



**10<sup>th</sup> Inter-University Student Conference and  
Cultural Competition with Art Exhibition 2024**

# **Language Weaponization and Socio-Political Change**

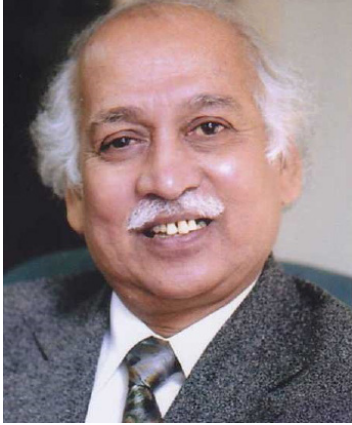
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**Organized by  
Department of English and Humanities**

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**December 19-20, 2024**

## Message from the Chief Guest



It is an absolute pleasure to congratulate the Department of English and Humanities at the University of Liberal Arts Bangladesh (ULAB) for organizing the 10th Inter-University Student Conference and Cultural Competition with Art Exhibition 2024. The chosen theme, “Language Weaponization and Socio-Political Change,” is both timely and thought-provoking, aiming to spark young minds to explore the critical role of language in the nation’s socio-political transformation.

Language has always been an indispensable part of our history. I believe the academic presentations, cultural performances, and the art exhibition will help young learners to become more sensitized to the significance of language and its impact on society and culture. As the world continues to evolve and Bangladesh gains prominence on the global stage, it is essential to showcase our love, sacrifice, and dedication to our language. We must equally protect and preserve the languages spoken by our ethnic communities. Languages are inseparable from identity and culture, and any threat to them must be addressed emphatically.

I am confident that this incredible platform will empower students to rediscover the strength of togetherness. As we are united, we are more powerful than ever. I also hope that our future decision-makers will recognize the importance of inclusivity and peaceful coexistence, affirming our unique identity and shared pride. May they harness the power of language to sustain harmony and mutual respect in the society.

I also hope that this initiative inspires other universities to follow in ULAB’s footsteps, continuing their legacy of student conferences that began a decade ago. Increased collaboration among universities can augur well for the research culture of Bangladesh and elevate this effort to even greater heights.

My heartfelt appreciation goes to everyone whose relentless hard work has made this event a success. Congratulations and best wishes for an enriching and impactful event.

### **Professor S M A Faiz, PhD**

Chairman, University Grants Commission of Bangladesh

## Message from the Vice Chancellor, ULAB



I am truly proud to witness ULAB's Department of English and Humanities continuing its legacy of organizing the Inter-University Student Conference and Cultural Competition for the 10<sup>th</sup> consecutive year. This year's theme, "Language Weaponization and Socio-Political Change," is as thought-provoking as ever, providing graduate and undergraduate students—our nation builders—with a platform to analytically explore the power of words in shaping our social and political landscape.

I believe this conference, cultural competition, and the newly added art exhibition will inspire young minds to critically realize that language is not merely a medium of communication but a profound tool for interpreting the unspoken, decoding the implicit, sensing apathy, and acting against constraints so that everyone can live harmoniously. I am hopeful that the presentations will stimulate intellectual curiosity, while the cultural program will reflect how the power of words can be transformative in various aspects of life. I also look forward to seeing the artistic expressions of students from around the country and their critical engagement with the theme.

As a university, we are committed to creating engaged and responsible citizens. The platform created by DEH, with its carefully chosen themes every year, aligns seamlessly with our guiding principles. The knowledge and experience gained by the presenters and performers from the 28 participating universities located in different parts of the country will, undoubtedly, leave a lasting impact, sensitizing hundreds of budding scholars across diverse communities about the transformative power of language.

I would also like to extend my gratitude to the Chief Guest, Professor SMA Faiz, Chairman, University Grants Commission of Bangladesh, for gracing this occasion with his presence. My thanks to the judges who have given so much of their time to making this event credible and meaningful. Much gratitude to the sponsors of the program too. And, of course, my heartfelt appreciation to everyone involved in organizing this conference.

I am confident that this conference will inspire us to aim even higher for next year.

Wishing all the participants the very best!

**Professor Imran Rahman**

## Message from the Special Advisor to the Board of Trustees, ULAB



It is with immense pride and enthusiasm that I write this note of felicitation for the 10th DEH Inter-University Student Conference and Cultural Competition, organized by the Department of English and Humanities of the University of Liberal Arts Bangladesh (ULAB). This year's theme, "Language Weaponization and Socio-Political Change," is both timely and thought-provoking, inviting participants from 28 universities to critically explore the complex and often contentious role of language in shaping societies and power dynamics.

The relevance of this theme lies in its ability to engage students in articulating the nuanced use of language as a tool of both oppression and empowerment. Various fields, particularly military studies and political science, have long weaponized language to control, manipulate, and harm individuals or groups. History has witnessed the deliberate manipulation of language, from the barbaric representations of the indigenous populace during the colonial period to the recent uprising that toppled an oppressive regime.

Students will have the unique opportunity to showcase their talents, engage in lively discussions, and draw inspiration from their peers through this conference. The event will encourage them to apply the ideas and experiences they have gained through their academic learning and lived realities, channeling them into academic and creative outputs that reflect the power of language in both its destructive and liberating forms. We recall the historical weaponization of language during the establishment of Bangladesh in December, when we achieved our independence. The struggle for language rights led to our liberation and the consequent establishment of a sovereign nation.

Students, through their academic research and creative performance, will engage with the concept of language weaponization, reflecting on the broader implications for language education, policies, and the ways in which power structures shape language.

I hope the event will unpack the transformative potential of language in both academic and social spheres.

**Professor Shamsad Mortuza, PhD**

## Message from the Pro Vice-Chancellor, ULAB



It is my honor and pleasure to extend my heartfelt congratulations to the Department of English and Humanities (DEH) at the University of Liberal Arts Bangladesh (ULAB) for organizing the highly anticipated 2024 Inter-University Student Conference and Cultural Competition, centered on the profound theme of Language Weaponization and Socio-Political Change.

This event stands as a testament to ULAB's unwavering commitment to fostering intellectual curiosity, academic excellence, and creative expression among students from across Bangladesh. By providing a platform where students can delve deeply into such a multifaceted and timely theme, this conference not only encourages critical thinking but also builds bridges between academic disciplines, artistic pursuits, and lived realities.

The theme resonates powerfully in the context of our shared histories and contemporary challenges. Language is a double-edged sword: it can unite and empower, as it did during the historic Bangla Language Movement of 1952, and yet, it can also be manipulated to divide, oppress, and marginalize. This duality of language has shaped societies and cultures throughout history, and recent events in Bangladesh remind us of the continued potency of words in galvanizing movements and shaping the socio-political landscape.

This conference not only invites students to critically analyze these dynamics but also provides an opportunity to explore the liberatory potential of language in art, literature, cultural expression, and public discourse. The focus on diverse disciplines such as literature, linguistics, communication studies, translation studies, and digital humanities further underscores the interconnectedness of our understanding of language's role in society.

I am particularly heartened to see the continued inclusion of a Cultural Competition and the newly added Art Exhibition alongside the academic presentations. These creative expressions allow students to push boundaries, fostering teamwork, leadership, and innovative interpretations of the theme. Such opportunities are crucial for cultivating a generation of thinkers and leaders who can navigate and address the complexities of the modern world with empathy, creativity, and resilience. The participation of 28 universities this year speaks volumes about the event's growing impact and the collective enthusiasm for exploring this significant theme. As students present their research, showcase their artwork, and engage in cultural competitions, they not only learn from one another but also contribute to a broader conversation about the power of language to both harm and heal.

I extend my deepest appreciation to the organizers, faculty members, and students of the DEH at ULAB for their dedication to creating this dynamic and inclusive space. Your efforts ensure that education goes beyond the classroom, fostering a spirit of inquiry and collaboration that is essential for addressing the pressing challenges of our time. To the participants, I wish you an enriching and inspiring experience. May your explorations and creations ignite meaningful dialogues and encourage transformative actions in your communities and beyond.

With best wishes for the success of the conference.

**Professor Jude William Genilo, PhD**

## Message from the Dean, School of Arts and Humanities, ULAB



This is the tenth year of our annual student conferences. As in the past we aim to showcase youthful scholarship, creativity, and thespian talent. This year the chosen theme is extremely relevant to the socio-political and geopolitical situation we are in: the weaponization of language. We come across this phenomenon in every sphere of our cultural life, in literature and the arts, in the media, and in political and other forms of intellectual discourse. It is often present in such subtle ways that the vast majority are beguiled and fooled into believing falsehoods or even roused into unthinking action, adding to the endemic violence that plagues mankind

We are delighted that the response from our peer universities has been greater than ever before, and we extend a hearty welcome to all participants. Twenty-eight universities, including, for the first time, BGMEA University of Fashion and Technology (BUFT), CCN University of Science and Technology, Cumilla, City University, Comilla University, Dhaka International University, International Standard University, Leading University, Shanto-Mariam University of Creative Technology, and Uttara University, have registered for the academic presentations; and seven have sent teams to take part in the cultural performances. We have for the second consecutive year organized a special art exhibition featuring work by students of ULAB, This will once more add a colorful dimension to the event.

This unique intellectual and cultural agon will no doubt help students improve their skills and become more mature personalities. I hope it will also encourage informal exchanges among students of different institutions and foster bonhomie and camaraderie. This is the greatest takeaway that such a conference offers, and I am confident that the bonds forged among young intellectuals will go a long way towards enhancing the country's cultural capital.

**Professor Kaiser Haq, PhD**

## Message from the Head of Department, ULAB



This year marks the 10<sup>th</sup> iteration of the DEH Inter-University Student Conference and Cultural Competition that includes the Art Exhibition that was launched last year with only the department students and alumni's artwork. This year is also significant as the nation has undergone a significant socio-political upheaval, which led to the extension of our initial theme featuring language weaponization to include topics that address the new scenario.

Over the last ten years, this Inter-University Student Conference and Cultural Competition has grown to become a signature event not only at our university but across the country as well. The number of participating universities has increased exponentially - from 11 universities in the first year to 28 this year (although the initial number was 34, with several withdrawing for different reasons). I am truly delighted, though, to see many universities participating for the first time, indicating the extent to which our reputation has spread. Apart from Dhaka, we have representation from the districts of Chattogram, Cumilla, Gopalganj, Mymensingh, and Sylhet.

Except for the very first conference, DEH has carefully chosen themes each year to celebrate anniversaries of literary figures or address significant ongoing global issues: "400 Years of Shakespeare," "Jane Austen 200," "200 Years of the Brontës," "The Romantic and the Gothic," "Of Nations and Narrations," "Fifty Years of Bangladesh's Independence: Language, Literature, Culture," "Facets and Faces of Conflict," "Gender: The Binary & Beyond," and the current "Language Weaponization and Socio-Political Change."

I am also very pleased to note that among the winners of the competitions, several have now become academics in different universities, including at ULAB. This is proof that participation at the inter-university competitions does encourage and nurture academic and creative talent. I look forward to seeing more such winners and near-winners in different fields of research both locally and globally.

My heartfelt thanks to the Chief Guest, Prof. SMA Faiz, Chairman of the University Grants Commission of Bangladesh, for gracing this event, and the judges, Prof. Shawkat Hussain, Prof. Razia Sultana Khan, Mr. Abdus Selim, and Prof. Zulfeqar Haider, who have given us so much of their time and effort to ensure a fair and transparent adjudication process.

My gratitude, naturally, goes to all the participants, the faculty members who have guided them, and their respective institutions for being a part of our endeavor. This would not happen without your enthusiasm.

A special note of thanks to Dr. Rubana Huq, Managing Director, Mohammadi Group; Mr. Ziaul Karim, Head of Communications and External Affairs, Eastern Bank, PLC; Mr. Zaved Akhtar, Chairman and Managing Director, Unilever Bangladesh; and Ms. Durdana Kabir, Human Resource Director, Unilever Bangladesh, for their generosity in supporting our efforts.

I am extremely grateful to our Vice Chancellor, the Pro Vice-Chancellor, the Special Advisor to the ULAB Board of Trustees, the Treasurer, the Registrar, and, of course, the wonderful faculty members and student team at the Department who have worked tirelessly to ensure that the conference is executed flawlessly. The administrative staff, the Communications Office, and the IT Office at ULAB, too, deserve our profound gratitude for being a constant support system. None of this would be possible without their help.

I wish the conference great success!

**Arifa Ghani Rahman**



## THE UNIVERSITY OF LIBERAL ARTS BANGLADESH (ULAB)

ULAB is the only private university in Bangladesh that pursues liberal arts, critical thinking and sustainable development as its core principles. ULAB is ranked 2<sup>nd</sup> for Crisis Management, 5<sup>th</sup> in Student Mobility and Openness, 19<sup>th</sup> in Infrastructure / Technology, and 69<sup>th</sup> Global Innovative Universities by World University with Global Impact (WURI), 2024. ULAB is also ranked by Times Higher Education 2024 as the 6<sup>th</sup> among Bangladeshi universities, 1<sup>st</sup> for SDG 11 (Sustainable Cities and Communities), 1<sup>st</sup> for SDG 5 (Gender Equality), and 2<sup>nd</sup> for SDG 17 (Partnerships for the Goals) among 1963 universities worldwide. ULAB is an institution with a difference.

### Vision

The University of Liberal Arts Bangladesh will be the best university in Bangladesh and a leader in South Asia.

### Mission

The University of Liberal Arts Bangladesh is an institution devoted to developing young minds to their fullest potential through the free and creative pursuit of knowledge. We are firmly committed to helping young men and women to become responsible and caring citizens of their nations and the world.

We fulfill these aims by adopting an array of traditional and innovative academic and extra-curricular programs, and by bringing to our students the best that has been thought and accomplished in the arts and sciences throughout the world.

### Values

ULAB's core values are the standards that drive our culture, guide our conduct, and set the minimum expectations for everyone at ULAB.

- Love of Lifelong Learning
- Practicing Integrity and Leadership
- Encouraging Innovation
- Promoting Tolerance
- The Pursuit of Excellence

## THE DEPARTMENT OF ENGLISH AND HUMANITIES

The Department of English and Humanities (DEH) is a flagship entity of ULAB. Over the last few years, it has proved itself as “the Number One English Department” in the country, offering relevant courses with the most updated curricula; responding to the market needs and thereby incorporating applied linguistics, cultural studies, creative writing, translation studies in its literary program; bringing together highly accomplished faculty members who have overseas degrees; introducing mentor-mentee relationships; and opting for blended learning.





DEH has become an intellectual hub where fresh ideas are fostered. The inter-university academic and cultural contest is a case in point. For nine years in a row, we have been holding the students' academic paper competition to encourage our budding researchers to be critically engaged with a given topic. The performative aspect is adjudged through a cultural contest. An Art Exhibition has been added to enhance the event. The event has been a great platform to erase the public/private dichotomy and dispel some of the fixed ideas that we sometimes maintain in academia. This is our 10th year.

### **Vision of the Department of English and Humanities**

To become one of the leading English departments of the region by broadening knowledge and by instilling the required skill set in students using a humanist and liberal arts approach.

### **Mission**

Consistent with the University's commitment to liberal arts, the Department of English and Humanities (DEH) employs an interdisciplinary approach to foster lifelong learning and critical thinking to make students knowledgeable and ethically engaged citizens, enabling them to respond creatively and flexibly to the challenges of a diverse and changing world. It equips students with the communicative and analytical skills needed for employment in both public and private sectors or for higher studies.

DEH offers courses that survey different literary periods and genres through theoretical, philosophical, cultural, and pedagogical lenses to understand language, linguistic, and literary texts. The courses also focus on developing theoretical, philosophical, and intellectual abilities. There is an overall emphasis on pursuing new avenues of research.

### **Statement of Identity**

The Department of English and Humanities at ULAB is a forward-looking and globally connected academic platform offering both BA in English and MA in English degrees. In recent years, DEH has established its niche as the most 'happening' place for international and national academic and cultural activities. Our curriculum is designed to give students a solid foundation for building critical and cultural awareness as well as to open unfamiliar worlds and exciting new ways of thinking about humanities. We believe not only in developing students' basic communication skills in the lingua franca of the world, but also in other key areas necessary to intellectual and professional advancement: humanistic content, analysis, argumentation, rhetoric, stylistics, and so on. These broad offerings to all students make the department one of the major nodal points in the University's Liberal Arts curriculum.

The Department's courses are not confined to traditional disciplinary boundaries, but are open to inter- and cross-disciplinary offerings. This dynamic approach allows students to develop skills and sensibilities vitally required by modern English language and literature teachers and by people across professional fields: communications and media, business and marketing, and so on.

We are committed to our holistic vision to impart an education to students which combines language skills with literary sensibilities so that graduates become competent and responsible citizens of the world.

### Objectives of the Program

- To impart language skills and develop literary sensibilities so that graduates become intellectually competent and responsible citizens of the world
- To help students acquire the required professional skills and mindset that will be valuable for a wide range of careers in such fields as teaching, publishing, media, entrepreneurship, civil service, government and private sectors, as well as for higher studies
- To provide appropriate academic and infrastructural support (class size, classrooms, resources, and technology) for better student retention, progress, and academic success
- To expose students to real-life work environments through apprenticeships/internships, in-house jobs, and mentorship programs
- To offer avenues for publication through the student magazine, *MUSE*, and the department's peer-reviewed journal, *Crossings*
- To support and facilitate faculty research and professional development, and encourage greater participation in professional activities



*Winner and Runner Up of the 9th Inter-University Cultural Competition*

## 10<sup>TH</sup> DEH INTER-UNIVERSITY STUDENT CONFERENCE & CULTURAL COMPETITION WITH ART EXHIBITION

### Language Weaponization and Socio-Political Change

December 19-20, 2024

#### About the Theme

The concept of language weaponization gained prominence within the fields of military studies and political sciences throughout the early 1900s, serving as a descriptor for the control and manipulation of language. It refers to the deliberate use of words, discourse, and language in various manifestations to cause harm to individuals or groups. Scholarly discourse has explored how language education practices, policies, programs, and curricula can be utilized as tools to exert control, undermine legitimacy, deny access to resources and opportunities, and marginalize individuals or communities that differ in appearance or behavior from those in positions of power.

The weaponization of language can be observed throughout history, starting with the barbaric representations of Indigenous Peoples from the Caribbean Islands and the Americas in the 15th century. This trend continues today, with anti-Black (linguistic) racism, anti-Asian discrimination, and physical assaults in the 21st century, and most recently in Bangladesh, how former Prime Minister Sheikh Hasina's *ôi vRvKvi ô* (auxiliary force of the Pakistan army in 1971 Bangladesh War) barb became the catchphrase of a Bangladeshi student movement in July 2024 and toppled the regime in five weeks, although tension had been mounting for several years. Language, as a socially and politically constructed entity, has also been utilized to empower individuals, cultures, and communities. Consider how powerful slogans such as *ôP†qWQj vq AwvKvi , n†q†Mj vq i vRvKvi ô*, graffiti in a Bangla dialect, *ônvqvi e vUvK gvi j y†Kb?ô* or references to Bangla literature *ôAvm†Q dvj & †b Avgi v vKŠ' Wô , Y n†evô* and the like graced Bangladesh with messages of protest, nationalism, equality, and kinship during the uprising. We see some of these in English literature as well, such as in the character Caliban in William Shakespeare's play *The Tempest*, who is forced by his oppressor to learn his captor's language and then curses him in that same language.

Last but not least, the weaponization of language can be traced back to the establishment of Bangladesh, when the weaponization of Bangla against the autocratic regime of the Islamic Republic of Pakistan in 1952, fueled by an economic and social justice agenda, asserted a Bangla-based nationalism to liberate East Pakistan as a sovereign nation, which is now known as Bangladesh. However, in independent Bangladesh, Bangla has been militarized even further to make all indigenous languages invisible and push the one nation, one language ideology.

#### About the Conference

ULAB is the only university in Bangladesh that has been consistently organizing a conference where students conduct research on particular themes, usually marking specific literary anniversaries or issues of real world significance, and present their ideas before an independent panel of judges. The Conference comprises two segments. The academic session acts as a congenial space for students from different universities to network and create connectivity.

The Cultural Competition gives students the opportunity to present their interpretations of the given theme in creative ways, encouraging teamwork, leadership skills, and friendly competition.

Young academic and performers at the 2024 Inter-University Student Conference and Cultural Competition will explore the complex ways in which language is weaponized to benefit specific groups but also how it empowers others. The goal is to promote the ideas of tolerance and social justice amongst the participants and the audience.

Since the 9th Conference, the department has added an Art Exhibition to the line up. While it was restricted to students and alumni of the department earlier, it has been opened up for participation by other universities to celebrate the 10th anniversary of the conference. Artwork is expected to adhere to the conference theme.

## About the Participants

The total number of universities participating this year is 28, with several universities participating for the first time. This shows the impact the Student Conference has had nation-wide.

All the abstracts submitted by the student participants as well as the cultural performances are published on the department's website and in this brochure.

The number of participating universities for the Cultural Competition is 8.

## The Participants

Below is the full list of participating universities. Most are presenting papers, while some are participating in the cultural competition and Art Exhibition, or all three segments.

1. American International University of Bangladesh (AIUB)
2. Bangabandhu Sheikh Mujibur Rahman Science and Technology, Gopalganj
3. Bangladesh University of Professionals (BUP)
4. BGMEA University of Fashion and Technology (BUFT)
5. BRAC University
6. CCN University of Science and Technology, Cumilla
7. Central Women's University
8. City University
9. Comilla University
10. Daffodil International University
11. Dhaka International University
12. East Delta University, Chattogram
13. East West University
14. Green University of Bangladesh
15. Independent University, Bangladesh
16. International Standard University
17. International University of Business Agriculture and Technology (IUBAT)
18. Jahangirnagar University
19. Jatiya Kabi Kazi Nazrul Islam University, Mymensingh
20. Leading University, Sylhet
21. Manarat International University
22. Northern University Bangladesh
23. Shahjalal University of Science and Technology (SUST), Sylhet
24. Shanto-Mariam University of Creative Technology
25. University of Dhaka
26. University of Liberal Arts Bangladesh
27. Uttara University
28. World University of Bangladesh

## About the Judges

DEH makes an effort to ensure a neutral panel of judges. Academicians from non-participating universities are invited to assess the merit of the academic papers while cultural personalities or representatives from different cultural centers assess the performances.

## Academic Presentations

The judges for the Academic Presentation segment of the conference are:

**Professor Shawkat Hussain, PhD**, Professor of English (Retired), University of Dhaka

**Professor Zulfeqar Haider, PhD**, Professor, English and Senior Specialist (Curriculum), National Curriculum and Textbook Board (NCTB)

### Cultural Presentations

The judges for the Cultural Competition segment of the conference are:

**Professor Razia Sultana Khan, PhD**, Advisor Department of English and Modern Languages, School of Liberal Arts and Social Sciences, Independent University, Bangladesh

**Mr. Abdus Selim**, Associate Professor, Department of Language-Literature, Central Women's University



## ABSTRACTS OF PAPER PRESENTATIONS

*Disclaimer: The abstracts have been published as submitted. The Conference Committee takes no responsibility for any errors as this is a competition.*

### **Common Classifications, Social Acceptance and Gender Differences Regarding Dysphemism among the Undergraduates in Dhaka**

***Mashfia Afrin (American International University-Bangladesh)***

Dysphemism refers to the deliberate use of offensive language in communication. Prior research highlighted the factors around dysphemism especially among young people in diverse cultural settings. However, there is a limited exploration of dysphemism usage in Bangladesh, particularly among university students. This study addresses this gap by analyzing the types and frequency of dysphemism usage among university students in Dhaka, along with its social and gendered dimensions. A stratified sampling approach was utilized and the data was collected via a Likert-scale survey of 100 male and female students from public and private universities. The result indicates that dysphemistic epithets are the most common type of dysphemism among the population and significant gender differences in the usage of dysphemistic language as male students were using and getting exposed to this more than their female counterparts. Recommendations for future research are, using a more statistically robust sample size and exploration of factors influencing the usage of dysphemism.

### **Caught in the Crossfire of Three Languages: A Case Study of Seven Tripura Community Students in Gopalganj**

***Piklu Kumar Paul & Samira Siddiqua Shiti (Bangabandhu Sheikh Mujibur Rahman Science and Technology Gopalganj)***

Language, as the primary means of communication, often leads to tension among speakers. Those who control dominant languages or dialects possess power and influence, frequently unconsciously reinforcing social hierarchies. This ethnographic study investigates particular social and psychological issues of Tripura community students due to language hierarchy and the barriers that emerge from it while living amidst the mainstream Bengali culture of Bangladesh. Following Bourdieu's (1991) concept of linguistic capital—the value or prestige that society assigns to particular languages, dialects, or ways of speaking—this paper seeks answers to the following questions: How do the Tripura students feel in a Bengali social setting when their mother tongue is Tripura? What difficulties do they encounter while learning English from a Bengali teacher? For this qualitative study, 7 Tripura community children around nine to fifteen years old, hailing from the Chittagong Hill tracts and currently residing at an orphanage in Gopalganj, are observed closely for six months and interviewed with some open-ended questions. Findings from the research show that these students experience marginalization, social alienation, an inferiority complex, and a sense of being hegemonized. They also face challenges in terms of comprehension and communication with teachers and peers in a typical Bengali medium classroom. Overall, this study serves as a testament to the struggles and sufferings a non-native-language-speaking student has to experience in second and third language settings. This study also invites linguists, policymakers and cultural activists to conduct further research to address the issues and come up with creative solutions.

### **Language as a Weapon in Re-defining Literary Meaning and Collective Memory: A Study of the July Revolution in Bangladesh**

***Azra Mahjabin Nirjhor & Nahreen Saleha Shahadat (Bangladesh University of Professionals)***

In July of 2024, in Bangladesh, at the onset of the Quota Reform Movement, with a resurgence of the collective desire for freedom, individuals began to utilize cyberspace as a medium to express their social opinions. Due to the political unrest at the time, certain opinions were being strictly monetized, which compelled individuals to adopt implicit modes of expression, i.e., artistic intertextuality. With references to different past well-known literature, expressed in digital art, the collective memory was reconstructed in cyberspace. Texts like 1984, "Raincoat," Arek Falgun, and "Bidrohi" were used to refer to the contemporary social and political context of Bangladesh. Therefore the paper aims to identify

how representations of literature in cyberspace can construct and re-construct collective memory. The paper employs Segah Sak's conceptual framework of collective memory in cyberspace to investigate how the digital reinterpretation of historical literature has influenced collective memory. Sak's research explores how cyberspace influences the formation and preservation of collective memory, focusing on the interplay between digital platforms and societal recollections. Therefore, by examining processes of collective remembering, forgetting, and the re-presentation of history within cyberspace, the study aims to understand how the online reimagination of past literature has reshaped the collective understandings of the past. It analyzes digital artworks that reflect past literary references to understand how expressions in cyberspace can be recontextualized through continuous recollection of past images under the effects of present stimuli. The overall findings of the paper delineate how re-contextualization and association of literature with the July Revolution in cyberspace can create new connotations.

**Alight on stone, Alight on rot: The Language of Paranoia and Delirium in Miguel Angel Asturias's *El Señor Presidente***

***Joutha Monisha (BRAC University)***

Nobel-laureate Guatemalan author Miguel Angel Asturias's *El Señor Presidente* (1946), translated as *The President or Mister President*, is not widely read outside of Spanish-speaking world despite being a landmark text in Latin American literature. It is one of the first novels to deploy magic realism as a literary tool and considered the first novel in the canon of the dictator novel genre by Gerald Martin. Translators Frances Partridge (1963) and David Unger (2022) have both strived to express the novel's surrealist tone and innovative language which paints the horrors and the absurdities of living under a dictatorship in vivid detail. This essay examines the creeping paranoia and delirium in *Mister President* in light of affect theory to explore how language can carry the weight of the disintegration of community and solidarity in the face of authoritarian power. This analysis particularly focuses on the elements of onomatopoeia, repetition, and the frequent disruption of structure to show how the performance and non-performance of emotions carry political affect that in turn breaks down the psyche and thus language.

**The Weaponization of Language from Colonialism to Recent Past Conflict: A Critical Study from the Perspective of Language Domination**

***Saad Mahamudur Rahman (CCN University of Science and Technology, Cumilla)***

The research is studied as a tool of power and control within the frameworks of colonialism and warfare. The analysis ranges from the way language was weaponized to enforce domination and to endow ideologies, distinctly in the World Wars and during colonization. In the aspect of 'World War I' that is propaganda, Allied forces systematically encouraged public opinion, influenced in the Hitlerian ways of the day, through linguistic manipulation. Just as in World War II, Nazi Germany's use of language under Joseph Goebbels helped cast genocidal policies through terms like "Untermenschen" to justify the cruelty of the Holocaust. The paper also looks at the case of British colonialism in the Indian subcontinent and most of the lands known by humans where "English" was used as the language of governance and education replacing the local languages, as well as the reinforcement of these social hierarchies. In addition, this study examines language policies employed by colonizers throughout Africa and Latin America, and how indigenous populations fought to conserve their linguistic heritage. Through the study, it reveals the use of language as a tool to oppress, censoring and marginalisation of identities. However the revival of indigenous languages, for example the Bengali Renaissance, shows that language can also be a mighty weapon of resistance to colonial supremacy, as well as the manner of using language can also keep the power to take down the government in recent past.

**Controlling People via Language: The Relevance of 1984 in Contemporary Bangladesh**

***Tamanna Akter Ankhi (Central Women's University)***

The current study broadly sheds light on the dystopian narrative exploring how language is used to control and influence public opinion in authoritarian states. In this case, George Orwell's book *1984* serves as an illustration of the pernicious effects of a dystopian society. It shows how language works as a weapon to

control common people, and how authoritarian regimes spread propaganda and manipulate language to control people and suppress protest. It also depicts a dystopian society in which a specific party, led by someone named Big Brother, uses language as a tool for ideological dominance and psychological manipulation. A purposefully built language is intended to repress cognition and eradicate rebellious ideas by gradually expanding vocabulary and simplifying grammatical structures. The Party's principal propaganda is rewriting history and announcing contradictory messages, with the goal of erasing the past and rebuilding new reality to coincide with its ever-changing policies. This linguistic manipulation not only limits cognitive freedom, but also produces an environment in which objective truth becomes thin and changeable. Orwell's illustration of these approaches demonstrates how authoritarian regimes utilize language as a weapon for their own benefit. Based on the aforementioned ideas, this study contends that the primary concerns of *1984* are still relevant in Bangladesh today, particularly for government organizations that deal with surveillance, misuse, and manipulation of information.

### **English as a Double-edged Sword: A Digital Humanities Perspective in Tertiary Education in Bangladesh**

***Sadia Afrin & Md. Roman Talukder (City University)***

This study explores the dual role of English as both an empowering and obstructive force in digital classrooms at the tertiary level in Bangladesh, drawing on the framework of digital humanities. With the rise of technology-enhanced education, English functions as a global medium that grants students access to international resources and knowledge, yet it may simultaneously alienate those with limited proficiency in the language or digital skills. Focusing on science, humanities, and business disciplines, the research assesses how digital tools either facilitate or hinder learning, based on surveys and interviews conducted with ten educators and students from both public and private universities. The findings suggest that while English improves students' global competencies and access to digital knowledge, it also presents challenges for some learners, particularly those less equipped to navigate digital platforms or master academic English. This research highlights the need for a balanced approach to integrating English and digital tools in tertiary education, ensuring equitable access for all students regardless of their language or technological proficiency.

### **The Battle Within Language: Subverting Normative Rhetoric to Fight Fascism**

***Nafis Ahmed Bhuiyan & Khadija Khatun (Comilla University)***

This study examines the language of graffiti, which was vocalized during the student-led July mass movement in Bangladesh in 2024. It exclusively investigates the subversion of normative rhetoric to weaponize the language to resist the former fascist government of Bangladesh. From the vantage point of cultural studies, Louis Althusser's theories of the Repressive State Apparatus (RSA) and Ideological State Apparatus (ISA) and Roland Barthes' theory of myths are applied to analyze how language has been weaponized to inspire people and spark a large-scale uprising. By capturing the pictures of the graffiti in Cumilla district, the place that was one of the prominent epicenters of the movement, as data, this study explores how the language of graffiti functioned as a tool of resistance, creating new meanings that connected with people. Focusing on themes like subversion, culture, language, and social upheaval, this research highlights how language can shape political awareness. It argues that the rebellious nature of language alteration allowed it to spread messages despite state control, acting as a trigger for a mass uprising. The findings suggest that weaponizing language has the capacity to battle repressive force when it creatively subverts the constructive essence of language.

### **Hashtags as Catalysts: Analyzing the Weaponization of Language and its Impact on Socio-Cultural Change**

***Animas Debnath Plabon (Daffodil International University)***

In the modern age, hashtags have become powerful catalysts for shaping opinions and driving socio-cultural change through social media. The purpose of this study is to investigate the tactical employment of hashtags as tools for language weaponization to prominent social movements. It aims to understand how hashtags can change public perceptions of socio-cultural issues and enhance the development of



society by discussions, influencing discourse, and mobilizing communities. Furthermore, the study will investigate how hashtags can spread fake news or reinforce harmful stereotypes and evaluate if the negative aspects of hashtags in the content of their use will be beneficial in social media. This research utilizes content analysis, expert interviews, and thematic analysis for the study. Thus, the content analysis is based on exploring the most used hashtags on social media in Bangladesh during July-August, especially the period of the student protests in 2024 (Quota Reform Movement). It will analyze key hashtags used in both positive and negative contexts within these social movements. The expert interviews will provide additional perspectives on the strategic use of hashtags. Lastly, the thematic analysis will integrate data from the content analysis and interviews to identify patterns related to the weaponization of hashtags and their socio-cultural impact. The research examined the function of hashtags as a strategic weapon in social movements, both to mold public perception and propel socio-cultural transformation — particularly through their use during the 2024 student protests in Bangladesh. Some popular hashtags like #StepDownHasina, #1Demand, and #JusticeForStudents united individuals and mobilized communities, framing discussions on key socio-political issues such as government accountability and justice for students. However, hashtags like #BoycottIndianProducts were the reflection of the political frustrations and weaponized to spread misinformation. In other words, the study found that hashtags can indeed be empowering for social movements and collectives — but hashtag activism also enables specific language to become “weaponized,” perpetuating harmful stereotypes as a symptom of an even deeper societal fragmentation.

**The Sense of Displacement and the Past in Anita Desai’s *Clear Light of Day*  
Anova Islam Oishy (Dhaka International University)**

This research proposes recognizing the core of ‘Displacement’ and its impact on the characters’ lives in the South Asian semi-autobiographical novel, “Clear Light of Day.” Edward Said’s post-colonialism and Orientalism theory, the objective can be applied to analyze the concept of Displacement by categorizing the characters’ actions into theatrical and non-theatrical contexts. To identify subalterns, this research applies the theory of post-colonialism and Orientalism theory of Edward Said’s idea of representation and constructed truth & identity will help to recognize the subalterns in multiple social aspects such as class, caste, religion, nationality, ethnicity, age, gender, etc. This research aim is to find the novel major issue of displacement and its effect on the past through the portrayal of the Das family in post-partition India. The characters in the novel clash with a sense of physical and emotional displacement as they sail the changing landscapes of their lives and the haunting memories of the past. The historical backdrop of the partition of India adds complexity to these themes, punctuating the influence of political and social turmoil on personal identities and relationships. It is qualitative research, contemplative and introspective nature in nature, and will be executed through a closed textual analysis method using the theories and different scholarly journals as research tools.

**A Study of Disidentification in Vivek Shraya’s *She of the Mountains* - Using Language as a Means of Resistance  
Shawrina Salam (East Delta University)**

In recent times the failures of assimilationist queer politics are causing heightened levels of oppression to the LGBTQ+ community worldwide, resulting in a strong demand for queer liberation. In response, queer writers (Ocean Vuong, Carmen Maria Machado, Casey McQuiston) have taken a step towards queer worldmaking to ensure that the intersections of race, class, and gender are not left unaddressed. Transforming their pen into a weapon of resistance, they defy heteronormativity and white normativity engraved into mainstream queer politics by bringing the narratives from the marginal communities to the forefront; one such instance is Vivek Shraya’s (2014) novel *She of the Mountains* which illustrates the experiences of queers of color in diaspora. This study conducts a critical discourse analysis using Wodak and Meyer’s (2015) discourse historical model to uncover how the author, as well as the protagonist of the novel, perform disidentification (Muñoz, 1999). Additionally, it investigates the role of language in deconstructing dominant discourses to create a space for the unique experiences of queers of color in

diaspora. Furthermore, the paper draws on the works of Butler (1990), Hall (1990), Bhabha (1994), and Ferguson (2003) for a nuanced understanding of identities. The findings of the study indicate the leading position of language in dismantling gender norms and to validate the experiences of LGBTQ+ individuals thus contributing to the ongoing struggle for LGBTQ+ rights and visibility.

### **Words as Weapons: Empowerment and Erasure Through Language in the 2024 July Revolution** *Afnan Bintey Helal (East West University)*

“A word is a bridge thrown between myself and another” (67), the above quote from Valentin Voloshinov delineates the transformative and dynamic power of words or language. However, language’s generative power can also be mobilized into weaponry, turning language into a vehicle of propaganda that dehumanizes or demoralizes the other. Accordingly, from the 1971 Liberation War to the 2024 July Revolution in Bangladesh, the recurrent manipulation of language problematizes the systematic use of words to construct and legitimize dominant narratives. This wielding of language can thus disseminate rhetorics for total submission, create division, and control narratives in the process. Similarly, in the context of the July Revolution of 2024, language served as an instrument for the autocratic government to garner public opinion against the students fighting for justice by twisting students’ words to present a fractured narrative. Consequently, in a reversed way, students also harnessed language as a powerful tool, weaponizing it to their advantage which culminated in the freedom observed on the 5th of August, 2024. Here, the songs (classical, rap, and more) and slogans like “Awaaz Utha,” “Kotha Ko”, “Rokto Gorom Matha Thanda”, and so on served as the universal language for justice in the Revolution. On the other hand, even though students leveraged language to ignite revolutionary changes, the systematic erasure of women’s contribution is evident during and in the post-revolution period, a consequence of language manipulation. Moreover, the rhetoric within songs, slogans, and posters (during and after the revolution) delineates how women’s representation is limited or eluded, and the few times they (women) appear, it is relegated to supportive or passive roles as opposed to men’s portrayal as revolutionary leaders or fighters. Therefore, the politically active women during the revolution have become, and continue to be, the victims of “politics of active national forgetting” (qtd. in Akhter 13) through the weaponization of language. Therefore, this paper aims to demonstrate that language can be weaponized as a separate entity working to garner or manipulate public opinion, and in proving this argument, Judith Butler’s theory of “Gender Performativity” and Noam Chomsky’s theory of Propaganda will also be incorporated to analyze this issue further.

### **Language as a Repressive State Apparatus Authoritarian Weapon to Legitimize Oppressive Regimentation** *Mohammad Romel (Green University of Bangladesh)*

Language has been utilized as a powerful weapon and exploitative tool in the Indian Subcontinent to subjugate the subaltern people and persecute the supporters of the opposing political parties due to their different political doctrine from the Vedic period to the regime of Sheikh Hasina. *Animal Farm* and *1984* are considered as the seminal literary progenies of George Orwell where he critically diagnoses how a totalitarian regime exerted its propagandistic discourse to suppress the political dissent to avail its excessive hegemonic privileges. *Big Brother* exploits some incisive assertions like, “War is Peace. Freedom is Slavery and Ignorance is Strength” to suppress the political rhetoric of the Brotherhood. Napoleon and other pigs establish seven commandments to ensure the prerogatives of animals, but Napoleon weaponized language as a mechanism to alter the main principles like “All animals are equal” is modified to “All animals are equal but some animals are more than others.” Sheikh Hasina relentlessly utilized various barbs to de-legitimize the different political dogmas and student uprising. The students unduly weaponized the language to annihilate her prevailing narratives which outwardly led to the toppling of Hasina’s regime. Therefore, this paper aims to evaluate how Sheikh Hasina, *Big Brother* and Napoleon weaponized language to undermine the legitimacy of their political opponents and why the students and subaltern became utterly successful in overthrowing the dictatorial regime in 2024. To investigate my research questions I will borrow a theoretical framework from Louis Althusser’s ideological state apparatus.

## **Language on the Walls: A Multimodal Analysis**

**Sadia Yasmin & Arwah Abdul (Independent University, Bangladesh)**

This paper analyzes how linguistic means were weaponized through memes and slogans in Bangladesh during the quota reform movement that culminated into a movement, widely named as July Revolution 2024, with the aim of changing a regime eventually. The objective was to analyze how the semiotics and virality of different memes and slogans played a huge role in shaping the movement. In the analysis of memes, the focus was to explain how individuals used humor to convey powerful messages, highlight injustice, and share painful subjects in a way that others can laugh about, while encouraging people demanding change. Memes were selected from the Internet to study not only the background of the texts but also the political and cultural aspects that were hidden beneath. Next, in the analysis of slogans on the walls, the focus was to explain the angst and determination on the concrete walls. A slogan could be a word, or a phrase used by a group of people to grab the attention of others. These slogans were often accompanied by images. The authors used the theoretical framework of multimodality (Jewitt, Bezemer & O'Halloran, 2016; Norris, 2015) to analyze the data. Multimodal analysis investigates not only spoken or written discourses, but it also focuses on the use of colors and images. The analysis of collected memes and slogans shows that the students being unarmed against repressive state apparatuses did not stop but made use of linguistic means as their ultimate weapons.

## **Words as Weapons: Power, Race, and Linguistic Dominance in *To Kill a Mockingbird***

**Zarrin Aminul Islam (International Standard University)**

Historically, language has been used not only to assert dominance, manipulate opinions, and incite violence but also to marginalize people of color or minor ethnicities. This study explores the weaponization of language in Harper Lee's *To Kill a Mockingbird*. It delves deep into how language was used as a tool of power to marginalize and assert dominance over Black Americans in the 1930s Maycomb, Alabama. Through detailed textual and critical discourse analysis (CDA), this paper examines how Lee uses language to criticize discrimination and impose racial hierarchies. Key examples from the novel show how characters use language to demonstrate power, influence public opinion, and perpetuate discrimination against people of color in the town of Maycomb. This paper intends to reveal the impact of language weaponization on the characters and the community and shed light on how social hierarchies and power dynamics are constructed through linguistic choices.

## **Turning Leaves into Lessons: Integrating Literature Inspired Environmental Pedagogy in Language Teaching Classroom**

**Rabeya Bossry (International University of Business Agriculture and Technology)**

This study explores the integration of literature-inspired environmental pedagogy into the language teaching classroom, aiming to advance environmental literacy and language proficiency simultaneously. By drawing upon the rich narrative and thematic elements of literary works, particularly those centered on nature and the environment, this approach seeks to engage students in meaningful language learning experiences, environmental awareness, responsibility, and sustainable behavior while inspiring a deeper appreciation for ecological issues. By immersing students in literature that explores the intense relationship between humans and the environment, educators can cultivate critical thinking skills and empathy towards environmental concerns, transcending traditional language learning objectives. In addition to outlining the theoretical foundations and potential benefits of implementing literature-based environmental pedagogy and encouraging students to become advocates for sustainability, this study offers practical strategies for its implementation in language teaching contexts. The research also addresses challenges associated with implementing environmental pedagogy, including limited resources, time constraints, cultural barriers, and institutional support. Through interdisciplinary connections between literature, language, and environmental studies, educators can empower students to become informed global citizens capable of addressing pressing environmental challenges through the medium of language. Thus, the findings of the study suggest that language classrooms can be transformed into dynamic spaces where language learning meets environmental activism, ultimately contributing to

sustainable education and nurturing ecological awareness among learners.

### **Weaponizing and Deweaponizing “Mukti” and “Swadhinota”: When Unifying Factors Turn to be the Means of Division**

**Kazi Zahanara Helen (Jahangirnagar University)**

In our ideologically divided country, the Liberation War of 1971 could have been our one unifying factor. However, the overuse, misuse, and abuse of the spirit and meaning of liberation (mukti) since independence (swadhinota) have significantly limited the space for ethno-national unity. The kinds of use listed above of the spirit of liberation can be grouped as ‘weaponized words’, that is, words that have been used to delimit the meanings of the Liberation War in order to either privilege or marginalize certain groups of people and ideology. Referring to Althusser’s notion of ISA (Ideological State Apparatus), the present paper offers critical discourse analysis of “mukti” and “swadhinota” in order to address the politics of weaponizing words. It develops in 3 sections. The first one explores the differing connotations of the terms “swadhinota” and “mukti”. The second section charts the mis/use of mukti and swadhinota in the recent political history of Bangladesh. On the one hand, the overuse of the phrase “Muktijuddher chetona” (the spirit of the Liberation War) by the Bangladesh Awami League since 1996 may have helped to generate a pro-liberation spirit but, especially in the last 15 years, have also antagonized and marginalized the ones in the opposition or who question the established narratives. The uncritical weaponization of “Muktijuddher chetona” has consecrated a particular view and delegitimized opposing parties and views. The oversaturation of the term has, on the other hand, developed a young generation, born long after 1971, that tends to find the term partisan and discriminatory, even sometimes a butt of joke rather than that of solidarity and sensibility. This and several other reasons made “swadhinota” a catchword during and after the 2024 July Movement in Bangladesh. However, many have questioned whether the re-signified “swadhinota”, often dubbed “dwitiyo swadhinota” (second independence), is itself exclusivist and tends to deconsecrate (or deconstruct) the spirit of the Liberation War. On the basis of this short survey, the third section tries to understand the conflict and conflation of the one-party grand narrative and the Gen Z alternative narrative. It attempts to explore if and how deweaponization or demystification of discourse can be a mean to rejuvenate the spirit of the 1971 Liberation War in the new and the next generation.

### **The Paradox of Empowerment: Language, Stereotypes, and the Consumer Response to Femvertising**

**Zarin Tasnim (Jatiya Kabi Kazi Nazrul Islam University)**

This paper analyzes the interplay of language, empowerment, and stereotype in female-centric ads positioning language as one of the strong tools against and for the reinforcement of societal norms. It examines a set of contemporary advertisements and shows duality in marketing narratives challenging and reproducing gender stereotypes. A critical discourse analysis of how language manufactures the narratives of empowerment deconstructs how feminist ideas are often sold while traditional gender roles are invoked. By applying qualitative method of research, it aims to indicate that while some advertisements deconstruct stereotypes, others inadvertently reinforce them, making the public discourse on women’s roles in society quite complex. Using the theoretical frameworks by Judith Butler in *Gender Trouble* and Bell Hooks’ *Ain’t I a Woman?*, this study tries to find out exactly how linguistic strategies in femvertising shape public perceptions about femininity and importantly, empowerment. Also, the study situates its analysis within the broader context of cultural studies by referring to Stuart Hall’s theory of representation and encoding/decoding processes as a means to explain how audiences interpret these messages. It seeks to contribute to interactive discussions on what femvertising has come to imply about gender identity and societal norms, while advocating the most subtle understanding of how language in ads empowers or detracts from women’s contributions in the public sphere. The study brings to light not only the cultural implications of language in ads but also calls for the need to revise marketing practices in terms of authenticity in representations of women’s experiences and identities as a whole.

**Language as a Weapon: A Critical Examination of Orientalism and US Imperialism in Khaled Hosseini's *A Thousand Splendid Suns***  
**Tuhfa Hussain Nova (Leading University)**

This paper critically examines Khaled Hosseini's *A Thousand Splendid Suns* through the lens of Language Weaponization and its role in promoting socio-political narratives, specifically focusing on orientalist tropes and pro-imperialism stances. By analyzing the book's portrayal of Islam, Afghan culture, and the US intervention in Afghanistan, this study highlights how Hosseini's language choices reinforce common Western misconceptions and contribute to an ideological framing that serves neo-imperial agendas. The paper also explores the exclusion of key geopolitical factors, such as the role of Pakistan and the Mujahideen, and questions the ethical responsibility of writers in shaping cultural perceptions and political discourse. This research aims to stimulate discussion on how literature, particularly from authors with significant Western platforms, can either challenge or reinforce hegemonic narratives in global politics. Additionally, the paper investigates how Hosseini's narrative fosters a victim-rescuer dichotomy that positions the West as a necessary force for stability and progress in the region. Furthermore, it scrutinizes the novel's framing of Afghan identity, which often emphasizes suffering and helplessness, reinforcing stereotypes that perpetuate Western dominance over the Global South.

**Treatment of *Black Skin, White Mask* on Postcolonial Narratives in Chinua Achebe's *Things Fall Apart* and E.M. Forster's *A Passage to India***  
**Juiena Khatun (Manarat International University)**

This research investigates how Frantz Fanon's 'Black Skin, White Masks' influences postcolonial narratives in Chinua Achebe's 'Things Fall Apart' and E.M. Forster's 'A Passage to India'. By analysing the characters through Fanon's lens of the 'white mask', it uncovers the impact of colonialism on cultural identity, power dynamics, and internalised oppression and simply way of resolution. The study's comparative approach reveals the characters' struggles with identity and agency, reflecting Fanon's observations on the psychological effects of colonial domination. The qualitative data of the research showed relevance with that of several previous studies in favour of french fanon Black skin, White Mask issues. However, the current research also provides the complexities of postcolonial narratives and the lasting legacy of colonialism on cultural identities, the dominating idea and correct way by focusing the text, the previous researcher not focusing the issue. So it will help the researcher and the society people as well.

**The Role of Educated Middle Class in Abdur Razzaq's Political Parties in India: A Marxist Approach**  
**Sumon Sikder (Northern University Bangladesh)**

Abdur Razzaq's Political parties in India paints a vivid picture of the political situation in India during the colonial period. This research employs Marxist theory to achieve the concept of the role of educated middle class in India. It investigates the impact of the educated middle class on the political landscape of India, and how it has evolved over time. The role of educated middle class in Indian history is very important politically, economically and socially. This class is actually a part of the bourgeoisie and on the other hand they led all the movements against the British. They work to implement the interests and agenda of the bourgeoisie. Critically examining Razzaq's perspective, the research explores his argument that despite leading these movements, the educated middle class did not hold sole control over the trajectory of Indian nationalism. By adopting a Marxist approach, this research sheds light on the complex interplay of economic and social factors that shaped India's political landscape under colonialism, particularly the role and limitations of the educated middle class within the broader struggle for independence.

**Lyrical Defiance: The Power of Musical Discourse in Shaping Political Uprising in 2024 Bangladesh Movement**  
**Tanjim Binta Hasan Jerin & Mahfuza Anam (Shahjalal University of Science and Technology)**

Amid political upheaval, the defiant lyrics of protest songs emerge as a beacon of resistance, rallying and uniting the masses. This paper explores the transformative influence of musical discourse during the 2024 Bangladesh Quota Reform Movement, where songs like "Shono Mohajon," "Deshta Tomar

Baper Naki,” “Karo Adesh Manina Ami Chiro Shadhin,” “Awaj Uda,” “Mora Jhonjhar Moto Uddam” etc. became symbols of defiance. These songs, with their powerful and rebellious lyrics, not only captured the collective frustrations and hopes of the people but also acted as a spark for political uprising. This study examines how the rebellious language in these songs turned words into powerful instruments to confront authority, build unity, and inspire action. By analyzing the themes and rhetorical strategies in these protest songs, the paper reveals how these expressed the struggles of the oppressed and provided a voice for the marginalized. These songs transcended mere entertainment, becoming a potent political expression significantly influencing socio-political landscapes. Through this analysis, the paper strives to shed light on the deep connection between music and political activism, showing how lyrical defiance can be harnessed to challenge and subvert established power structures. The paper applies J. L. Austin’s Speech Act Theory to analyze the performative aspects of language in shaping meanings and intentions. The paper also employs Gramsci’s Counter-Hegemony theory to show how music creates dominant cultural narratives that challenge existing power structures and ideologies. The findings underscore the enduring power of music as a means for mobilization and its capacity to shape public opinion and foster collective action during political turmoil.

### **Rap, Rebellion and Resistance: A Semiotic Analysis of the Weaponization of Language in Modern Rap Anthem**

*Naffatun Zinan (University of Dhaka)*

This paper employs an overarching study on the weaponization of language and music regarding the inspiration of the modern manifestation of rap anthem in its peripheries in the recent student-led mass uprising in Bangladesh by portraying its continuation of a long line of rebel songs in Bangladesh. Consciously, it examines the musicology of rebel songs of Bangladesh under a historical context, through the lenses of Ferdinand de Saussure’s theoretical framework of langue and parole, linguistic composition of sign, discourse and semiotic analysis as an instrument of resistance against the regime. This paper elucidates the asymmetrical power dynamics and constructs avenues for social justice illustrating how signs, symbols, and slogans were essential for conveying resistance and solidarity. Under the introspection of significant cultural and political agency, this paper delineates the inter dynamical notions of language, music and power. I examine the transcendence of language from mere communication medium to potent emblem of national identity and resistance against oppression through the assertion of Gen Z, and how the agency shifted and deconstructed the narrative from victimhood to heroism.

### **Language as a Mechanism of Power: Parallels between the July Revolution in Bangladesh 2024 and Victor Hugo’s *Les Misérables***

*Aysha Azharul (University of Liberal Arts Bangladesh)*

Both as a tool for resistance and as a control mechanism, language is essential in determining power relations. This essay examines the use of language by both revolutionaries and those in power in Bangladesh’s July Revolution of 2024 and Victor Hugo’s *Les Misérables*. Language is employed to define identity, justice, and morality in both situations, either supporting or contradicting the status quo. This paper emphasizes the dual function of language in supporting oppression and igniting liberation by looking at particular instances from Hugo’s work in conjunction with current developments in Bangladesh.

### **Reawakening Words, Retrieving Cultures: Language Revitalization and Identity**

*Asma Sadia & Anjuman Ara Taiyoba (Uttara University)*

This research examines the language revitalization and weaponization in the context of Bangladesh, emphasising on how language forms cultural identity and power dynamics. Drawing on historical and contemporary language movements, it pursues how the Bengali Language Movement of 1952 catalysed a national identity established in linguistic rights, while also exposing the socio-political divisions that language policies can originate. The study explores how language revitalization endeavours, particularly among indigenous communities, act as tools for cultural preservation, empowering marginalised groups in their motive to safeguard linguistic diversity. Conversely, the research delves into language

weaponization, where dominant language policies marginalised non-Bengali speakers, particularly indigenous populations and the Urdu-speaking minority, bounding their approach to education, political delineation, and social equity. By analysing these dynamics, the study calls for inclusive language policies that promote multilingualism and equitable access to education, underlining the need for policies that protect linguistic diversity as an essential component of national identity and social connection.

### **Language Weaponization in the Context of Bangladesh: A Case Study Of Quota Movement 2024** *Sumaya Uddin (World University of Bangladesh)*

Language, as a tool to discriminate against people as members of a discriminated group, can have political and social consequences in a society. The term language weaponization originated in military studies and political science in the early 1900s (collected from, “Language and Discrimination Book 1st edition Celia Roberts) .In political science, the word weaponization is the transformation of internalized words by controlling language to emerge. Socio-political influence refers to the impact political decisions, conflicts and structures have on social dynamics and relationships within a community or nation. In this regard, I would like to present a proof before you. The words “Ora Kara Razakar Razakar” (who are they, Razakar Razakar) are just words but they have the power of a sharp weapon. These words have many meanings and it is best to use these words in their correct sense. Language weaponization refers to the internalization of humanity through the use of language to express one’s own image. Just as it was possible to protect the country from the discrimination that is happening today, language weaponization was the most prestigious weapon in gaining this country. What is possible with the weapon of language and not with bullets is learning language. By learning from wise people and taking hope from the context of one’s thinking, it is possible to stand against injustice above all else. As it happened in the language movement of 1952, so it happened on 5th August 2024. The language weapon of the language movement of 1952 was “Matri Bhasha Bangla Chai” (I want Bengali mother tongue) which aimed to “own your own country,” Precisely the language weapon of the 5 August 24 movement was, “Tumi ke ami ke Razakar Razakar,” which aimed to “own your country.” However, the correct practice of language learning is used to convey a great deal of meaning in our country and social and political context. In that case, the use of language is effective in ensuring socio-political change through the use of language to stabilize political decisions, conflicts and structure social dynamics and influence the relations between a community or a nation.



## CULTURAL PERFORMANCES

**Disclaimer:** *The blurbs have been published as submitted. The Conference Committee takes no responsibility for any errors as this is a competition.*

### Bangladesh University of Professionals

#### *Pygmalion in Bangladesh*

We are conducting a drama named “Pygmalion in Bangladesh”. This is an adapted version of George Bernard Shaw’s legendary play, “Pygmalion”. In the adapted version, how people use standard language to defeat local accents/languages is broadly shown. The antagonists change the protagonist’s accent in order to hold control over her.

**Team Members:** ♦ Zerin Tasnim Ahmed (Director) ♦ Maliha Islam (Script Writer) ♦ Mrittika Barua (Reciter) ♦ Emtiaz Hossain Shawon (Back stage) ♦ Oahidul Haque (Back stage) ♦ Al-Amin (Performer) ♦ Shihab Mahmud Shawon (Performer) ♦ Dola Roy (performer) ♦ Shanjana Afrin (Performer) ♦ Mohi Uddin Murad (Performer)

### BGMEA University of Fashion and Technology (BUFT)

#### *The Tragedy of Macbeth Play by William Shakespeare*

Macbeth is a tragedy by William Shakespeare that tells the story of a Scottish nobleman’s rise to power, his moral decay, and his eventual downfall. The play begins with Macbeth, a brave and loyal soldier, receiving a prophecy from three witches who predict that he will become the King of Scotland. Spurred on by the witches’ words and his ambitious wife, Lady Macbeth, he murders King Duncan to seize the throne. Once crowned, Macbeth becomes consumed by guilt and paranoia, fearing that his rule will be challenged. To secure his position, he continues his descent into tyranny, ordering the murder of his friend Banquo and others who threaten his power. As Macbeth spirals further into madness, Lady Macbeth also succumbs to guilt and insanity, eventually dying. In the end, Macbeth is confronted by an army led by Macduff, a Scottish nobleman, who seeks revenge for the murder of his family. In a final battle, Macbeth is slain by Macduff, who reveals that he was not “born of woman” in the usual way, but through a Caesarean section—fulfilling the witches’ cryptic prophecy. With Macbeth’s death, order is restored to Scotland. This summary encapsulates the central plot of Macbeth, focusing on themes of ambition, guilt, and fate.

**Team Members:** ♦ Alif Khandaker Silmi ♦ Sherin Sultana ♦ Shimla Akter ♦ Robiul Islam Robin ♦ Rifat Sultana Mim ♦ Towfikur Rahman Sazid ♦ Sabrina Hossain ♦ Jasmine Sweety ♦ Hura Suny ♦ Maisha Maliha

### East Delta University

#### *Frauds in Translation*

Translation is one of the core components of literature, as it allows us to access works from all over the world. Mr. Raufad Nutel, a well-accomplished translator and language expert, has been invited to a language conference so that he may impart his knowledge and wisdom regarding the field of translation and celebrate language. Raufad is going to prove to everyone why he is the best translator around and does the best job possible when it comes to building the sacred bridge between languages and cultures..... or is he?

**Team Members:** ♦ Farheen Sultana ♦ Asmaul Husna ♦ Tafhim Nawaz ♦ Rakhi Das ♦ Md. Abu Tazwar ♦ Tafhim Iqbal ♦ Arif Uddin Khan ♦ Tahmid Hossain ♦ Esha Fariha

### International Standard University

#### *The Turmeric Tales*

A journalist struggles to find her way through the intricacies of journalism. The ghostly question looms



throughout the play: to write or not to write.

**Team Members:** ♦ Atika Nowsin Raisa ♦ Md. Abdullah Al-Masum ♦ Adiba Alia ♦ Mahjabin Dewan Audity ♦ Rahat Quorieshi ♦ Faria Talukder Bristi ♦ Fardin Ahmmed Himel ♦ Most. Fatematuz Zohora Tithi ♦ Md Sakib Hossain ♦ Tahmina Taiser Mily

## Jatiya Kabi Kazi Nazrul Islam University

### *Mohua (gûq)*

'Mohua' is narratve opera written by Dwij Kanai, a medieval Bengali poet. This 'Mahua Pala' is one of the 10 Pala songs published in the first volume of Maimonsingha Gitika. The play is named after Mahua, the main character. It is a timeless creation of Bengali literature, particularly from the Maimonsingha Gitika, featuring the central characters Nadir Chand and Mohua. The story is an eternal tale of love, where Mohua, a foster daughter of a Bede (River gypsy) chieftain, falls in love with Nadir Chand, a zamindar's accountant. Their path to love is not easy; the chieftain Hurmra Bede opposes their relationship. At one point, even though Nadir Chand and Mohua try to elope, Hurmra captures them. Ultimately, Mohua commits suicide to save Nadir Chand, and unable to bear the loss of his beloved, Nadir Chand also takes his own life. Their eternal love story continues to be told in folk traditions. Our take on 'Mahua' is a dance drama based on the original lyric drama and will be conducted with the help of our own edited audio track as it is practically difficult to set up an entire 'Pala' with limitations of setting. We intend to use minimal props and detailed dance and acting to depict our work.

**Team Members:** ♦ Zarin Tasnim ♦ Biplob Karmokar ♦ Asadur Rahman Robiul ♦ Md. Rokibubul Alam Rokib ♦ Md. Assaduzzaman ♦ Shajid Mahmud ♦ Jahra Batul Mehreen ♦ Piyali Sarkar Parna ♦ Shainey Anan Samanta (Team Coordinator)

## University of Dhaka

### *Restricted Realities: Language as a Tool of Control*

We will be presenting a documentary. This documentary will explore the profound role of language as a tool of control and resistance in dystopian fiction and real-world scenarios, with a focus on Bangladesh. Drawing from iconic works like 1984, The Handmaid's Tale, and Brave New World, it will examine how totalitarian regimes manipulate language to suppress dissent, distort reality, and enforce conformity. The parallels to real-life propaganda will be explored through historical and modern contexts, such as the imposition of Urdu during the 1952 Language Movement, the use of radio broadcasts in the 1971 Liberation War, and contemporary political rhetoric in Bangladesh. The documentary will also highlight language as a force of resistance, from revolutionary songs to modern-day satire and social media activism. The documentary will reveal the dual power of language to enslave or liberate, urging viewers to critically engage with linguistic narratives shaping their reality.

**Team Members:** ♦ Sadman Nafeesa ♦ Maisha Afsar ♦ Nahida Jannat Oishe ♦ Mahfuja Akter Satu

## University of Liberal Arts Bangladesh

### *Words to Live By*

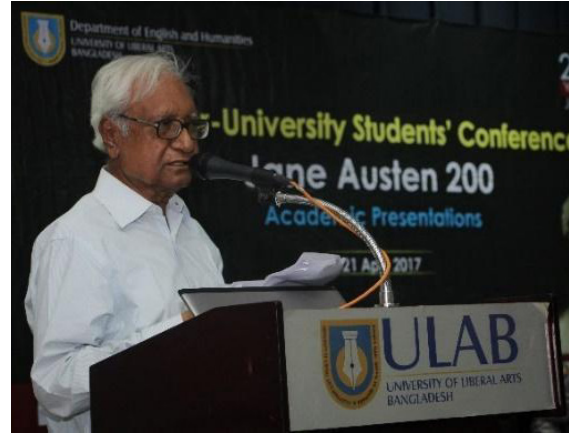
When Maya's groundbreaking exposé is barred from publication, he finds himself at a crossroads: give in to the suffocating forces of censorship or risk his personal safety in pursuit of justice. Drawing inspiration from his grandmother's revolutionary past and his own experiences as a literature student- the play takes a surreal turn as Maya inadvertently conjures the spectral figures of his literary idols, each with their own takes on revolutionary rhetoric. P. B. Shelley's fiery idealism urges Maya to embrace passion and rebellion, while Margaret Atwood reminds him to wield caution and precision in his words. Finally, George Orwell's haunting clarity provides Maya with a pragmatic solution, forcing him to reckon with the realities of pursuing truth in an age of distortion. Words to Live By, in essence, revolves around the protagonist navigating this complex terrain of ethical and creative strife and the volatile power of words,

while urging the audience to ask what it means to weaponize language in a world where truth and lies intertwine.

**Team Members:** ♦ Sabah Srishty Rahman ♦ Madiha Abdullah ♦ Raisa Anan ♦ K. M. Kaisarul Islam ♦ Rowzat Tahania ♦ Mohammad Talal Anjum ♦ Ansa Tasfiha Sui ♦ Marifa Khan



*Dhaka University performing at the Shakespeare Conference*



*Prof. Serajul Islam Choudhury, Chief Guest, Jane Austen Conference*



*DEH Cultural Competition performers with judges Suborna Mustafa and Sudip Chakraborty*



*Amreta Chowdhury presenting at the 8th Conference*



*Benozir Alam Aishee at the 7th Cultural Competition*

## PAST CONFERENCES

### 9th Inter-University Student Conference and Cultural Competition

#### GENDER: THE BINARY AND BEYOND

October 19-20, 2023

Number of Participating Universities: 20

Number of Academic Presentations: 20

Number of Cultural Competition Participants: 7

Academic Papers	Cultural Competition
<p><b>Winner:</b> Raina Isabela <i>BRAC University</i></p> <p><b>Joint Runners Up:</b> Amreeta Lethe Chowdhury <i>University of Liberal Arts Bangladesh (ULAB)</i></p> <p>Rohama Chowdhury <i>Metropolitan University</i></p>	<p><b>Winner:</b> University of Liberal Arts Bangladesh (ULAB)</p> <p><b>Runner Up:</b> Stamford University</p>



#### Chief Guest

Iqbal Hossain, Program Advisor,  
Friedrich-Ebert-Stiftung Bangladesh

#### Judges

##### Academic Session

Dr. Mahmud Hasan Khan, Professor, Dept. of English and Modern Languages, Independent University, Bangladesh

Dr. Farzana Akhter, Dean, Faculty of Liberal Arts and Social Sciences, and Associate Professor, Dept. of English, East West University

##### Cultural Competition

Mr. Abdus Selim, Associate Professor, Dept. of English Language-Literature, Central Women's University

Dr. Hafiza Nilofar Khan, Associate Professor, Dept. of English and Modern Languages, Independent University, Bangladesh

Ms. Tania Tasneem Hossain, Assistant Professor, Dept. of English, Jahangirnagar University

## 8th Inter-University Student Conference and Cultural Competition FACETS AND FACES OF CONFLICT October 20-21, 2022

Number of Participating Universities: 17  
Number of Academic Presentations: 15  
Number of Cultural Competition Participants: 9

Academic Papers	Cultural Competition
<p><b>Winner:</b> Amreeta Lethe Chowdhury <i>University of Liberal Arts Bangladesh (ULAB)</i></p> <p><b>Runner Up:</b> Mehnaz S Tisha <i>Shahjalal University of Science and Technology (SUST)</i></p>	<p><b>Winner:</b> East West University</p> <p><b>Joint Runners Up:</b> University of Dhaka University of Liberal Arts Bangladesh (ULAB)</p>



### Chief Guest

Ambassador Md. Nazmul Quanine

### Judges

#### Academic Session

Dr. Mohammed Shamsul Hoque, Professor, Dept. of English, Daffodil International University

Ms. Rabita Rahman, Lecturer, Institute of Modern Languages, Jagannath University

#### Cultural Competition

Mr. Abdus Selim, Associate Professor, Dept. of English Language-Literature, Central Women's University

Dr. Mohammad Israfil, Professor, Dept. of Theatre and Performance Studies, University of Dhaka

**7th Inter-University Student Conference and Cultural Competition**  
**FIFTY YEARS OF BANGLADESH'S INDEPENDENCE: LANGUAGE, LITERATURE, CULTURE**  
**December 30-31, 2021**

Number of Participating Universities: 19  
Number of Academic Presentations: 17  
Number of Cultural Competition Participants: 8

Academic Papers	Cultural Competition
<b>Winner:</b> Tasnim Naz & K.M. Arefin (Joint) <i>Bangladesh University of Professionals (BUP)</i> <b>Runner Up:</b> Mehnaz S Tisha <i>Shahjalal University of Science and Technology (SUST)</i>	<b>Winner:</b> Stamford University Bangladesh <b>Runner Up:</b> Bangladesh University of Professionals (BUP)



**Chief Guests**

Ms. Ameenah Ahmed  
Member, ULAB Board of Trustees

Mr. Liaquat Ali Lucky  
Director General, Bangladesh Shilpakala Academy

**Judges**

**Academic Session**

Dr. Razia Sultana Khan, Professor, Department of English and Modern Languages, IUB

Ms. Rabita Rahman, Lecturer, IML, Jagannath University

**Cultural Competition**

Prof. Shafi Ahmed, Formerly of Dept. of English, Jahangirnagar University

Dr. Fahmida Akhter, Professor, Dept. of Drama and Dramatics, Jahangirnagar University

## 6<sup>th</sup> Inter-University Student Conference and Cultural Competition OF NATION AND NARRATION September 3-4, 2020 (Online)

Number of Participating Universities: 8

Number of Academic Presenters: 9

Number of Cultural Competition Participants: 5

Academic Papers	Cultural Competition
<p><b>Winner:</b> Solika Akhter <i>University of Dhaka</i></p> <p><b>Runner Up:</b> Sabrina Momtaj <i>Jahangirnagar University</i></p>	<p><b>Winner:</b> University of Liberal Arts Bangladesh (ULAB)</p> <p><b>Runner Up:</b> University of Dhaka</p>



*Chief Guest, Ms. Ameenah Ahmed, at the Closing Ceremony*

### Chief Guest

Ms. Ameenah Ahmed

Member, ULAB Board of Trustees

### Judges

#### **Academic Session**

Dr. Ahrar Ahmed

Professor Emeritus, Black Hills State University, USA and Director General, Gyantapas Abdur Razzaq Foundation

Dr. Sharmistha Chatterjee

Associate Professor of English, Aliah University, Kolkata

#### **Cultural Competition**

Ms. Luva Nahid Choudhury

Director General, Bengal Foundation and Director-Administration, Bengal Institute for Architecture

Mr. Masum Reza

Playwright and Director

## 5th Inter-University Student Conference and Cultural Competition THE ROMANTIC AND THE GOTHIC April 18-19, 2019

Number of Participating Universities: 15  
Number of Academic Presenters: 26  
Number of Cultural Competition Participants: 5

Academic Papers	Cultural Competition
<p><b>Winner:</b> Shamael Mortuza <i>University of Liberal Arts Bangladesh (ULAB)</i></p> <p><b>Runner Up:</b> Mairuna Farhin <i>BRAC University</i></p>	<p><b>Winner:</b> University of Liberal Arts Bangladesh (ULAB)</p> <p><b>Runner Up:</b> University of Asia Pacific</p>



*The winning ULAB cultural team in action*

### Chief Guest

Mr. Liaquat Ali Lucky  
Director General, Bangladesh Shlipakala Academy

### Judges

#### **Academic Session**

Dr. Chidananda Bhattacharya  
Professor and Head, Department of English, Rabindra Bharati University, India

Professor Abdus Selim  
Chairperson, Department of Language-Literature, Central Women's University, Dhaka

#### **Cultural Competition**

Dr. Chidananda Bhattacharya  
Professor and Head, Department of English, Rabindra Bharati University, India

Dr. Kirsten Hackenbroch  
Director, Goethe-Institut, Dhaka

Ziaul Karim  
Head of Brand & Communication, Eastern Bank Ltd.

## 4th Inter-University Student Conference and Cultural Competition 200 YEARS OF THE BRONTËS April 21-22, 2018

Number of Participating Universities: 13  
Number of Academic Presenters: 22  
Number of Cultural Competition Participants: 7

Academic Papers	Cultural Competition
<p><b>Winner:</b> S. M. Mahfuzur Rahman <i>BRAC University</i></p> <p><b>Runner Up:</b> Jacklin Bose <i>University of Liberal Arts Bangladesh (ULAB)</i></p>	<p><b>Winner:</b> University of Dhaka</p> <p><b>Runner Up:</b> University of Asia Pacific</p>



Jacklin Bose (ULAB), Runner Up, Academic Presentation

### Chief Guest

Ms. Faye Nicholls  
Teaching Centre Manager, British Council, Bangladesh

### Judges

#### Academic Session

Professor Dr. Razia Sultana Khan  
Department of English, Independent University, Bangladesh

Professor Kamaluddin Ahmed  
Department of English, Chittagong University

Professor Kashinath Roy  
Department of English, Eastern University

#### Cultural Competition

Ms. Bonna Mirza, Media Personality

Mr. Aatur Rahman, Media Personality

Ms. Afsana Mimi, Media Personality



**3rd Inter-University Student Conference and Cultural Competition**  
**200 YEARS OF JANE AUSTEN**  
**April 21-22, 2017**

Number of Participating Universities: 14  
Number of Academic Presenters: 28  
Number of Cultural Competition Participants: 5

<b>Academic Papers</b>	<b>Cultural Competition</b>
<p><b>Winner:</b> Afia Mursheeda <i>East West University</i></p> <p><b>Runner Up:</b> S. M. Mahfuzur Rahman <i>Independent University, Bangladesh</i></p>	<p><b>Winner:</b> University of Dhaka</p> <p><b>Runner Up:</b> University of Liberal Arts Bangladesh (ULAB)</p>

**Chief Guests**

**Opening Ceremony**

Prof. Serajul Islam Chowdhury  
Professor Emeritus, Department of  
English, University of Dhaka

**Closing Ceremony**

Ms. Barbara Wickham  
Country Director, British Council, Dhaka

**Judges**

**Academic Session**

Professor Kamaluddin Ahmed  
Department of English, Chittagong  
University

Professor Fakrul Alam  
Department of English,  
University of Dhaka

Professor Mobasshera Khanom  
Dean (in charge), School of  
Undergraduate Studies,  
National University

**Cultural Competition**

Ms. Suborna Mustafa  
Media Personality  
Professor Sudip Chakroborty  
Department of Theatre and Performance Studies,  
University of Dhaka



*Judges at the academic segment of the Jane Austen Conference*

## 2nd Inter-University Student Conference and Cultural Competition

### SHAKESPEARE: THEN AND NOW

#### April 21, 2016

Number of Participating Universities: 10  
 Number of Academic Presenters: 20  
 Number of Cultural Competition Participants: 6

Academic Papers	Cultural Competition
<p><b>Winner:</b>            Nusrat Tajkia            Jahangirnagar University</p> <p><b>First Runner Up:</b>            Sabah Tasnia Rowshon and Upoma Sanyal            East West University</p> <p><b>Second Runner Up:</b>            Tani Deepavali Newaz            University of Liberal Arts Bangladesh (ULAB)</p>	<p><b>Joint Winners:</b>            East West University            North South University</p>

### Chief Guests

#### Opening Ceremony

Mr. George Mesthos  
 Cultural Affairs Officer, The American Center, Dhaka

#### Closing Ceremony

Ms. Barbara Wickham  
 Country Director, British Council, Dhaka

### Judges

#### Academic Session

Professor Nurul Islam, Department of English, Eastern University  
 Professor Shaheen Kabir, Department of English, State University of Bangladesh

#### Cultural Competition

Ms. Sara Zaker, Media Personality  
 Ms. Rubana Huq, MD, Mohammadi Group



Nusrat Tajkia wins Best Paper Award: 2<sup>nd</sup> Inter-University Student Conference and Cultural Competition

**1st DEH Inter-University Students' Conference  
April 30, 2015**

**Number of Participating Universities: 10  
Number of Academic Presenters: 16**

<b>Academic Papers</b>	
<b>Winner:</b> Rumana Fouzia Choudhury <i>North South University</i>	<b>Runner Up:</b> Kaniz Fatema <i>University of Dhaka</i>

**Special Guest**  
Geroge Mesthos  
Cultural Affairs Officer, The American Center, Dhaka



**Judges**  
Professor Dr. Niaz Zaman  
Department of English, Independent University, Bangladesh  
Professor Dr. Razia Sultana Khan  
Department of English, Independent University, Bangladesh  
Mr. Shahnour Wahid  
*The Daily Star*

# 10th DEH Inter-University Student Conference and Cultural Competition

## LANGUAGE WEAPONIZATION AND SOCIO-POLITICAL CHANGE

### Academic Presentations Schedule

Thursday, December 19, 2024

Registration Begins (8:00 - 9:00 AM)		
<b>INAUGURATION CEREMONY (9.00 – 9.30 AM)</b>		
<p><b>Address by:</b> Arifa Ghani Rahman, Head, Dept. of English and Humanities, ULAB  <b>Address by:</b> Prof. Kaiser Haq, Dean, School of Arts and Humanities, ULAB  <b>Address by:</b> Prof. Jude Genilo, Pro Vice-Chancellor, ULAB  <b>Address by:</b> Professor Shamsad Mortuza, Professor &amp; Special Advisor (BOT), ULAB  <b>Address by:</b> Prof. Imran Rahman, Vice Chancellor, ULAB</p>		
Presentations Begin (9:30 - 11:00 AM)		
Presenter	Institution	Paper Title
Mashfia Afrin	American International University Bangladesh	Common Classifications, Social Acceptance and Gender Differences Regarding Dysphemism among the Undergraduates in Dhaka
Piklu Kumar Paul & Samira Siddiqua Shiti	Bangabandhu Sheikh Mujibur Rahman Science and Technology, Gopalganj	Caught in the Crossfire of Three Languages: A Case Study of Seven Tripura Community Students in Gopalganj
Azra Mahjabin Nirjhor & Nahreen Saleha Shahadat	Bangladesh University of Professionals	Language as a Weapon in Re-defining Literary Meaning and Collective Memory: A Study of the July Revolution in Bangladesh
Joutha Monisha	BRAC University	Alight on stone, Alight on rot: The Language of Paranoia and Delirium in Miguel Angel Asturias's <i>El Señor Presidente</i>
Saad Mahamudur Rahman	CCN University of Science and Technology, Cumilla	The Weaponization of Language from Colonialism to Recent Past Conflict : A Critical Study from the Perspective of Language Domination
Tamanna Akter Ankhi	Central Women's University	Controlling People via Language: The Relevance of 1984 in Contemporary Bangladesh
Sadia Afrin & Md. Roman Talukder	City University	English as a Double-edged Sword: A Digital Humanities Perspective in Tertiary Education in Bangladesh
Nafis Ahmed Bhuiyan & Khadija Khatun	Comilla University	The Battle Within Language: Subverting Normative Rhetoric to Fight Fascism
Animas Debnath Plabon	Daffodil International University	Hashtags as Catalysts: Analyzing the Weaponization of Language and its Impact on Socio-Cultural Change
TEA BREAK (11:00 AM-11:15 AM)		
Anova Islam Oishy	Dhaka International University	The Sense of Displacement and the Past in Anita Desai's <i>Clear Light of Day</i>
Shawrina Salam	East Delta University	A Study of disidentification in Vivek Shraya's <i>She of the Mountains</i> - Using language as a means of resistance

<b>Presenter</b>	<b>Institution</b>	<b>Paper Title</b>
Afnan Binthey Helal	East West University	Words as Weapons: Empowerment and Erasure Through Language in the 2024 July Revolution
Mohammad Romel	Green University of Bangladesh	Language as a Repressive State Apparatus Authoritarian Weapon to Legitimize Oppressive Regimentation
Sadia Yasmin & Arwah Abdul	Independent University, Bangladesh	Language on the walls: A multimodal analysis
Zarrin Aminul Islam	International Standard University	Words as Weapons: Power, Race, and Linguistic Dominance in To Kill a Mockingbird
Rabeya Bossry	International University of Business Agriculture and Technology (IUBAT)	Turning Leaves into Lessons: Integrating Literature Inspired Environmental Pedagogy in Language Teaching Classroom
Kazi Zahanara Helen	Jahangirnagar University	Weaponizing and Deweaponizing “Mukti” and “Swadhinota”: When Unifying Factors Turn to be the Means of Division
Zarin Tasnim	Jatiya Kabi Kazi Nazrul Islam University	The Paradox of Empowerment: Language, Stereotypes, and the Consumer Response to Femvertising
Tuhfa Hussain Nova	Leading University	Language as a Weapon: A Critical Examination of Orientalism and US Imperialism in Khaled Hosseini’s A Thousand Splendid Suns
<b>LUNCH BREAK (1:00 PM - 2:00 PM)</b>		
Juiena Khatun	Manarat International University	Treatment of Black Skin, White Mask on postcolonial narratives in Chinua Achebe’s ‘Things Fall Apart’ and E.M. Forster’s ‘A Passage to India
Sumon Sikder	Northern University Bangladesh	The Role of Educated Middle Class in Abdur Razzaq’s Political Parties in India: A Marxist Approach
Tanjim Binta Hasan Jerin & Mahfuza Anam	Shahjalal University of Science and Technology (SUST)	Lyrical Defiance: The Power of Musical Discourse in Shaping Political Uprising in 2024 Bangladesh Movement
Naffatun Zinan	University of Dhaka	Rap, Rebellion and Resistance: A Semiotic Analysis of The Weaponization of Language in Modern Rap Anthem
Aysha Azharul	University of Liberal Arts Bangladesh	Language as a Mechanism of Power: Parallels Between the July Revolution in Bangladesh 2024 and Victor Hugo’s Les Misérables
Asma Sadia & Anjuman Ara Taiyoba	Uttara University	Reawakening Words, Retrieving Cultures: Language Revitalization and Identity
Sumaya Uddin	World University of Bangladesh	Language weaponization in the context of Bangladesh A Case Study Of Quota Movement 2024
<b>JUDGES’ REMARKS (4:00-4:30 PM)</b>		
<b>End of Day One (4:30 PM)</b>		

## Cultural Competition Schedule

### Friday, December 20, 2024

<b>Registration Begins (9:00 AM)</b>	
<b>Welcome Remarks (10:30 – 10.45 AM)</b>	
<b>Institution</b>	<b>Performance Title</b>
Bangladesh University of Professionals	<i>Pygmalion in Bangladesh</i>
BGMEA University of Fashion and Technology (BUFT)	<i>The Tragedy of Macbeth Play by William Shakespeare</i>
East Delta University	<i>Frauds in Translation</i>
International Standard University	<i>The Turmeric Tales</i>
<b>LUNCH (12.30-2.00 PM)</b>	
Jatiya Kabi Kazi Nazrul Islam University	<i>Mohua (গুণ্ণ)</i>
University of Dhaka	<i>Restricted Realities: Language as a Tool of Control</i>
University of Liberal Arts Bangladesh	<i>Words to Live By</i>
<b>TEA BREAK</b>	
<b>Prize-Giving and Closing Ceremony</b> <b>Chief Guest: Professor SMA Faiz, Chairman, University Grants Commission of Bangladesh</b> <b>Vote of Thanks</b> <b>(4.00 – 5.00 PM)</b>	

### Art Exhibition Participants

Artist	Institution	Title of Artwork
Farjana Jamim Shrabony	Bangladesh Army University of Engineering & Technology (BAUET)	Save the Lapiz
Zerin Tasnim Ahmed	Bangladesh University of Professionals	Language: The Destroyer & The Healer
Sumaiya Tabassum	Comilla University	NUKE
Nasheba Benta Kashem	Jatiya Kabi Kazi Nazrul Islam University	Language Weaponization
Rukhsana Parvin Shetu	Shanto-Mariam University of Creative Technology	Language can overthrow power
Habiba Rahman Nila	University of Liberal Arts Bangladesh	Silenced
Md. Jahidul Islam	University of Liberal Arts Bangladesh	Pen, Brush, and Power
Ansa Tasfiha Suhi	University of Liberal Arts Bangladesh	Word Bombing
Tabassum Binte Sahaz Mumu	University of Liberal Arts Bangladesh	Language as a Revolutionary Tool
Anika L. Ahmed	University of Liberal Arts Bangladesh	Still Life of a Grecian Urn

## Acknowledgements

<p><b>Conference Convener</b> Arifa Ghani Rahman</p> <p><b>Advisors</b> Prof. Kaiser Haq, PhD Prof. Shamsad Mortuza, PhD Prof. Syed Manzoorul Islam, PhD</p> <p><b>Conference Coordinators</b> Anika Tahsin Golam Kader Zilany</p> <p><b>Committee Members</b> Dr. Abdullah Al Mahmud Nadia Rahman Dr. Md. Mahadhi Hasan Al Mahmud Rumman Mehek Chowdhury Nusrat Tajkia Oliur Rahman Sun Jahanara Tariq</p> <p><b>Faculty Support</b> Dr. Abu Mohammad Rafi Saleh Muntasir Mamun Tanzia Siddiqua Irtifa Hasan Neha Ghose</p> <p><b>Administrative Coordination</b> Sanjib Kumar Sardar Nuzhat Ahmed</p> <p><b>Teaching Assistants</b> Fatema Aftab Miah Nazia Awal Nabila Faiza Islam</p> <p><b>Conference Logo Design</b> Oriha Shouptik</p> <p><b>IT Support</b> Mirza Sadrul Alam Arif Billah Al-Mamun Istiak Ahmed IT Officers</p>	<p><b>Finances</b> Prof. Milan Kumar Bhattacharjee Md. Roknuzzaman</p> <p><b>Administrative Support</b> Lt. Col. Foyzul Islam H M Badruddin Nazmul Hossain Fahim Ullah</p> <p><b>Communications Office</b> Asifur Rahman Khan Maksudul Islam Imam Hossain Moon Hosain Ahmed Hasibul Hoque</p> <p><b>Special Gratitude</b> Dr. Rubana Huq Mr. Zaved Akhtar Ms. Durdana Kabir Mr. Ziaul Karim</p>	<p><b>Student Volunteers</b> Abu Shahed Afia Adiba Momo Afiya Sultana Aiman Swaad Ahmad Akbar Fida Anonto Al Nakib Anik Azeema Anhar Bidhan Chandra Das Husnul Jannath Kaniz Fatema Munna Kifayat Jahan Zerin Marifa Khan Md. Nafeul Islam Md. Tanvir Ahmed Shihab Mohammad Talal Anjum Nafisa Zaman Redwan Ahmed Khan Rubaiya Mehjabin Alam Raisa Salman Al Farsy Sanjida Aktar Lopa Shakere Juyana Sharika Shahabuddin Sumaiya Akbar Richi Tabassum Hossain Supti Tanzim Rahman Tarannum Ahmed Tasfia Fatema Tanha Tasfiah Saba Yusuf Abdullah Tokee</p>
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*With Compliments*

**Dr. Rubana Huq**  
Managing Director  
Mohammadi Group



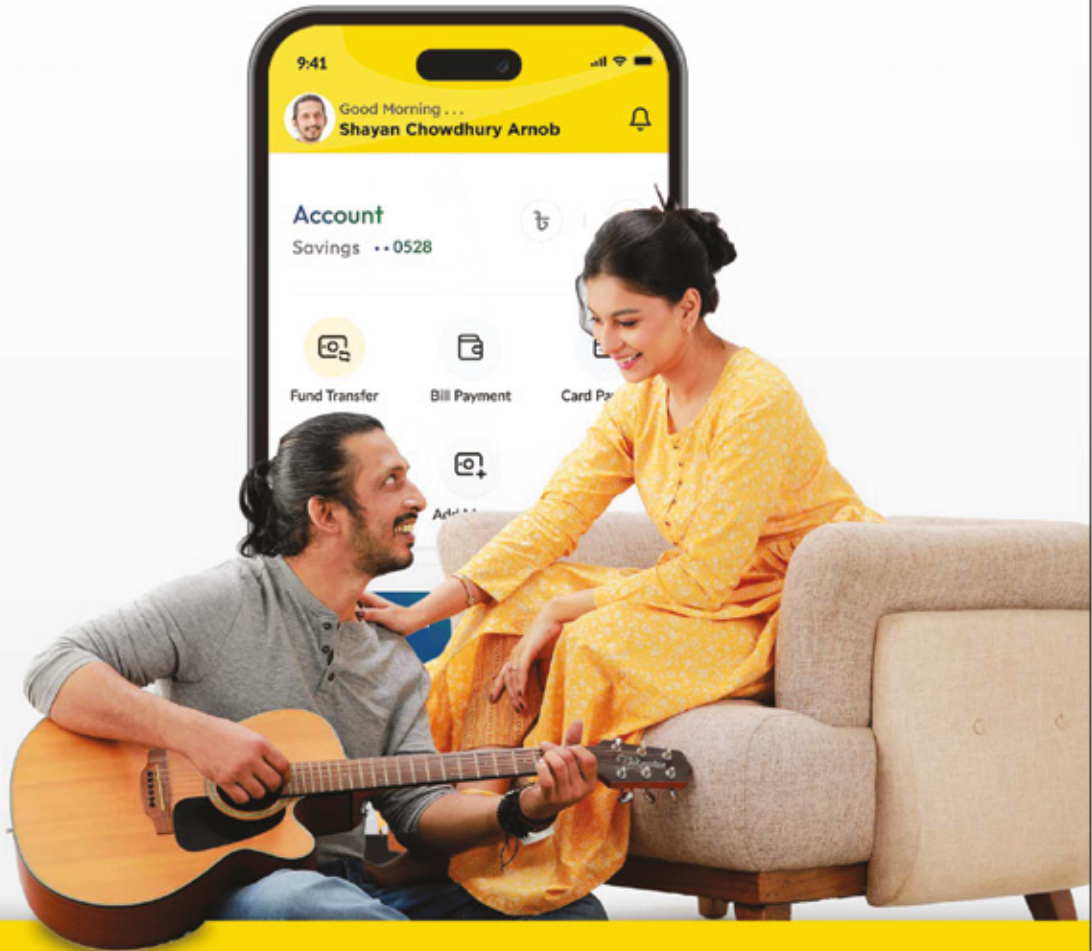
*With Compliments*

**Mr. Zaved Akhtar**

Chairman and Managing Director  
Unilever Bangladesh



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## Venue

ULAB Campus  
688 Beribadh Road, Mohammadpur, Dhaka - 1207

## Participating Universities

