Study started incorporating English language teaching (ELT), linguistics, and writing studies as important parts of the English study. Language was taught at teacher-training institutes or at lower levels of education (Baral, 2006). However, globalization and local demand for English proficiency forced the departments to broaden their offerings. According to a survey, “with globalization, English language teaching, spoken English, communication for business, and English for specific purposes are introduced” into university courses (Baral, 2006). As a result, lots of universities started to offer classes in practical language skills and professional communication along with literature. By the 1990s, many scholars urged English departments to “keep pace with the fast changing needs of society.” The reason behind this was to provide students with communication skills necessary for a competitive world. Similarly, Baral (2006) proposed that English studies curriculum must include an “inter/multidisciplinary perspective,” instead of focusing on narrow literary study. Over time, these demands have been heard and these days courses in Applied Linguistics, TESOL, business communication, and even English for Specific Purposes (ESP) are commonly found in South Asian English departments. Bangladesh is one of the best examples of this shift in language.

2.4 Media, Cultural Studies, and Interdisciplinarity in English Departments

As English departments prioritized language teaching, they added media, communication and cultural studies. In the late 20th century, when they attempted to “de-canonize” English, many universities added both popular culture and media to their course offerings (Sethi & Khanna, 2014). That meant they didn’t just study books anymore. They also examined films, newspapers, online media and other cultural artifacts. Scholars say this evolution is significant to ensure English studies remain relevant in the present age. Teachers wanted “the disruptive, subversive inclusion of the profane and the popular” in their English classes, which means their subjects must include media studies (Sethi & Khanna, 2014). And we can see this in

courses and degree programs. There are certain universities in India that offer courses on Film Adaptation, Literature and the Visual Arts and Media Studies. A survey shows that many universities now offer classes called Literature and Film, Film Studies and Media Studies. These classes are offered alongside traditional literature at both bachelor's and master's levels. In these classes, they're taught how to analyze movies and television and social media with the same methods they use with books. Some universities also offered joint programs with an English and a communication or media course. For example, in India, Christ University offers an M.A. in English with Communication Studies. BRAC University in Bangladesh allows students in English B.A. programs to choose a track in Media and Cultural Studies. This excludes literature or applied linguistics (Sethi & Khanna, 2014). These changes have also been driven by student interest and job market needs. According to one study from 2018, fewer students were enrolling in pure literature programs, so departments began offering "unorthodox papers" such as film studies and diaspora literature.

2.5 Contemporary Directions in English Studies

They can even find work in journalism, publishing, content creation, or later teaching. The way English studies has developed in South Asia is what is happening in many other parts of the world. It is increasingly hybridized with other disciplines and increasingly integrated into contemporary media and communication.

It is clear that English studies in South Asia is still in progress, as evident in recent scholarship. These changes were addressed specifically by several conferences and publications during the 2010s. For example, *Dialogues: English Studies in India* brings together divergent perspectives on the discipline's future (Sethi & Khanna, Ed. 2014). It urges the inclusion of Dalit studies, disability studies, and media studies in the English curriculum. Contributors say that what was once considered radical is becoming common. According to them, teaching popular cinema or vernacular culture in an English department is a necessary approach to keep the field alive. In terms of Bangladesh, Fakrul Alam wrote a chapter in 2018 titled "Revisioning English Studies in Bangladesh in the Age of Globalisation and ELT". His claim is that globalization and the rise of English language teaching (ELT) are the reasons for a change in the syllabus. Universities are also working to refine their curriculum. An example would be a study of the English department of the University of Dhaka (Farida et al., 2021). The university had

reformed its syllabus in 2019. The previous curriculum was primarily literature-based. Now, it covers lots of new material. In addition to Shakespeare and literary theory, there are classes on Gender Studies, Environmental Studies, Information Technology, and Intercultural Communication. This evolution occurred because individuals are finding communications technology to be more trustworthy and cost-effective, and students require a variety of other skills. To emphasize on the significance of digital literacy, they enrolled for ICT (Information and Communication Technology) skills course. The aim is to combine the study of classic literature with new interdisciplinary subjects so that students can thrive both at home and abroad.

2.6 Defining Curriculum Evaluation

According to Brown (1989), curriculum evaluation is a process that includes the systematic collection and analysis of data to promote the improvement of curriculum and assess whether it is effective or not in the context of a particular institution. Posner (2004) defines the process of curriculum analysis as breaking down the components of the curriculum, such as teaching methodology, content, and evaluation and examining how each element fits together to achieve the preset objectives. Like assessment, evaluation of a curriculum can be done in both summative and formative ways. In the formative approach, a program is continuously being monitored to evaluate its effectiveness. On the other hand, in the formative evaluation, a program is evaluated at its end to evaluate its effectiveness. Brown (1995) states that educators might rely on their instincts for their daily work and it is useful. However, the process can be made more effective if it can be made systematic and explicit.

2.7 Major Approaches to Curriculum Evaluation

There are different approaches to curriculum analysis. There is no single method that can be suitable for each and every situation. It depends on the specific goals that are aimed to be achieved in a particular context via curriculum evaluation.

Objectives-Oriented Approaches

This approach functions by evaluating whether the preset goals have been achieved through the outcome. "The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction." (Tyler, 1949, p. 106). In order to apply this approach, there should be clearly stated goals and objectives set by the curriculum. According to Tyler (1949), education has the power to shape students' thought processes and behaviors. Through a clear set of objectives, instructors bring these changes to the students. Once objectives are specified, specific activities are designed to achieve them. Then, at last, the outcome is compared with the set of goals and objectives to find out to what extent it has been achieved.

Process-Oriented Approaches

Process-oriented approaches took a shift from objectives-oriented approaches. The reason behind this shift is that it is not enough to only meet a curriculum's goals and objectives. Meeting a curriculum's goals and objectives are important but they do not help much in facilitating curriculum improvement or revision. Scriven (1967) came up with a theory that prioritised ongoing educational process over fixed outcomes. The main theme of his theory was a 'goal free' evaluation process. He believed that the evaluators should not be limited by goals/objectives while examining a curriculum. So, in this approach, evaluators role is to stay open to possibilities.

Static-Characteristic Approaches

The static-characteristic approach focuses on the effectiveness of a program. This approach is named static because it evaluates the fixed, stable elements of an institution, which are inputs and resources. Usually, in this approach, experts outside the institution look into a program by inspecting different accounting and academic records. This may include static characteristics such as the amount of library books, qualification of the faculty, student-teacher ratio, the number and sitting capacity of classrooms, the parking facilities and so on (Brown, 1991).

Decision-Facilitation Approaches

This is another important approach that functions by supporting institutions' own judgment and decision-making. In this approach, evaluators stay non-judgmental on whether a program is successful or not. The evaluators in this approach support the administration by collecting and organizing information about the program to help them improve and continue the program.

CIPP, CSE and the discrepancy model are some of the examples of this approach. According to Stufflebeam et al. (1971), CIPP stands for Context (identifying learner needs and justify objectives), Input (how well the resources have been used to achieve the objectives), Process (providing feedback by monitoring implementation) and Product (assessing the attainments during and at the end of the program). Similarly, in the discrepancy model program evaluation is done by setting program standards and goals, determining whether a gap exists between some aspect of program performance and program standards governing that aspect of the program, and using discrepancy information either to change performance or to change standards." (Provus, 1969, p. 245)

Management-Oriented Evaluation Approaches

The core belief behind this approach is that "The most important purpose of evaluation is not to prove but to improve." (Stufflebeam et al., 1971, p. 128). In this approach, it is crucial for an evaluator to serve administrators, policy makers, boards and others who might need the information for managing and improving curricula.

Consumer-Oriented Evaluation Approaches

This approach views the curriculum as a product and teachers, students and schools as consumers. So the goal here is to protect consumers from bad quality. In this approach, independent agencies or evaluators take the responsibility to assess educational "products" to find out their effectiveness. Other than curriculum, some other examples of products may include instructional materials, workshops, in-service training programs, assessment tools, educational technologies, software, equipment, etc.

Formative and Summative Evaluation Approaches

Based on timing and purpose, type of evaluation can change. Eisner (1972) defines formative evaluation as an "in-process" tool. To clarify, in the formative evaluation approach, the evaluator examines a program and provides the program planner with necessary information to improve the program while teaching and learning are going on within the program. The aim of the formative evaluation is to examine the validity of the instructional goals, whether they are being achieved or not. As a result, if any barriers arise on the way to achieving the institutional aims/objectives, necessary changes could be made to overcome them. So in the

formative evaluation approach, curriculum planners can make on-the-spot changes if necessary.

On the other hand, summative evaluation is conducted at the end of a program. In this approach, the evaluators provide a judgment about the program's merit or worth to the consumers. Summative evaluation "is directed toward a much more general assessment of the degree to which the larger outcomes have been attained over the entire course or some substantial part of it" (Eisner, 1972, p. 71). To clarify, this approach is conducted after a program has ended to present with a summary report on how the program operates and what was achieved during the program timeline. For example, it is being assessed whether the students have learned the things they are supposed to learn at the end of the program. In this approach, numeric scores or letter grades are generally used to assess learners' performance. Based on the evaluation, it is being decided whether the program will be adopted, continued, developed, or abandoned.

The use case scenario and audiences for these two approaches are different from each other. In terms of formative evaluation, curriculum or program developers are considered as the audience. On the other hand, in summative evaluation, the audience may include teachers, students and other professionals. Both approaches are important because modification or changes might be needed at the development stage for a program to improve, as well as when the program has ended to find out its worth and room for further improvements.

2.8 Conclusion

Researchers are examining these shifts closely. Jyothi's 2018 paper "Emerging Trends in English Studies in India: An Overview" reports that an increasing number of Indian scholars seem more interested in the study of language than of literature. New topics are the focus of many conferences and publications, including English language teaching methods, World Englishes, and technology in language learning. Other works examine the history of these changes. Books like *Historicising English Studies in Indian Universities* (Jyothi, 2015) and *Reading Literature in English and English Studies in Bangladesh: Postcolonial Perspectives* (Alam, 2018) explain how English departments have changed over the years. This also includes the arising challenges. Cohesion between literature and linguistics remains a challenge. There has to be training for teachers on the new subjects. There's also a debate over how much

English departments should be job training, or media studies. So, despite those challenges, the overall trend is upward and getting more diverse. English studies in South Asia today involve numerous fields, spanning literary scholarship, language teaching, writing, media studies, and cultural studies. This combination has enriched the subject and made it more relevant for South Asian societies in the 21st century, as recent studies show (Jyothi, 2018; Alam, 2021).

Chapter 3: Research Methodology

This chapter discusses the overall design of the study.

3.1 Objectives of the Research

The aim of this study is to gain knowledge about how English is taught and learnt in Bangladeshi universities in terms of teaching practices, cultural values and underlying ideas in the undergraduate course of English. The main goal of the study is to conduct qualitative content analysis (a close reading of written materials to identify patterns and meanings) of the English curricula at the undergraduate level of selected public and private universities from Bangladesh. The analysis is based on addressing transparency, alignment, balance, inclusivity and localization through curriculum design.

Specific Aims of the study:

- To examine how transparent the selected universities' curricula are in terms of clarity of objectives, course contents and assessment procedure.
- To examine the alignment between stated objectives, course contents and assessment procedure.
- To examine the balance of courses in terms of inclusivity, interdisciplinary and canonical vs non-canonical.
- To examine whether the curricula are responding to the learners' and stakeholders' needs in terms of employability with socio-cultural relevance.

3.2 Research Design

This study follows a Qualitative Content Analysis (QCA) approach. The rationale behind choosing QCA is that it fits well for examining written texts in a careful and organised way while leaving room for interpretation. According to Schreier (2012), qualitative content analysis is a method that involves the systematic explanation of the meaning of qualitative data by separating parts of the text into categories. This shows that this approach is structured and flexible. These features make it suitable for curriculum document analysis.

To elaborate, this approach is suitable for a variety of reasons. Firstly, the primary source for this study is the publicly available university curricula. As official academic documents, curricula not only include explicit information such as course objectives, structures, and reading lists, but also implicit ideas about how knowledge, teaching practices, and cultural values are integrated into them. As they are present in a written and organized form, they can be analyzed using this approach. Secondly, the research aims mostly deals with meaning, representation and ideology. QCA gives the researcher the opportunity to examine these deeper meanings in texts rather than only measuring patterns. Thirdly, QCA is a theory-based coding framework (a system for organising themes based on theory), developed from known theories of curriculum that were discussed in the previous chapter. As a result, the analysis remains rooted in existing academic theory while still being able to allow the emergence of new themes from the data.

3.3 Scope of the Study

The study examines the curricula of two public and private universities in Bangladesh. The selected public universities are the University of Dhaka (DU), the oldest and high-ranked public university in the country and Khulna University (KU), a relatively modern and a comparatively low-ranked public university in the country (Qs, 2025). The private universities involved are BRAC University (BRACU), one of the oldest and highest-ranked private universities and World University of Bangladesh (WUB), which is a newer and lower-ranked university (Qs, 2025).

The curricula are collected from the official websites of the universities. These documents are authority-approved academic frameworks. They include program objectives and graduate outcomes, course structure and descriptions and assessment and evaluation policies. Besides, this study is limited to these published curricular documents. It does not look at teacher-designed syllabus, classroom teaching practices or student experiences. The focus is on the intended curriculum - what universities formally intend and communicate - but not how the curriculum is taught or experienced in practice.

3.4 Conceptual Framework

This study examines the undergrad English curriculum from four different lenses. These lenses can be considered as a map that helps to identify what each curriculum offers and their lackings.

3.4.1 Transparency

Transparency measures whether an institution has clearly defined their goals and requirements to the stakeholders. According to Ball (1993), policy texts are not neutral. According to him, policy documents have the influence to shape what will be emphasised, measured, and valued within institutions. According to Lingard (2011), modern education systems need visible accountability where institutions need to make the objectives, standards and performance measures visible. So this study examines whether the curriculum documents are easily available and clear. To elaborate, how clearly each institution has presented its objectives. Moreover, how openly they have explained their assessment methods and grading criteria. In terms of coding, the emphasis will be given on whether the objectives are presented in a concrete approach. To clarify, whether students can understand what are being expected from them by reading the course description. Besides, whether the course descriptions are clear about its contents, learning activities, and assessment methods.

3.4.2 Constructive Alignment

To identify what a program is aiming to achieve and how they are planning to achieve them, constructive alignment will be used. According to Biggs (1996), an effective curriculum is designed in a way that its learning outcomes, teaching and learning activities, and assessment methods work alignedly so that each of the parts of the curriculum can support the same learning goals. So in this study the examiner is going to examine whether a course's objectives are aligned with the course's contents and mode of assessments. Besides, the researcher applies Bloom's Taxonomy (revised) to check whether the course objectives emphasise high-order or low-order skills and whether the assessment is testing low-order or high-order skills. It will check the alignment between promises and offerings. The revised work of Bloom's work suggests 6 hierarchical stages which are "remember, understand, apply, analyse, synthesise and evaluate" (Anderson & Krathwohl, 2001).

3.4.3 Balance and Inclusivity

This lens will be used to check how knowledge is distributed within the curriculum. According to Banks (2001), a curriculum should be inclusive and multicultural. In this study, the researcher examines how each curriculum distributes literature, language and linguistics, writing, and interdisciplinary areas. For coding, the researcher focuses on the distribution of canonical and non-canonical texts, gender and cultural representation, and the inclusion of Bangladeshi or translated literature.

3.4.4 Needs-Responsiveness

This lens helps the researcher to examine whether the curriculum addresses the learner's needs. According to Taba (1962), before designing a curriculum designer must conduct a needs analysis and design accordingly. Moreover, according to human capital theory, a curriculum must emphasise on skills that lead learners toward jobs and social mobility. This study looks at employability skills offered by each curriculum. So in terms of coding, the focus is on graduate outcomes, employability skills, and socio-cultural relevance.

3.5 Limitation of the Study

This study has a number of limitations due to it being a document-based research. Firstly, the analysis is restricted to publicly available curriculum documents. The analysis is conducted based on what they think they are going to do. It is just written from which does not reflect the actual scenario where it is being implemented. Secondly, the study focuses on the curriculum offered by a small number of universities (four). Even though they give the opportunity to do a public vs private institutions comparison in a meaningful way, the results are context-specific. It cannot be generalized to all universities in Bangladesh. Thirdly, qualitative content analysis is done through interpretation, which means that researchers may have an influence on coding and analysis. However, the researcher has dealt with it by theory-based coding and transparent documentation of analytical decisions. Finally, the study is based on the most current curricula that could be found online. It might not represent recent policy changes that are actually being applied in the real world.

Chapter 4: Findings

This chapter presents the findings from the qualitative content analysis of the BA in English curricula of four Bangladeshi universities, which are University of Dhaka (DU), Khulna University (KU), BRAC University (BRACU), and World University of Bangladesh (WUB). Throughout the chapter, the researcher looks for common patterns, differences and absences using the four lenses: Transparency, Constructive Alignment, Balance and Inclusivity, and Needs-Responsiveness among the different curricula.

4.1 Transparency

4.1.1 Program Aims and Objectives

All four universities have clearly stated their aims and objectives in their BA in English curriculum. They can be differentiated from each other by looking at their focus and how detailed they are.

4.1.2 Program and Curriculum Structure

All four universities' curricula and program structures are transparent and accessible. To begin with, Dhaka University has a bi-semester system, which is 4 years long program. It has a semester-by-semester “List of Courses(Year/Semester)” tab on its website where one can learn what courses will be offered each semester and a preview tab that gives a brief overview of each course (Home :: Dhaka University, n.d.). Similarly, KU also has a bi-semester system, which is 4 years long. It has a table that shows “DISTRIBUTIONS OF CREDITS IN DIFFERENT AREAS OF STUDY” in its curriculum (Khulna University, n.d.). Besides, another table is there to present which course is offered in which semester. Moving to the private universities, BRAC University's BA in English program is a 4-year-long program with a trimester system. Unlike any other selected university, it has a specialisation stream system which is transparently mentioned in its curriculum. Moreover, there is a list of offered courses with the details regarding the courses, titled as “Course Details of ENH” (Bachelor of Arts in English (BA in English), 2025). Similar to BRACU, WUB has a trimester system that is 4 years long. In addition, it has a table that shows semester-wise course offerings for the students

(World University of Bangladesh, n.d.). Lastly, all four universities have clarified their grading policies in the curriculum.

4.1.3 Differences

BRAC University has a course-by-course description about the assessment process, learning outcomes and course content. For example, under the name of each course, there are “What you’ll learn” section, followed by “Teaching Activities” section and “Assessment” section (Bachelor of Arts in English (BA in English)). Similarly, DU’s curriculum has course by course description regarding the course, course contents, course intended outcomes, instructional strategies and list of texts (Dhaka University, n.d.). This shows DU has put more efforts to their curriculum making it more transparent and accessible. WUB have in general evaluation process description in their curriculum. KU’s curriculum is lagging behind in terms of transparency here as it does not have any information regarding course overview, instruction strategies or evaluation process. Lastly, all four BA in English curricula lack in terms of transparency regarding the teaching methodology they are going to apply in the classroom. Though, BRACU and DU provides some hints about what teaching techniques they are going to apply, KU and WUB has no description about teaching methodology or techniques that will be used in the classroom.

4.2 Constructive Alignment

4.2.1 Alignment of Outcomes, Teaching, and Assessment:

Both BRACU’s and DU’s curricula shows evidence of constructive alignment. BRAC University has list of learnings that are supported by teaching activities and assessment methods written in the course description. For example, in the course ENG 102: Composition I, one of the learning outcomes states “analyse and interpret various written content” which is supported by teaching activities such as group discussions, lectures, and presentations and assessments such as quizzes, in-class writing tasks, and an exam that evaluate the writing and critical thinking skills (Bachelor of Arts in English (BA in English)). Similarly, in DU, they have objectives set for each course which are supported throughout the semester by other components such as course contents, instructional strategies and a list of texts. For example, one of DU’s literature courses, “ENG. 102” want students to be familiar with the “features of

literary language” (Dhaka University, n.d.). In order to support that, there are contents like excerpts from different literary genres and literary devices (image, simile, metaphor, connotation, personification, allusion, etc.) and instructional strategies like group work, lectures and discussions. Lastly, there are recommended texts such as “A glossary of literary terms. and A dictionary of literary terms and literary theory” to support the learning objectives. Thus, the presence of these elements in the course design helps to achieve the course objectives set by DU and BRACU. Students practice and learn, aligning with the course objectives, and are evaluated on the basis of the objectives, which ensure constructive alignments. On the other hand, both KU and WUB lack information on these elements, which makes it hard to evaluate the constructive alignment between different elements of the curriculum.

4.2.2 Curriculum Coherence Across Courses

In terms of coherence across courses, all four universities perform well. Universities have arranged their courses, maintaining a sequence so that students can build one skill after another. To begin with, a common pattern has been found among all four universities, which is that every university offers courses on foundational English language that help students to develop their communicative competence at the beginning. Then the students are introduced to more advanced theory-based courses that require advanced language proficiency. For example, BRACU offers “ENG 101: English Fundamentals”, WUB offers “ENG 02311270 : Grammar, Reading, Comprehension & Speaking and ENG 02321203 : Advanced Reading and Writing Strategies”, DU offers “Eng. 101 : Developing English Language and ICT Skills” and lastly, KU offers “Eng 1110 Sessional on English Grammar and Eng 1112 Sessional on Listening and Speaking”. Another noticeable pattern is that all four curricula offer introductory courses on the field before diving into it in detail. For example, KU offers “Eng 1105 Introduction to Prose: Fiction and Eng 1103 History of English Literature” before delving into other advanced literary courses such as “Eng 2201 English Drama from Elizabethan to Restoration Period and Eng 2103 Poetry from Chaucer to Milton” (Khulna University, n.d.). Similarly, WUB offers introductory courses like “ENG 02321101 : Introduction to Literary Genres and Terms” before delving into other advanced literature courses such as “ENG 02322106 : Romantic Literature 1” (World University of Bangladesh, n.d.). Lastly, all four universities have research-oriented courses at the end of their graduation which all four universities address by keeping mandatory courses on research methodology and continuously evaluating with tasks such as term paper, viva voce, research paper etc. For example, BRACU offers “ENG 334: ELT Methodology and

ENG 301: RESEARCH METHODOLOGY” as prerequisites to the thesis (Bachelor of Arts in English (BA in English)). Overall, it can be concluded that all four universities take approaches to scaffolding by maintaining coherence across courses.

4.2.3 Integration of General Education and Major Studies

Each University offers general education courses to align with its graduates' outcomes. For example, DU offers “ICT Fundamentals and Bangladesh Studies” in the first year, which aligns with their aim of producing “highly skilled English graduates who can serve the nation in different areas” (Dhaka University, n.d.). Similarly, KU offer courses such as “HSS 2153 Political Science and Soc 2251 Sociology” to align with their vision of building “global perspectives to cope with challenges of the contemporary world” (Khulna University, n.d.). BRAC University has made “General Education (GenEd) –39 credits” mandatory for a students graduating from the department of ENH, which includes courses such as HUM103:Ethics and Culture, BUS102:Business - Basics, Ethics and Environment, etc, to align with their vision of promoting the area of study “humanities”(Bachelor of Arts in English (BA in English)). Lastly, WUB offers “CSE 06124192 : Introduction to E-commerce” aligned with their vision of producing students with skills that they can apply to the real world (World University of Bangladesh, n.d.). Differences can be found in the area of focus for interdisciplinary approach for each university which is because of their differences mission and vision.

4.3 Balance and Inclusivity

4.3.1 Balance of Literature and Language Components

All four curricula are balanced between Literature and Language components. To begin with, Khulna University offers courses on fields like ELT, translation studies, and media or cultural studies, language and grammar. However, the field of literature is still dominant here.

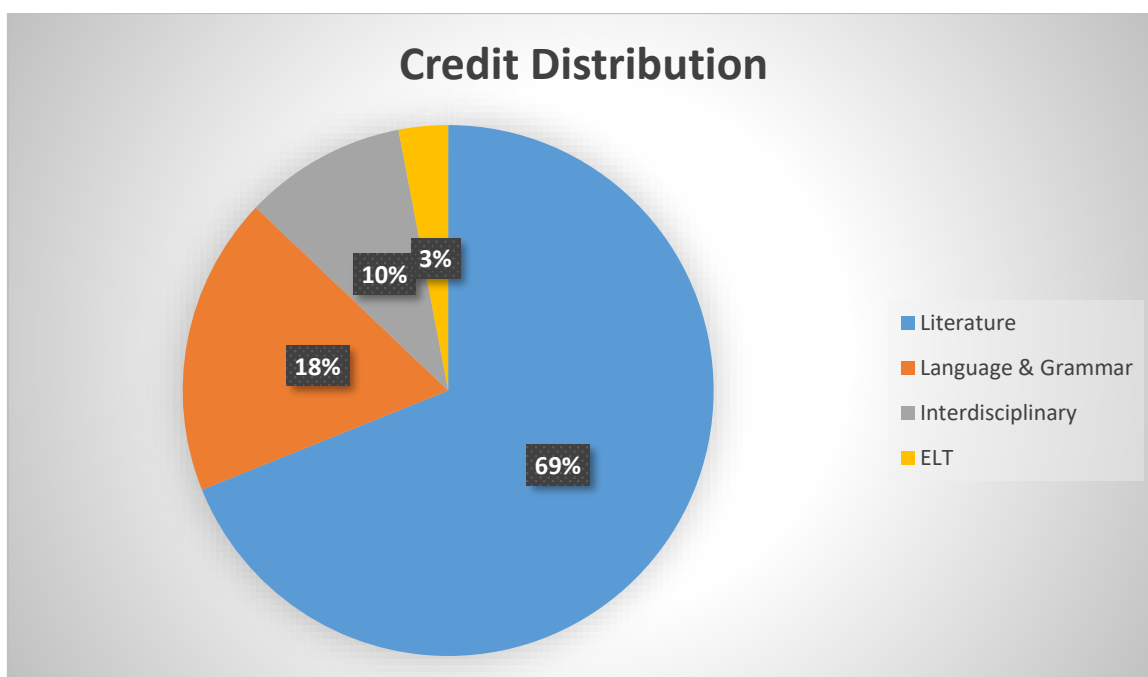


Figure 1: Khulna University area of study distribution (Khulna University, n.d.-a; Khulna University, n.d.-b).

Secondly, like KU, DU has a literature-dominant curriculum. Students are offered fixed set of courses till 6th semester. After that students get some flexibility to select course electively. The bellow table is the distribution of area of study till 6th semester.

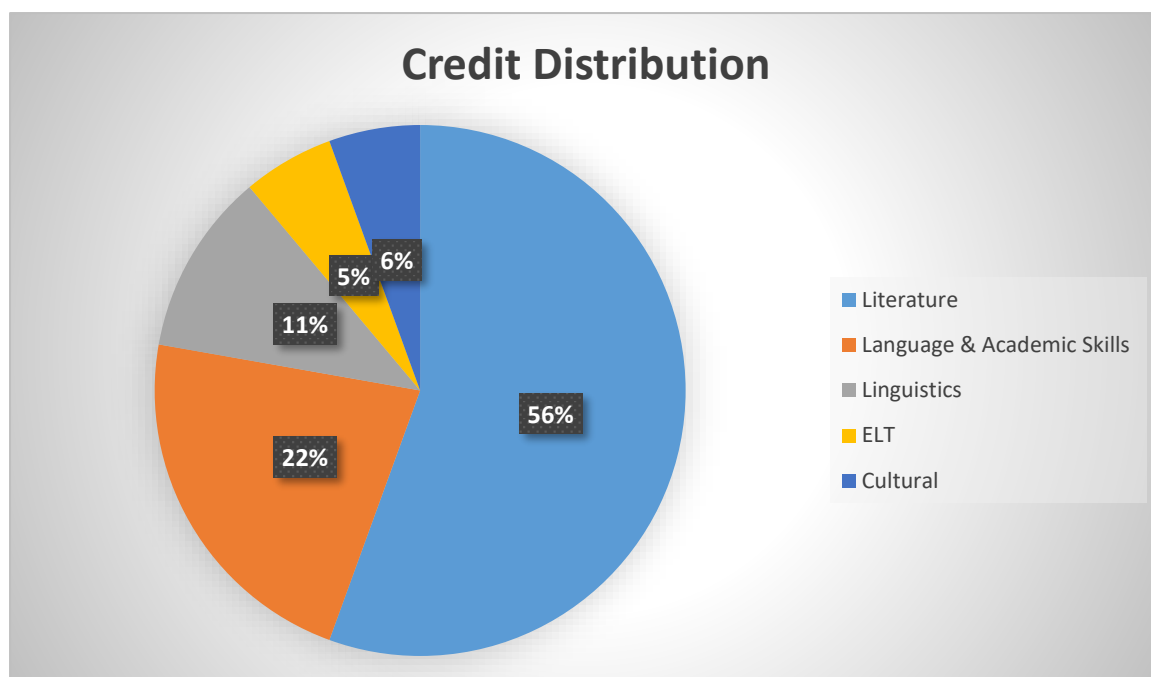


Figure 2: Dhaka University area of study distribution (Dhaka University, n.d.).

Thirdly WUB is the first university that has below 50% literary dominance. Below table represents the area of study distribution of WUB.

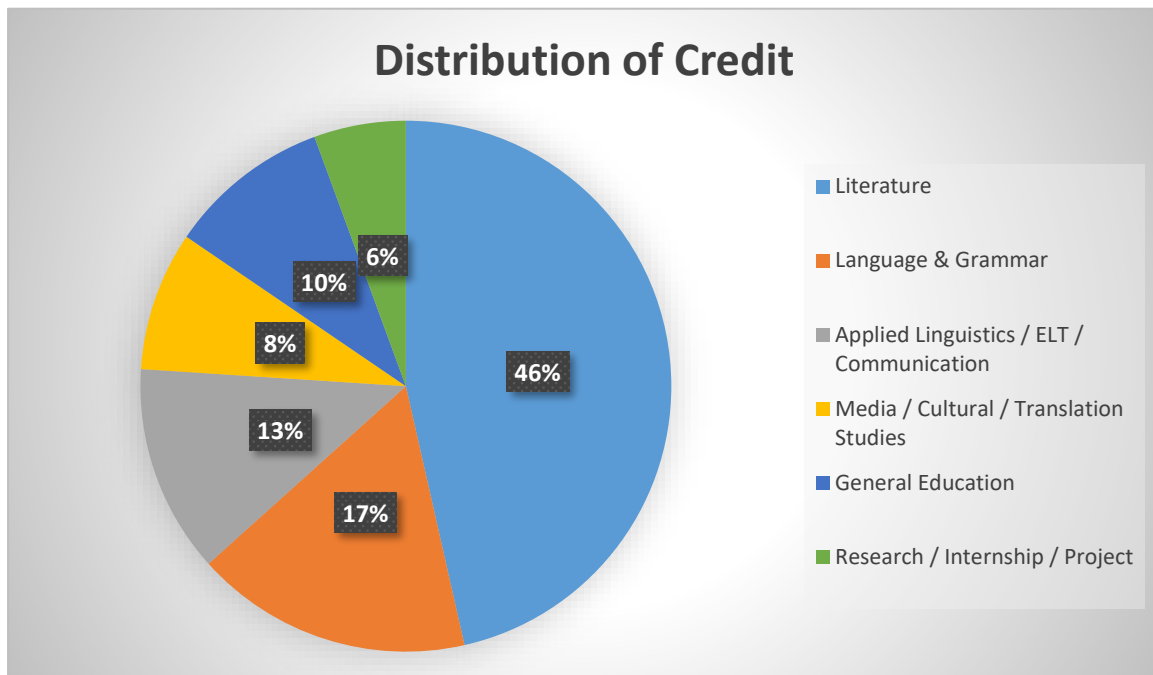


Figure 3: WUB area of study distribution (World University of Bangladesh, n.d.).

Lastly, BRAC University shows the biggest shift from a literature-heavy curriculum. The table represents the area of study distribution of BRACU.

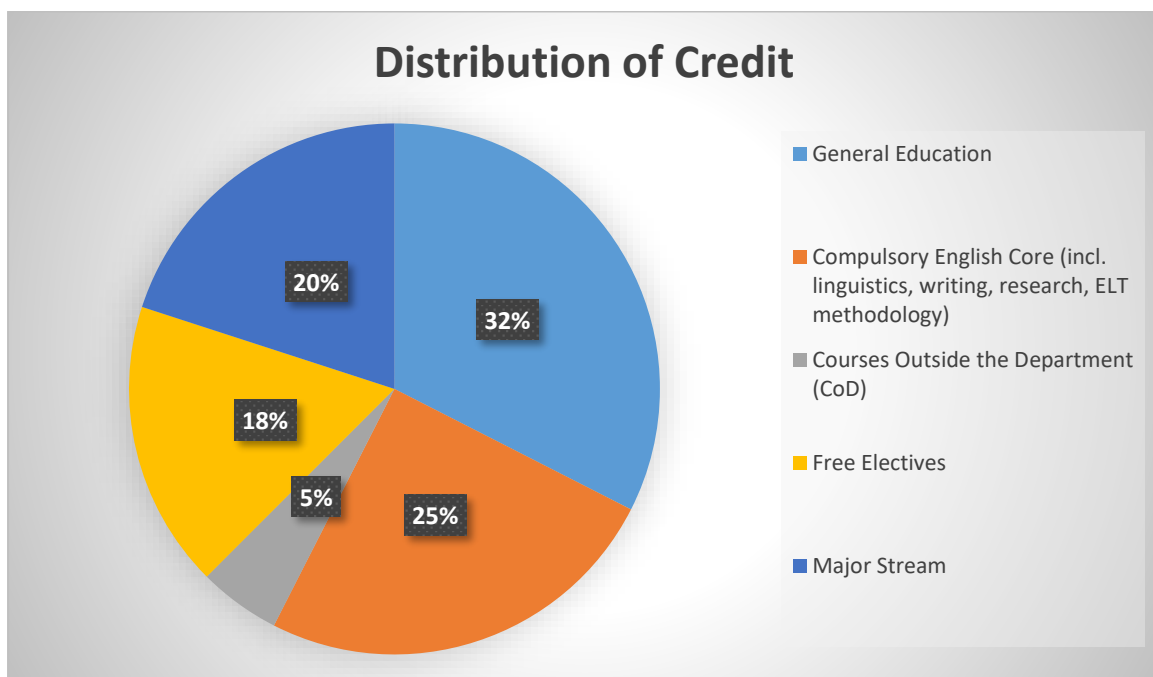


Figure 4: BRACU area of study distribution (Bachelor of Arts in English (BA in English)).

These distribution shows DU, WUB and especially BRACU have shifted from traditional literature heavy curriculum. Khulna University is still behind.

4.3.2 Inclusion of Diverse Literary Voices and Topics

In terms of inclusivity, every curriculum offers a wide range of literary perspectives. Departments have moved away from the traditional British canon-heavy curriculum. To begin with, out of 28 four-credit courses, DU offers around 14 courses which might resemble canonical text, while the other 14 courses resemble non-canonical texts (Dhaka University, n.d.). Secondly, KU offers approximately around 18 courses (40.9%) which include canon, while 26 courses (59.1%) resemble non-canon (Khulna University, n.d.). In terms of WUB, 12 courses (30%) are found that resemble British canon, while the other 28 courses (70%) are found non-canon (World University of Bangladesh, n.d.). Lastly, at BRACU, the biggest jump is noticeable, where around four courses (10%) resemble British canon, while the 36 courses (90%) are non-canon (Bachelor of Arts in English (BA in English)).

Area of Non-Canon Study	DU	KU	BRACU	WUB
American Literature	✓ (elective)	✓	✓	✓
World / Comparative Literature	✓	✓	✓	✓
Postcolonial Literature	✓	✓	✓	✓
Bangladeshi / Regional Writing in English	✓	✓ (poetry inclusion)	✓	✓
Linguistics (core & advanced)	✓	✓	✓	✓
ELT / Applied Linguistics	✓	✓	✓	✓
Translation Studies	✓	✓	✓	✓

Media / Cultural Studies	elective	✗	✓	✓
Thematic Literature (Gender, Migration, Environment, Urban, Popular)	✓	Limited	✓	✓
Professional / Applied English (Business, Media, Workplace)	✓	✗	✓	✓
Research Methods / Dissertation	✓	✓	✓	✓

Table 1: Summary table of Inclusion

4.3.3 Divergences

In terms of flexibility, all three universities except WUB offer some structural flexibility. Public Universities traditionally had a fixed set of courses (Alam, 2005) for every student, which has been changed in the latest reforms. Other than this, both private universities and Dhaka University offer a basic Bangla literature/culture course which is taught using Bangla as the medium of instruction, which is missing from Khulna University. Although KU has a course named “HSS 2151 Emergence of Bangladesh” which only covers the History of Bangladesh, as the name suggests, it uses English as the medium of instruction (Khulna University, n.d.).

4.4 Needs-Responsiveness

4.4.1 Alignment with National and Global Needs

All four curricula have responded to the national and global needs. To begin with, DU offers “English for Professional Purposes” in the third year, which tilts towards business and technical writing. (University of Dhaka, n.d.). Similarly, WUB offers “ENG 02312375 : English for Professional Purposes/ Business English” in the sixth semester (World University of Bangladesh, n.d.). Other than this, WUB offers courses that can contribute to the knowledge required for the growing market of the corporate and business world (“MKT 04142120 : Principles of Marketing”). Besides, BRACU has a minor in BBA option for the students and elective business-oriented courses (BRAC University, n.d.). Lastly, KU offers a Professional

English sessional course that focuses on communication skills needed for workplace settings (Khulna University, n.d.).

4.4.2 Preparing Graduates for Diverse Career Paths

All four curricula have their own approach towards preparing students for a wide range of carrier paths. For example, WUB had explicitly stated objectives to lead students to various career opportunities, such as the education field, media and journalism, corporate communication, content development, publishing, and translation (World University of Bangladesh, n.d.). This emphasis is also evident in the curriculum, with courses in the final years like Newspaper Editing and Media and Film Studies, and courses in languages and skills. Moving forward, BRAC University (BRACU) exhibits employability most directly with its capstone requirement. Last-year students are required to either do a dissertation or an internship report depending on placement in a corresponding organization (BRAC University, n.d.). The internship opportunity, specifically, bridges the gap between the classroom and the working environment, as it exposes students to contexts, whether in the form of media houses, NGOs, or corporate offices. This design allows experiential learning and assists students to acquire real-world skills, professional exposure and familiarity in the workplace before graduation. Public universities, on the other hand, offer one or two courses that provide some basic preparation about the job market context which seems limited compared to private universities. As mentioned earlier, BRACU has media and culture, ELT specialisation and a minor in business background option, which makes BRAC University's approach to curriculum design more job-oriented. Similarly, WUB has interdisciplinary subjects like Principles of Marketing during the first years and Introduction to International Relations (World University of Bangladesh, n.d.).

4.4.3 Responding to Educational Policy and Societal Context

All four curricula have shown some responsiveness toward the national education policy and the general social context. The National Education Policy 2010 of Bangladesh focuses on communication skills in English, learner centered instruction and the creation of a knowledge based society capable of interacting in the international world (Government of Bangladesh, 2010). Along these objectives, the four curricula emphasize the active language skills, including speaking, listening, reading, and writing, using specific courses in language and communication. This shows a shift from the previous literature-based models which had

presupposed language competence by not developing it explicitly. In more recent curriculum models, communicative approach and competence-based testing are substituting traditional approach of teaching and learning. The change is particularly evident in BRAC University, where the language classes are conducted in an interactive way, through group discussions, presentations, and activities, which are all learner-centred activities (BRAC University, n.d.). In the same way, the first-year language skills courses offered by the University of Dhaka includes pair work, group discussion and participation (University of Dhaka, n.d.). These courses help students to get through the progression of higher secondary school to university level and leave behind the lecture-based instruction and exam-based learning. The curricula also portray national priorities regarding cultural and civic awareness. The National Education Policy 2010 emphasizes on the role of anchoring the graduates in the history, culture and social realities of Bangladesh in addition to disciplinary knowledge (Government of Bangladesh, 2010). In response, the University of Dhaka makes Bangladesh Studies an obligatory subject, including the historical, political and social development of the country since independence (University of Dhaka, n.d.). BRAC University is not an exception, hence it offers General Education courses like the EMB101, as the English majors do not lose their sense of connection to the nation and civic understanding (BRAC University, n.d.). These inclusions refer to issues like English studies have the propensity to alienate students to local culture as the national context is anchored to the curriculum.

4.4.4 Public vs Private

The public and the private universities are evidently different in the way they address the needs of the students and the society, partly because of the institutional priorities. The BRAC University and World University of Bangladesh are private universities which operate in a competitive market. Consequently, they are more likely to react faster to student expectations and employer demands. The University of Dhaka (DU) and Khulna University (KU) are state-owned institutions of higher learning, which demonstrate a more reactive form of responsiveness. As an example, the DU updated its English curriculum in the 2020-21 academic year when the same changes had already been implemented in the private universities. This revision was the result of the increasing awareness that graduates required more communicative skills in order to become competitive in the employment sector (University of Dhaka, n.d.; Chaudhury, n.d.). The academics have observed that the implementation of practical communication course at DU came about later to fill evident gaps

on student applied language proficiency (Aziz and Chaudhury, n.d.; Yasmin, n.d.). Similarly, Khulna University, in its recent curriculum update of 2016 introduced courses in computer skills as a corrective measure in response to shifting academic and professional demands (Khulna University, n.d.).

Chapter 5: Discussion

5.1 Transparency: Curriculum Clarity and Stakeholder Trust

Transparency in curriculum is about how well the curriculum is communicating with the students. If transparency stays in the curriculum, it builds trust with students. As the findings show, all four universities have extended the level of transparency in their curricula, which is the result of the 2021 OBE template. The University Grants Commission of Bangladesh has published a template of how each university should present their curriculum documents, which has been adopted by universities like BRACU and DU (Template of Outcome Based Education (OBE) Curriculum (Revised), 2021). This is one of the driving factors for these universities to have “Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)” present in their curriculum documents. However, the implementation of the template is uneven across the universities, as WUB has shown partial adaptation, whereas adaptation is not that visible in terms of curriculum document transparency. The reason behind this could be limited institutional capacity for detailed outcome mapping. Moreover, this transformation can be seen as a response to both internal and external pressure for accountability and quality assurance. To clarify, by external pressure, the study refers to the University authorities, while by internal pressure, it refers to National Education Policies, UGC, etc. A past study shows “most of the private university syllabuses mention the objectives while older public syllabuses did not” (Aziz & Chaudhury, n.d.). This is because private universities operate in a competitive market, they need to have a clear and transparent curriculum to attract students, which is slowly adopted by public universities. Public universities are the pioneers of higher education in Bangladesh. Students graduating from these universities are already positively impacting the present and future. These universities have already proven that the curricula they used before have worked well, as students from these universities hold strong positions aligned with the universities’ aims. This has helped them to create a strong legacy and reputation. On the other hand, private universities are comparatively new. As a newcomer, they have a lot to prove. So they were the first to adapt and respond to the evolving world, which later inspired public universities to adopt. For example, someone who is interested in knowing about the curriculum of BRAC University can visit their website and find exactly what each course will teach and how. This is a selling point and a reassurance.

A positive side of a transparent curriculum is that when students know about the objectives and outcomes of the program they are aiming for, they will be able to choose the right program for their career. For example, if a student before enrolling in a program, gets to know that the program is aiming for “critical, creative, and competent graduates” with interdisciplinary knowledge or “Where Our Graduates Excel” window at WUB’s curricula give students an idea about what profession students can aim for after graduating from these universities. These create graduate identities.

From a theoretical standpoint, transparency can be aligned to the concept of the “intended” vs “enacted” curriculum (Eisner, 1985). If the intended aim of a curriculum is explicit, teachers have a higher chance of enacting the curriculum in alignment with those intentions. However, it is still not clear who are the targeted audience of the intended curriculum. Only by listing down all the intended aims of the institution does not ensure that faculty will teach towards them or the students will internalise them.

Another insight from the findings suggests that not all universities have course-by-course descriptions, objectives and expected outcomes. This is an area where universities can improve. Universities could be encouraged to develop Program Learning Outcomes (PLOs) for the BA in English and show how courses contribute to those. This would improve the transparency of the curriculum. Moreover, graduates can then represent their capabilities more holistically to employers (example: “Through my BA in English, I have developed X, Y, Z competencies, as proven by courses A, B, C”).

5.2 Constructive Alignment: Linking Intentions, Teaching, and Outcomes

The concept of constructive alignment was coined by John Biggs. The core idea of this lens is that the learning activities and assessment types have to be aligned with the learning outcomes that are intended. Similarly, “Tyler’s Rationale” also emphasises on building coherence among objectives, learning experiences, and evaluation (Tyler, 1949). Findings suggest that newer curricula have moved consciously towards this approach. Studies suggest that English literature programs in South Asia often used to rely on content coverage and teachers' expertise. To clarify, the teacher used to use their expertise to select texts or content they believed were

important for the students and the assessment was used to evaluate students' ability to recall and write down in the exam paper (Alam, 2005). However, the findings show that recent curricula have reformed their curricula in a way where they first set objectives, then select content to support those objectives and designed assessment methods to support the objectives. For example, BRAC's "ENG101-Composition I" aligns with their objective "to inculcate reading and writing habits and to prepare students with adequate critical and analytical skills" by incorporating evaluation tasks such as "in-class written task, Presentation and assignments". These reforms suggest that newer curricula have shifted from teachers centric curricula to student centric curricula.

I believe that one of the main reasons these curricula are focusing on constructive alignment to assure the quality of education and go with the the global educational discourse. Throughout the world, universities are being audited for accreditation. Usually, one of the criteria for accreditation is the evidence of alignment. Private universities have adopted this quickly compared to private universities. One of the benefits of an aligned curricula is that it creates less ambiguity for students.

However, there are some challenges that come with constructive alignment. Usually, public universities often have large class sizes with a large number of students and limited resources (Alam, 2018). Suppose a curriculum that focuses on developing language skills such as speaking and includes tasks like presentation, group discussions, viva, debate, is it possible to effectively implement those tasks for a large number of students? Here comes the public vs private debate. Private universities usually have a smaller class size, which makes continuous assessment possible to match with the alignment. On the other hand, public universities that mostly rely on final exams and midterms (Rahman, 2011), how much are they able to align with their objectives? This is somewhere the public universities might have failed to incorporate alignment.

5.3 Balance and Inclusivity: Curriculum Breadth, Identity, and Equity

Findings show that different curricula have taken different approaches to balance their contents. The implementation of application-focused courses in different English curricula creates a new

identity for students belonging to the English department. The English department no longer produces graduates who can only interpret and analyse texts but also have an effective command over the language. Past research shows that when private universities were adapting to give equal attention to literature and other skill-focused courses, public universities still remained literature-dominant (Aziz & Chaudhury, n.d.). However, the findings show that public universities like DU have narrowed this gap and made around 50-50 balance. Unlike DU, KU has remained literature-dominant. From a theoretical perspective, these shifts can be aligned to the classical humanist model and the progressive model. The core belief of the classical humanist model is that it values literature for intellectual and moral development, which is found in KU's curriculum. It also aligns with their objective to produce "inculcate human, moral, and ethical values in the graduates" (Khulna University, n.d.). On the other hand, other universities follow a progressive model which emphasises practical skills and social relevance. In an overpopulated country like Bangladesh, where the job market is super competitive, curricula should focus on incorporating skill-focused courses. BRAC University goes one step further by offering specialisation streams.

The recent curriculum also focuses on diverse literature including American, South Asian, Post-colonial, and African Literature, etc. Learning diverse literature allows students to learn from multiple perspectives. To clarify, literature is a carrier of history and culture. Studying American literature or Bangladeshi literature, students will be able to know about the history and culture of these regions. Literature carries history and history is often manipulated by the Victorians. Suppose there is a war ongoing between America and Japan and there is literature written by American authors that resembles that period, by reading that you will be influenced by the American side of the story. On the other hand, another person who is reading literature that resembles that war and is written by a Japanese author will be influenced by the Japanese side of the story. Thus, diverse literature can bring multiple dimensions to look at different events. Besides, as a plus point, you get to learn about diverse cultures. Another benefit that can be brought by reading diverse literature is that by learning patterns of the past one may predict the future. So this can be beneficial for decision-making as they can predict the consequences of an action. This could be most effective by reading local literature. Another way local literature can help, like all those concepts we read in foreign literature such as capitalism and feminism, are all present in the local region as well. By reading local authors students will be able to know how these concepts grew locally. Thus, it can be welcoming for students from diverse backgrounds.

A policy suggestion for the universities is that they should focus on faculty training and hiring before broadening their field of study. To deliver such a broad curriculum, faculty must be well-trained in these fields. I believe that many universities do not take the risk of broadening their curricula because they lack expert and capable faculty members. If they can not assure the capability of the teachers before broadening their curricula, it might lead them to failure of quality assurance.

5.4 Needs-Responsiveness:

One of the primary factors in recent curriculum change in English programs has been graduate employability. In Bangladesh, like in most other settings, the graduates of arts have been criticised for not having practical skills that can be used outside their academic or teaching life, contributing to unemployment and underemployment (Aziz and Chaudhury, n.d.; Yasmin, n.d.). English curricula have adapted to this by introducing more elements of ICT, professional-level writing, presentation skills, media communication, and the internship aspect. Thus, these curricula are producing human capital, where the curriculum is developed by the economic productivity of the graduates by building skills. This approach is more in line with the National Education Policy 2010, which stresses the importance of higher education in national development, innovativeness and employability (Government of Bangladesh, 2010).

This shift toward employability is deeply rooted in the global rise of neoliberalism. In 1990s, Neoliberalism started affecting the higher education sector (Kabir, 2013). Since then, it had promoted privatization, competition and reduced state funding for public sector. According to Ali et al. (2023), this is an economization of education, which reshape education by building students not as intellectual objects, but as a form of human capital whose labor-marketable skills are developed to suit the needs of the labor-market. Universities and colleges are required now to find a way to draw students, be financially viable, and in a way demonstrate the practicality of their courses. Thus, the rise of private universities is due to the adaptation the policy of neoliberalism. This transformation has especially affected the English education in Bangladesh. According to Ali et al. (2023), English language skills in Bangladesh have been positioned as human capital, that improves both employability and socio-economic mobility. Due to this policy, English study now incorporate applied language courses, professional

communication, and outcomes-based learning in the undergraduate English curriculum and traditional elements of literature.

The incorporation of courses in Business English, professional communication, media studies and internships is indicative of a conscious attempt to match the English programs with the job-market needs. Consequently, the identity of graduates has grown to a less intellectual or literary focus to include a mixed intellectual-professional identity. Nowadays, it is possible to conceive that contemporary English graduate may find themselves in the ranks of corporate communication, journalism, development organisations, and similar areas, instead of being restricted to teaching or literary research. Meanwhile, this responsiveness creates a debate among the critics. Adding non-traditional courses, such as Principles of Marketing, to English departments can help students gain practical skills, but it also raises concerns about the depth and focus of the discipline. However, these inclusions serve as market positioning and differentiation in the curriculum.

In Bangladesh, graduates of public universities were advantaged in academic placements and government jobs, mostly because of institutional prestige and alumni networks. On the other hand, private university students target corporate jobs because of better fluency in English and soft skills (Alam, 2005). Many others go abroad for higher study, which is another factor why private universities' curricula are responsive to global academic developments.

A challenge may arise if universities start focusing on skill-focused courses. The importance of a certain skill might become less important due to the constantly evolving job market. For example, someone who has great skills in proofreading and whose career is associated with this particular skill. But the arrival of AI has become a threat to him/her as the AI is more efficient with lower labour costs. Thus, a skill might lose its importance. To overcome this challenge, universities have to keep up with the constantly evolving job market and update their curricula frequently based on the demands. Moreover, curricula should incorporate universal skills that may never lose their importance, at least in the long term.

5.5 OBE Curricula and the Role of Local and Global Actors:

Most of the recent curricula changes are reflection of a shift toward OBE based curricula. According to Alam et al., (2018), twenty-first-century graduates are expected to have expertise in independent decision making, adaptability and critical thinking to fit them self within the global environment. In order to meet global standards universities such as BRAC universities' BA in English program's objective states "fosters critical thinking and encourages students to think independently". Moreover, in order to match the global shift toward OBE, these objectives are ensured by making sure that all other elements of the curricula back each other up to achieve the objectives and outcomes which is evident in the findings. What makes OBE curriculum different from a traditional curriculum is that the OBE curricula put emphasis from "teaching" to "learning," "skills" to "thinking," "content" to "process," and "teacher instruction" to "student demonstration" (Milon et al., 2024). This is also evident in the findings that recent curricula have moved away from teacher-centric learning practices to student-centric learning practices, which is an adaption of OBE based curricula. This is why everything from Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are described in the curricula of DU and BRACU. In this way, the outcome is predetermined and all other steps such as teaching activities, assessments, etc., are designed to support the outcomes. Since everything is mentioned in the curricula teachers can use them as a template to design their material more effectively. Thus, the fundamental of OBE is practiced in these curricula.

There are global actors such as the World Bank and the Asian Development Bank which have both provided financial support and strategic guidelines to implement OBE (Kabir, 2013). These strategies are implemented by local actors such as the Ministry of Education, the University Grants Commission (UGC), and the Bangladesh Accreditation Council (BAC) by contextualizing them to the local context. Modern Bangladeshi curricula are the outcome of the framework called the Bangladesh National Qualification Framework (BNQF), developed in 2021. This framework ensures that curricula prioritize market-driven economic priorities, which is adapted in all four curricula to some extent, as found in the findings that all four curricula have taken initiatives to make sure that their graduates survive in the market-driven economy. According to BAC, there are four domains of learning outcomes, which are foundational skills, social skills, thinking skills, and personal skills, through which it aims to resolve employment-related skills gaps. The findings show that universities are addressing this

by incorporating courses such as ICT and foundational language courses, which are further supported by their teaching activities and assessments to develop foundational skills within graduates. The influence of the domain of thinking skills is also visible, as the findings show that universities are trying to promote critical thinking practices among their students through different courses, which are further supported by their teaching activities and assessment practices. Even universities like BRACU have explicitly mentioned fostering critical thinking among their students in their program objectives. However, there is not much explicit evidence of how the other two domains are implemented into the curricula. But the findings suggest that both BRACU and DU are trying to implement these two domains through their classroom activities and assessment practices. Social skills and personal skills are developed through activities such as group work and internship practices, as these activities challenge students to fit into social situations and develop their real-world communication skills. Other influences of these policies are the adoption of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) at institutions like DU and BRACU. Thus, local and global actors are pressurizing university authorities to develop their curricula to cope up with global and local needs. This might be one of the reasons why the publicly available curriculum of KU was last reformed in 2016. They might still be working on their curricula to meet local and global standards, and due to their institutional limitations, it is taking some time to come up with a polished curriculum and making it publicly available.

Chapter 6: Conclusion and recommendations

The main objective of the research was to critically compare and contrast the undergraduate English curricula of two public universities (University of Dhaka and Khulna University) and two private universities (BRAC University and World University of Bangladesh) in Bangladesh. Through the application of the qualitative content analysis and the curriculum theories as analytical tools, the research investigated the elements of curriculum, which are transparency, constructive alignment, balance between literature and language elements, content inclusiveness, and national and market responsiveness.

The results suggest that the undergraduate English studies curricula have gone through some changes in Bangladesh. All four universities are no longer strictly literature-based models, but they have added on language skills, applied courses and interdisciplinary elements. This change has been indicative of larger transformations in the priorities of higher education, such as outcomes-based education, quality assurance demands, and increased interest in graduate employability.

Some positive alignment is also observed in more recent curricula, particularly in the manner in which the learning outcomes, teaching activities, and assessment methods have been connected. Nevertheless, even though the articulation of alignment is more clearly expressed during curriculum documents, there might be implementation issues, especially in large public universities where the large number of students may prevent the effective application of the interactive and continuous assessment practices. This shows that only curriculum reform can not bring changes to learning experiences without support from the institution and the growth of the faculty.

In terms of curriculum balance, there are differences between institutions. Khulna University is more literature-based and the University of Dhaka has a more balanced content distribution. The World University of Bangladesh and BRAC University demonstrate a bigger transformation to the interdisciplinary approach to the curricula. These differences show institutional priorities and their approach towards a multidisciplinary curriculum.

A major strength found across all four curricula is inclusivity. The inclusion of American, postcolonial, world, and Bangladeshi literature, and areas like gender, migration, and environment, shows a shift from the British canon and the adoption of the global trends.

Some recommendations for the universities will be to increase the transparency level of their curriculum by including course-by-course objectives, outcomes and teaching methodologies. Moreover, authorities should put emphasis on faculty training so that the alignment between stated goals and outcomes becomes possible. Furthermore, marginalised voices can be emphasised more. Lastly, KU's and Bangladesh's national education policies were last updated a long time ago. It is high time they made a reform.

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Appendix A.

BRAC University

Program Overview

The Department of English and Humanities (ENH) was established in 2001. The dynamic nature of its curriculum has helped ENH develop and gain a unique position among its counterparts in Bangladesh. The emphasis in the department is to inculcate the habits of reading and writing and to prepare students with adequate critical and analytical skills. ENH graduates are equipped with academic knowledge, practical skills and social consciousness to take on the challenges of the ever-changing, technologically driven world.

The undergraduate programme in English provides its students many opportunities to grow academically, intellectually and socially through its three major streams: English Literature, Applied Linguistics & ELT and Media and Cultural Studies. In the process, critical thinking is emphasised, creativity is fostered, technological awareness is instilled, and new veins of knowledge are explored.

Program Highlights

- ENH offers three major programmes in English Literature, Applied Linguistics & ELT and Media and Cultural Studies.
- It also offers a Minor programme in History.
- The Literature concentration introduces students to a variety of Anglophone writing from different historical periods and regions such as the UK, the US, Anglophone Africa and South Asia.
- The Applied Linguistics and ELT concentration offers an understanding and analysis of language both as an acquired skill and a socio-cultural phenomenon, introducing students to different theories of language and their application in real life for English language teaching and beyond.
- The interdisciplinary nature of the Media and Cultural Studies concentration equips students with an orientation based on the origin and evolution of “media”, the study of cultural studies theories and an awareness of power-plays and world politics, enabling them to interpret the ever-changing cultural traditions and gain insights into global events and universal or personal experiences.
- ENH graduates develop highly valuable communication skills along with critical thinking skills which are desired by the employers around the world.

Career Opportunities

“While writing my undergrad thesis at ENH, I found some social disparities in the education system. That was the turning point that made me realise that in solving a social problem, I just need to be on the front line. Being a 'Social Entrepreneur' and working with menstruation problems of girls in Bangladeshi rural areas, is the result of that realization. I am grateful to my English Department at BRAC University for helping me ignite the dream of contributing to the bigger cause of society.”

Placement and Further Study Opportunities

The degrees offered by the Department of English and Humanities prepare students to take on the practical world in myriad ways. Career opportunities span from the academic world of teaching and research to the corporate world of media, journalism, banking, NGOs and other public and private commercial ventures.

The B.A. Internships in various schools and media houses expose students to the current norms of the job market and enable them to identify and establish contacts with employers of their choices.

The B.A. degree completed in this department make students eligible to pursue higher studies in reputable educational and research institutions worldwide.

Course-based Program Structure

Structure of the Program

The curriculum puts a special emphasis on writing courses, which are expected to develop students' writing skills. The department seeks to instill in the students a desire to become proficient and intelligent readers and writers. To that end it aims to develop their ability to think critically and creatively, and to express ideas clearly.

Students have three options for specialization within the B.A. in English program:

Option A (Literature)

Option B (ELT and Applied Linguistics) and

Option C (Media and Cultural Studies)

Structure of the degree program

General Education (GenEd) –39 credits

Compulsory courses- 24credits

Specialisation (Literature/ ELT and Applied Linguistics/ Media and Cultural Studies)- 24 credits

Courses Outside the Department (CoD)-6credits

Free Elective Courses -21credits

Dissertation (Equivalent to 2 courses)/ two 3-credit courses in the specialization (for CGPA below 2.8)-6 credits

Total -120 credits

Compulsory courses (24+6= 30 credits)

ENG 111 Introduction to Linguistics
ENG 113 Introduction to English Poetry
ENG 114 Introduction to English Drama
ENG 115 Introduction to English Prose
ENG 201 Composition II
ENG 217 Shakespeare
ENG 301 Research Methodology
ENG 334 ELT Methodology
ENG 466 Dissertation (6 credits) OR two 3-credit courses in the area of specialization (for CGPA below 2.8)

Core Courses (24 credits)

Option A: Literature

Students need to take at least eight courses from the elective list of Literature courses. At least one from ENG 213: Survey of English Literature I, ENG 214: Survey of English Literature II, and ENG 215: Survey of English Literature III is compulsory for students with a specialization on Literature.

Option B: ELT and Applied Linguistics

ENG 242 The Study of English
ENG 327 Second Language Acquisition
ENG 211 Sociolinguistics / 212 Psycholinguistics / 221 Discourse Analysis
ENG 434 Material Design/ 437 Testing and Evaluation/ ENG 439 Teaching Practicum
Any other four courses from the ELT and Applied Linguistics stream

Option C: Media and Cultural Studies (all courses are compulsory)

ENG 205 Introduction to Media Studies
ENG 320 Arts and Visual Literacy
ENG 331 Cultural Studies
ENG 333 Globalization and Media
ENG 401 Editing
ENG 404 Copywriting
ENG 440 English for the Print Media
ENG 465 Translation Studies

Course Details

Course Details of ENH

ENG 102: COMPOSITION I

The main focus of this course is writing. This course attempts to enhance students' writing abilities through diverse writing skills and techniques. Students will be introduced to two aspects of expository writing: personalized/subjective and analytical/persuasive. In the first category, students will write essays expressing their subjective viewpoints. In the second category, students will analyse issues objectively, sticking firmly to factual details. This course seeks to develop students' analytical abilities so that they are able to produce works that are critical and thought provoking.

What you'll learn

Upon successful completion of this course, students will be able to

- analyse and interpret various written content in order to extract the meaning so that it can be used in academic and non-academic situations
- identify and use the fundamental techniques of academic and non-academic writing
- demonstrate critical thinking and articulate ideas effectively in argumentation and illustrate critical engagement with the main ideas of the content
- demonstrate skills to do research regarding current issues, while demonstrating an awareness of historical and contextual background
- apply techniques taught in various contexts to showcase fundamental knowledge of writing, while being aware of the evolution of writing techniques over the decades

Teaching Activities

- Group discussion
- Lecture
- Presentation
- Relevant video materials

Assessment

- Quiz
- In-class written task
- Presentation
- In-class reviewing task
- Exam
- Assignment

ENG111: Principles of Linguistics

This course is designed to give students an overview of the basic concepts of language and linguistics. The course begins with a discussion on the linguistic system in general, and how humans and animals use it. In the following classes, students will learn the structure of human language in terms of sounds (phonology and phonetics), words (morphology), sentences (syntax) and meaning (semantics and pragmatics)

What you'll learn

Upon successful completion of this course, students will be able to

- explain how language operates as a communication device for humans and animals
- demonstrate an awareness of the linguistic concepts in writing
- analyse English as well as non-English language data at the sound, word, sentence and discourse levels
- process texts and communicate ideas effectively for inter/intrapersonal academic and non-academic situations

Teaching Activities

- Group discussion
- Lecture

- Relevant video materials
- Presentation

Assessment

- Quiz
- Exam
- In-class written task
- Presentation
- In-class reviewing task
- Assignment

ENG113 INTRODUCTION TO ENGLISH POETRY

Introduction to Poetry is a foundation course for the beginners of English literature undergraduate students. The aim of the course is to introduce students to the world of poetry in a way that they fall in love with poetry! While the periodical details of English poetry will set the ground, students will be encouraged to appreciate the shape, sound, emotion and strength of poetry. The course covers wide ranges of poems from across the globe, starting from British canonical to American poems; gradually we will reach closer to our continent and home. English poems written in Bangladesh will be taught to encourage students read and write poems on topics that matter to them.

What you'll learn

Upon successful completion of this course, students will be able to

- identify names and selected poems of the major poets of English literature from the 16th century till date
- recognise poetic devices and different forms of poetry
- express poetic knowledge by reading, writing and other classroom activities
- demonstrate understanding of individual poems and poets in their historical, social and cultural contexts

Teaching Activities

- Lecture
- Group discussion
- Free writing
- Relevant video materials

Assessment

- Quiz
- Exam
- Recitation-task
- Assignment

ENG114: INTRODUCTION TO ENGLISH DRAMA

Study of selected plays from ancient Greek times to the contemporary period; Survey of the development of the genre of drama, dramatic forms and concepts over time

The study of literature allows one to investigate the ways in which literary culture has engaged with and shaped society and continues to do so even today. This literature course

explores many aspects of culture, performance and society. Introduction to English Drama is a historical overview of the development of drama and social environment for interpretation. This course will concentrate on critical reading and analysis of dramatic literature. The course offers analysis of drama, fundamentals of drama and dramatic forms. We will read a variety of dramatic literature, spanning the centuries from the ancient Greek theatre to modern times.

What you'll learn

Upon successful completion of this course, students will be able to

- describe the theories of western drama, and examine them with references to the plays
- analyse drama, fundamentals of drama and dramatic forms in accordance with

Aristotelian and other concepts studied in class

- discuss and examine the practice, history and theory of western drama in a range of contexts and settings

Teaching Activities

- Lecture
- Group discussion
- Relevant video materials

Assessment

- Quiz
- Presentation
- Exam
- Performance

ENG115 INTRODUCTION TO ENGLISH PROSE

The development of English Prose has seen different stages and it continued to develop in response to the social and cultural atmosphere and changing norms. With roots in didactic prose, Biblical translations and oral traditions, English Prose has developed into various forms of literature, creative/non-fiction, and many genres of short story and novel. In more recent history, it has evolved into forms of journalistic and informative writing, political and social critique, allegory, personal narrative and even hybrid text. The works will be addressed simultaneously as a form of writing and also in terms of different thematic and cultural issues.

What you'll learn

Upon successful completion of this course, students will be able to

- identify concepts and compare/contrast literary elements such as genre, plot, theme, characterization, climax, eras and styles, and representative authors of different epochs
- discuss their interpretations and questions regarding literary texts
- demonstrate well-organized argumentation and awareness and correlation of text to their world & exterior texts

Teaching Activities

- Lecture
- Group discussion
- Relevant video materials

Assessment

- Assignment
- In class exercises
- Exam

ENG 123: History of English Language

This course introduces students to the history and expansion of the English language from its inception to the present day. This course starts with an introduction and overview of the history of English language then major themes like the Indo- European family of languages, Old English, Middle English, Early Modern English and Modern English are discussed. This course also explores English around the world in modern days including English in Britain, English in America, English in Africa and English in Asia and Pacific. Finally, the social and political factors that affect language changes are also explored briefly.

What you'll learn

Upon successful completion of this course, students will be able to

- discuss the development and expansion of the English language from its earliest known writings to the present day
- explain the key stages of the development of English
- assess the mechanisms and nature of language change
- identify current debates of world Englishes and the social and political development of world Englishes

Teaching Activities

- Lecture
- Group discussion
- Reading texts
- Relevant video materials

Assessment

- Quiz
- Exam
- Assignment
- Viva voce
- Presentation

World University of Bangladesh

Program Overview

The Department of English at the World University of Bangladesh (WUB) offers a four-year BA (Hons) program in English at the undergraduate level. This program aims to equip students with strong English language skills that can be applied in both academic and practical contexts.

We move beyond traditional literary studies to offer a dynamic and interdisciplinary education. Our curriculum masterfully integrates core studies in literature with applied linguistics, critical theory, and cultural studies, providing you with a multifaceted understanding of language and its power in the modern world.

The program fosters different perspectives on literature, literary history, language, and culture — preparing students not just for education, but for a lifetime of engagement in professions that require articulate, analytical, and ethically grounded individuals.

Key Features of the Program

- **Holistic Curriculum** – Explore classic and contemporary literature, postcolonial writing, linguistics, and cultural studies.
- **Skill-Centric Learning** – Develop superior writing, research, and analytical reasoning abilities through extensive practice.
- **Expert Faculty** – Learn from highly qualified academics and mentors who are always available to support your growth.
- **Thesis or Course Option** – Culminate your studies with a 6-credit honours thesis or two advanced courses after completing 121 credits.

Program Structure

To graduate with a BA (Hons) in English from WUB, students must complete:

- **142 credits** over 12 semesters (4 years)
- A balanced mix of literature, linguistics, and communication courses
- Either a **6-credit thesis** OR **two additional advanced courses**
- Emphasis on critical thinking, argumentation, and clear expression

Why Choose English at WUB?

- **Transformative Education** – Develop communication, creativity, and critical thinking — the top skills demanded by employers worldwide.
- **Interdisciplinary Approach** – Connect literature with media, technology, business, and global culture.
- **Personalized Mentorship** – Faculty are dedicated to your academic and professional success.

- **Flexible Learning** – Day, evening, and Friday classes for students and working professionals.
- **Active Learning Community** – Join WUB LitClub, Debating Club, and Cultural Club to build leadership and public speaking skills.
- **Affordable & Supportive** – Scholarships, waivers, and counseling available to all students.

Career Pathways

Our graduates are highly sought-after professionals poised for success in a wide array of fields.

Where Our Graduates Excel

- **Education** – Teaching, curriculum development, educational administration
- **Media & Journalism** – Reporting, editing, content writing, broadcasting
- **Corporate Sector** – Corporate communications, PR, HR, marketing
- **Content Industry** – Content creation, technical writing, digital storytelling
- **Publishing** – Editing, proofreading, publishing management
- **Translation & Interpretation** – Cross-cultural communication services
- **Higher Studies** – M.A., M.Phil., Ph.D. at leading universities globally

Course Structure

FIRST YEAR					
1st Semester	Credits	2nd Semester	Credits	3rd Semester	Credits
CSE 06111190 : Computer Fundamentals	3	ENG 02311270 : Grammar, Reading, Comprehension & Speaking	3	ENG 02321305: History of English Literature 1	3
BDS 02221181 : Introduction to Bangladesh Studies	2	ENG 02321203 : Advanced Reading and Writing Strategies	3	HIS 02231304 : History of Western Thoughts	3
ENG 02321101 : Introduction to Literary Genres and Terms	3	MKT 04142120 : Principles of Marketing	3	CSE 06121391: Introduction to Internet	3
ENG 02321102 : Introduction to Poetry & Prose	3	BEN 02321282 : Introduction to Bangla language and Literature	2	ENG 02311371 : Public Speaking	3
SECOND YEAR					
4th Semester	Credits	5th Semester	Credits	6th Semester	Credits
ENG 02322150 : Introduction to Linguistics	3	ENG 02322208 : Romantic Literature 2	3	HIS 02232211 : General History and Western History Highlights	3
ENG 02312172 : Basic Writing	3	ENG 02322210 : 19th Century Literature	3	ENG 02322312 : 19th Century Literature 1	3
ENG 02322106 : Romantic Literature 1	3	LIN 02324153 : Structure of English	3	ENG 02312375 : English for Professional Purposes/ Business English	3
ENG 02322107 : History of English Literature 2	3	ENG 02322209 : Classics in Translation -1	3	ENG 02322314 : Elizabethan Drama	3

Dhaka University

GENERAL OBJECTIVES The general objective of the BA (Honours) programme is to develop highly skilled English graduates who can serve the nation in different areas. In addition, the programme aims to develop a liberal humanistic attitude in the graduates to mould them into better human beings.

8. Marks Distribution for each one-credit (1/4th unit) course • Tutorial: 5 • Viva voce/Oral Exam: 20 • Total Marks: 5+20=25 9.

Instructional Strategies • Lectures and discussion • Pair work, group work and individual work • Role plays • Debates and discussions • Preparing (e)portfolios • Mini research projects • Project work • PowerPoint Presentation • Virtual learning platforms

COURSES AT A GLANCE FIRST SEMESTER Eng. 101 : Developing English Language and ICT Skills Eng. 102 : Critical Appreciation of Literature Eng. 103 : Bangladesh Studies and Bangla Literature SECOND SEMESTER Eng. 104 : Developing Essay Writing Skills Eng. 105 : Introduction to Prose Eng. 106 : Introduction to Poetry THIRD SEMESTER Eng. 201 : Developing Academic Writing Skills Eng. 202 : Introduction to Drama Eng. 203 : Reading Novels through Theory FOURTH SEMESTER Eng. 204 : Introduction to Linguistics Eng. 205 : 17th and 18th Century English Literature Eng. 206 : Romantic Poetry FIFTH SEMESTER Eng. 301 : Introduction to English Language Teaching (ELT) Eng. 302 : English for Professional Purposes Eng. 303 : Ancient Epics in Translation Eng. 304 : Victorian Poetry and Prose BA HONOURS HANDBOOK | 59 SIXTH SEMESTER Eng. 305 : Introduction to Sociolinguistics Eng. 306 : Introduction to American Literature Eng. 307 : Understanding Critical Theory Eng. 308 : Global Philosophies SEVENTH SEMESTER (ANY FOUR) Eng. 401 : Teaching Second Language Skills Eng. 402 : 20th Century Poetry and Drama Eng. 403 : Gender in Language and Literature Eng. 404 : Language through Literature Eng. 405 : Migration Literature EIGHTH SEMESTER (ANY FOUR) Eng. 406 : Shakespeare Studies Eng. 407 : Modern and Contemporary Novels Eng. 408 : Understanding Environment through Literature Eng. 409 : Media, Culture, and Society Eng. 410 : Language and Intercultural Communication

Khulna University

CURRICULUM FOR UNDERGRADUATE PROGRAM IN ENGLISH

1. PROGRAM NAME BA (Hons.) in English

2. VISION BA (Hons.) in English offered by English Discipline aspires to be a leading English Language and Literature studies program.

3. MISSION The program helps students build the knowledge of language and literary studies. The program produces critical, creative, and competent graduates who implement and develop the study of language, literature, and culture. The faculty is committed to an interdisciplinary approach to knowledge, evident in their involvement in courses such as Literary and Cultural Studies, Language and Linguistics, Performance Studies, Sociology, History, Psychology, Philosophy, and Computer Science.

4. PROGRAM OBJECTIVES The program is designed to:

- communicate knowledge of literary history, forms, theory, and a wide variety of texts in English,
- give students orientation to critical understanding of linguistics, its theories, applications, and research,
- provide students with sophisticated critical thinking, analytical, and writing skills useful not only in the academy but also in the world at large,
- offer opportunities to explore identity, values, manners, and morals.

5. LEARNING OUTCOMES Students will be able to:

- define, determine, discuss, and evaluate literary genres, forms, devices, etc., as well as compare different literary forms,
- understand and explain linguistic phenomena, their interrelationships, key theoretical development and their application in language study and research,
- acquire professional skills in the English language to meet the challenges of globalization,
- organize secondary sources of information and exercise independent thinking,
- engage in activities to be informed of the latest developments in English,
- enhance their own knowledge, understanding and research skills,
- take initiative and personal responsibility,
- synthesize facts and thoughts and articulate new information,
- produce creative pieces,
- excel in performance.

6. COURSE STRUCTURE: Program duration: 04 Years (08 Terms) Minimum credit hours to be earned: 132

DISTRIBUTIONS OF CREDITS IN DIFFERENT AREAS OF STUDY

Areas of study	Theory	Sessional/	Field Work	Total (Core/Optional)	Total Core	Optional	Core	Optional	Core	Optional
Optional Literature	75	06	10	00	85	06	91			
Language and grammar	15	03	06	00	19	03	24			
ELT	03	00	01	00	04	00	04			
History	00	03	00	00	00	03	03			
Sociology	00	03	00	00	00	03	03			
Philosophy	00	03	00	00	00	03	03			
Political Science	00	03	00	00	00	03	03			
Psychology	00	03	00	00	00	03	03			
Education	00	03	00	00	00	03	03			
Professional English	00	00	1.5	00	1.5	00	1.5			
Computer Science	00	00	1.5	00	1.5	00	1.5			
Translation Studies	03	00	00	00	03	00	03			
Media Studies	00	03	00	00	00	03	03			
Performance Studies	00	03	00	00	00	03	03			
Research	06	00	00	00	03	00	06			
Total	155	4	0	0	155	4	0	0	0	0

4 YEAR-WISE DISTRIBUTION OF CREDITS

Year	Term	Theory	Sessional/Field Work	Total	Core	Optional	Core	Optional
First	First	11	00	4.5	00	15.5		
	Second	14	00	03	00	17		
	Third	11	09	1.5	00	23.5		
	Fourth	13	03	06	00	22		
Second	First	13	00	2	00	15		
	Second	13	00	2	00	15		
	Third	13	00	2	00	15		
	Fourth	13	00	2	00	15		
Total	155	6.2	0	0	155	6.2	0	0

TERM-WISE COURSE OUTLINE FOR THE ENTIRE PROGRAM

FIRST YEAR: FIRST TERM

Course No.	Title of the Course	Status	Nature	Cont. Hr.	Credit
Eng 1101	Introduction to Poetry	Core	Theory	04	04
Eng 1103	History of English Literature	Core	Theory	03	03
Eng 1105	Introduction to Prose: Fiction	Core	Theory	04	04
Eng 1110	Sessional on English Grammar	Core	Sessional	03	1.5
Eng 1112	Sessional on Listening and Speaking	Core	Sessional	03	1.5

Sessional on Computer Skills Development Core Sessional 03 1.5 Theory : 11 Sessional : 4.5
 Core : 15.5 Optional : Nil Total 20 15.5 5 FIRST YEAR: SECOND TERM Course No. Title
 of the Course Status Nature Cont. Hr. Credit Eng 1201 Introduction to Prose: Non-Fiction Core
 Theory 04 04 Eng 1203 Introduction to Drama Core Theory 04 04 Eng 1205 Reading and
 Writing Core Theory 03 03 Eng 1207 History of American Literature Core Theory 03 03 Eng
 1210 Sessional on Drama Core Sessional 03 1.5 Eng 1212 Sessional on Reading and Writing
 Core Sessional 03 1.5 Theory : 14 Sessional : 03 Core : 17 Optional : Nil Total 20 17 SECOND
 YEAR: FIRST TERM Course No. Title of the Course Status Nature Cont. Hr. Credit Eng 2101
 History of English Language Core Theory 03 03 Eng 2103 Poetry from Chaucer to Milton Core
 Theory 03 03 Eng 2105 Literary Criticism Core Theory 03 03 Eng 2107 Performance Studies
 Optional Theory 03 03 HSS 2151 Emergence of Bangladesh Optional Theory 03 03 HSS 2153
 Political Science Optional Theory 03 03 Eng 2110 Sessional on Stylistics Core Sessional 03
 1.5 Theory : 18 Sessional : 1.5 Core : 10.5 Optional : 09 Total 21 19.5 6 SECOND YEAR:
 SECOND TERM Course No. Title of the Course Status Nature Cont. Hr. Credit Eng 2201
 English Drama from Elizabethan to Restoration Period Core Theory 04 04 Eng 2203 Language
 through Literature Core Theory 02 02 Eng 2205 English Novel from Defoe to Hardy Core
 Theory 04 04 Eng 2207 Classics in Translation Core Theory 03 03 Soc 2251 Sociology
 Optional Theory 03 03 Eng 2210 Sessional on Language through Literature Core Sessional 03
 1.5 Eng 2212 Sessional on Novel from Defoe to Hardy Core Sessional 03 1.5 Theory :16
 Sessional : 03 Core :16 Optional : 03 Total 22 19