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Exploring the Role of Graphic Novels in Teaching at Tertiary Level

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Although Bangladesh has made great strides in increasing the enrolment rate at the primary level, the question regarding the quality of education still persists. Be it the internalization of the classroom lessons, or the overall application of the learning in real life, or even the reflection of the learnings in the society at large – the list of issues that ensue does not draw an encouraging picture. No attempt has been found where a bridge is created i.e., what could be done in particular to improve the quality of learning so that the input (of students) in the higher education is upgraded. A study (IARE, 2003) showed that students can retain and retrieve information better when it is represented and learned both visually and verbally. This paper aims to analyse and discuss whether graphic novels can be thought of as a way out to improve learners' quality in the context of Bangladesh. Bygone are the days when comic books were considered as entertainment for children only. The comic industry/ the pop-culture industry is now swinging young and adults in wider trajectories. Comic characters are now not just confined to books only but have also breathed new life into a genre of TV shows, movies, animations, computer games. This generation, which is drenched by comic culture, is now present in our class rooms and demands teaching-learning methods which will establish a connection between their personal life and academic life. Hence, educators need to devise new ways of motivating them in and outside the class room. Graphic novels can be thought of as an effective tool to stimulate students' interest in the subject matter. The aim of this paper is to explore the scope for incorporating graphic novels in academic teaching and to analyse its feasibility.

Keywords: *Quality of education, tertiary level education, graphic novels, sustainable learning, Bangladeshi education systems, teaching and learning, active learning, pop culture, higher education.*

Background

According to Nath and Chowdhury (ed.) in "Qualitative Methods in Educational Research: Studies from BRAC", in such an overly populated country like Bangladesh, educational research is unfortunately very limited. In one of the studies this book found out that rural schools are nothing but some neglected learning centers (Qualitative Methods in Educational Research, 25). Moreover, they found out, teachers did not play their roles as expected, no lesson plan existed, some major contents in the text books were

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never taught, and not to mention students learned very poorly (Qualitative Methods in Educational Research,2 6). In the same year (2010), Olav Seim, director of the EFA (Education for All) International Coordination Team, UNESCO agreed in an interview with a local newspaper[51] that Bangladesh has managed to increase enrolment rate at primary level to almost 90% and also had ensured gender parity; however, he had clearly stated that it needs to focus on quality (Bangladesh quality of education). Beside BRAC's (2010) studies, UNICEF in 2009 published a study report concerning the primary education quality in Bangladesh where it stated that the quality of the teaching-learning process, the school environment and children's learning achievements are major challenges (UNICEF, 16-27). The Economist Intelligence Unit in 2015 published work for the British Council in the area of the higher education system and its quality in Bangladesh which apparently did not draw a bright picture of the subject matter (The Economist Intelligence Unit, 2015). The BRAC studies (2010) have also shown that in successful schools more or less it is the efforts of quality teachers that contributed a lot to the success of the schools. However, no attempt has been found where a bridge is created i.e., what we could do in particular to improve the quality of learning so that the input (of students) in the higher education is upgraded. That way, the probability to have better learners at the higher education level is also enhanced. Study (IARE, 2003) showed students can retain and retrieve information better when it is represented and learned both visually and verbally. Also graphic depictions when used showed improvement in reading comprehension among students. Based on Karl Marx's "Das Kapital" (1867), a political economic book came out in the graphic novel format under the title "Capital in Manga" (Marx, 2012). In the same year, Goodwin, Bach, Bakan, and Barr flashed "Economix: How Our Economy Works (and Doesn't Work), in Words and Pictures" where the authors and the illustrator have portrayed economic theories with historical narrative.

Primary Objective of This Paper

The aim of this paper is to analyze and discuss whether graphic novels[52] can be thought of as a way out to improve learners' quality in the context of Bangladesh especially at the tertiary level of education.

The authors took special interest of the quality of education at the tertiary level because of two specific reasons:

- We have 37 public universities, 91 private universities, 03 international universities currently operating in Bangladesh (List of Private Universities)) and yet literature in the later chapters suggest the quality of education is shaky at this level
- Bangladesh does not appear within the first 150 countries when it comes to employability ranking (Global Employability University Ranking 2015 results) and also no Bangladeshi universities appear in the first thousands on the basis of the world ranking of universities (Ranking Web of Universities).
- Educators in Bangladesh at tertiary level face a challenge of having students coming from very different academic, cultural, socio-economic backgrounds.
- In Bangladesh, the mode of instruction in the leading private universities is English. Many students coming from the madrasa and Bengali medium backgrounds find the task of adjusting to and learning/studying everything in English to be an uphill task. Also, owing to a lack of exposure to the language, many find the transition from the native language to the effective writing and communication of their thoughts in English to be very

[51] http://archive.thedailystar.net/newDesign/news-details.php?nid=131560

[52] cartoon drawings that tell a story and are published as a book (http://www.merriam-webster.com/dictionary/graphic%20novel)

daunting. To achieve world standard, the international language needs to be mastered, something which a major portion of the students fall behind on.

To shed some more light on the last point, the following discussion is important:

Ismail shows that (88-99) according to the Bangladesh Bureau of Education and Statistics (Education Structure of Bangladesh) a bachelor degree program can have students coming from at least around six different backgrounds e.g., category 1: (Bengali Medium) primary, secondary, higher secondary (important to note that we have students at this level divided into three more categories), category 2: same as category 1 but from the English medium, category 3: similar to category 1 but from Madrasa, category 4: vocational education, category 5a: before HSC there can also be artisan course e.g. ceramics, category 5b: other than HSC, students can also take at least 3/4 different degrees which are considered equivalent to each other at this level.

Table-1

Educational Structure of Bangladesh (before any usual under-graduation level).

Age	Class	After the following levels/programs/certificate a student is eligible to enter a usual under-graduate program in Bangladesh								
16+ to 17 +	Class XI to Class XII	Higher Secondary Education HSC	Diploma Engineering	HSC Vocational	Certificate in Edu	Pre-degree in BFA	Diploma in Comm	Diploma in Nursing	Alim	Madrasa Education
11 + to 15+	Class IX to Class X	Secondary Education SSC	Trade Certificate/SSC Vocational	Artisan course e.g., Ceramic					Dakhil	
	Class VI to VIII	Junior Secondary Education								
6+ to 10+	Class I to V	Primary Education							Ebtedaye	
3+ to 5+	Pre-Primary Education									

Source- Ismail, Arzoo."Knowing the learners: An Analysis of the Online Teaching-learning Platform". ICT for Development - Working Paper Series. 5. 1 (June 2015): 92. Print.

It clarifies the fact that educators at the tertiary level face much challenge with the students because of their very diverse academic backgrounds. This paper hence is trying to look for a solution which may be proved to be one of the effective ways to create an effective teaching-learning environment at the tertiary level.

Quality of Education in Bangladesh

The primary focus of this paper is education at the tertiary level. However, ignoring the first two levels of education would not cover the bigger picture. Therefore, the first part (a) of this section discusses some study reports, newspaper articles where quality of primary education in Bangladesh has been portrayed

in particular. The second part (b) of this section briefly discusses some recent papers/articles/reports found in the relevant fields that analyzed quality of higher education here in Bangladesh

Part A: Quality of Primary Education in Bangladesh

First of all, the paper would like to focus on a paper by Austin et.al (2008). This study analyzes three policies designed to improve the primary education system in Bangladesh. In this paper, the authors were suggested to look into three policy areas by Dr. John Richards of the Bangladesh Government advisory group on primary education. Those were: (1) implementing school testing linked to financial incentives, (2) introducing tutors into government primary schools, and (3) decentralizing fiscal administration for government primary schools to the district or (sub-district) upazila level. According to this study, Bangladesh has one of the lowest literacy rates in the world and the lowest literacy rate in Asia. About 66%of children do not achieve basic literacy and numeracy. Inadequate resources, insufficient and unqualified teachers, lack of community involvement, and corruption all contribute to the poor state of education in Bangladesh.

Second of all, we would like to draw attention to a report by UNICEF (2009) where quality of primary education of Bangladesh was studied. The report not only found poor quality in education but also outlined major challenges in it, namely- the quality of the teaching-learning process, the school environment and children's learning achievements. Also poor qualifications and lack of teachers' motivation is another significant reason for such conditions. (UNICEF, 1-5)

Third of all, this paper takes Olav Seim's (director of Education for All, international coordination team, UNESCO) interview with The Daily Star ("Bangladesh quality of education") into consideration where he said that Bangladesh has managed to increase enrolment rate at primary level to almost 90%. It also did well in ensuring gender parity, but it needs to focus on quality.

Fourth of all, we would like to focus on an empirical paper by Asadullah and Choudhury (2013) where the authors studied primary schooling, learning of students and quality of schools in rural areas of Bangladesh (School Quality in Rural Bangladesh). The objective of this paper was to formally test whether years spent in school help attaining basic competence in the context of Bangladesh. The authors used a primary school curricular standard basic mathematics competence test and they found out the students between 10-18 years old had low level of achievement. The experiment was extended to see if years spent in school matter when it comes down to better learning. And following are some interesting findings:

- A large number of children with significant schooling experience fail the cognitive test. The paper documents low level of learning even amongst children who have successfully completed five years of primary schooling.
- Girls perform less satisfactorily than boys in mathematics.
    - Possible explanation: gender gap in market transaction experience; boys go out and get exposed to the external market place more than the girls in rural Bangladesh. Hence, male students are better in numerical skills which get enhanced by buying articles from the market. Female students on the other hand miss out such non-book activities and hence fail to improve their mathematical skills.

Part B: Quality of Higher Education in Bangladesh

Not that much work has been found where quality of the higher education in Bangladesh had been assessed. In one paper (Uddin et al., 136-146). Nashir Uddin mentions that since 1990s, Bangladesh

government has recognized education as one of the top priority areas. Despite various efforts, the quality of education is deteriorating and the current trend of deterioration should be dealt with if cognitive development of the students is to be assured.

Ahmmed (2013) in his paper on higher education in public universities in Bangladesh says that due to the low quality of training, lack of combination of knowledge and practice, poor capacity and quality of graduates, the existing education system of public university of Bangladesh is in vulnerable position.

A recent study by The Economist Intelligence Unit (2015) shows innovative ways (Massive Open Online Courses[53] in particular) to improve the education quality in south Asian countries. The study says the number of private universities is increasing in these countries (including Bangladesh) however an important question that remains is the quality of education out of these ((The Economist Intelligence Unit, 2015).

Considering Graphic Novels as Text Books or Educational Tool - Current Scenario World Wide

Pulitzer Prize owner, Art Spiegelman said "Comics are a gateway drug to literacy". Teachers (NCTE, 2005) in some places have started embracing graphic novels as a tool to teaching (Alverson, 2014). It was also said (Yildidrim, 2013) that in the field of literally works, graphic novels have secured a place as one of the major players. There have been works around and about the topic of graphic novel and its contribution in teaching. Most of the works are strongly advocating the fact that among other fields of academic studies, it is a good option to learn literature and history with graphic novels.

Graphic novels seem to have taken the area of literature by storm. Oxford University Press's "The Oxford Shakespeare Project" came up with Shakespeare's works in graphic novel versions with the intention to make class rooms more engaged and to make over all learning more effective (Oxford University Press).

Historical texts are also available in comic books and graphic novels. For example,

- Work on World War II:
    - A work by Joe Kubert, *Yossel: April 19th, 1943: A Story of the Warsaw Ghetto Uprising* (2003) tell us the true story through the pictures of a fictional teenage character named Yossel who likes to draw. This book tells the tale of how the fight again Nazis in Warsaw, Poland took place by a group of young Jewish people (ŻOB was the name of the group) led by Mordechai Anielewicz (leader of ŻOB).
    - Couple of works by Art Spiegelman are *Maus, a Survivor's Tale* and *Maus, a Survivor's Tale II: And Here My Troubles Began* (1980, 1991) take us through texts and pictures to the time during when the rise of the Nazi party in Germany took place. Spiegelman used animals for different characters; Jewish people were represented by mice and Germans by cats.
- Some more recent events:
    - Personal stories of the tragedy of 9/11 were portrayed by some graphic artists in *9-11 Emergency Relief:* A Comic Book to Benefit the American Red Cross. (2002.)
    - Ted Rall tells his experience as a war reporter while covering the fight to remove the Taliban in Afghanistan in *To Afghanistan and Back*. (2002.)

[53] Massive open online course (MOOC) is a free Web-based distance learning program where a large number of participants from all over the world can participate.

Autobiographies of famous historical characters are also there. For example:

- *Mujib* is a graphic novel series in Bangladesh. This is an ongoing work by two cartoonists, Syed Rashad Imam Tanmoy and ABM Salahuddin Shuvo based on the life of the great political leader of Bangladesh, BangaBondhu Sheikh Mujibur Rahman (Mujib, 2015).
- Nelson Mandela Foundation with the illustrator Umlando Wezithombe came up with *Nelson Mandela: The Authorized Comic Book* (2009).

In an article (Alverson 2014) published by School Library Journal (SLJ), the author wrote that agreement among the educators are vivid on the fact that graphic novels aid in teaching new vocabulary, visual literacy, and reading skills. The article also described how Meryl Jaffe, an instructor at the Johns Hopkins University Center for Talented Youth, Online Division finds graphic novels helpful in decoding and comprehending the texts better for weak language learners and readers. Even though the helpfulness of using graphic novels in language and literature may seem overwhelming, the usages are also visible in teaching social studies. According to Alverson's (2014) article in the SLJ, a sixth-grade teacher of social studies at Thomas Jefferson Middle School (Missouri, USA), Jennifer DeFeo uses a graphic novel which is a highlight is the "Zombie Based Learning project." This project is using a zombie apocalypse narrative to teach geography. The designers of the project says that it is a powerful approach to learning as well as encouraging active engagement and also develops skills in problem solving and critical thinking all in all help that students in mastering concepts more profoundly. Publisher Andew McMeel (2014) came up with *Reading with Pictures: Comics that make kids Smarter* by Josh Elder. The idea of this work is to tech concepts in science, math, social studies, and language arts with comics.

Publishers like of ZBL project or of "The Oxford Shakespeare Project" provide lesson plans, information on curricula, instructions for the teachers and even pre-assessments, and post-assessment/project rubrics (for the ZBL).Also *Reading with Pictures* (McMeel, 2014), the comic book comes with a teacher's guide.

Can Teaching with Graphic Novels Add Values to Existing Pedagogy?

A Theoretical Discussion

Graphic novel is a platform where complex materials are not posed as something daunting to the readers rather the organization is done in a way that actually seem to reduce heavy cognitive demand that some dense texts sometimes require. This section attempts to run a discussion on improving current pedagogical scaffoldings through graphic novels or comic books on the basis of well established theories in the field.

First of all, let's dive into a well established unified theory of cognition in literacy - the Dual Coding Theory (DCT) (2013). DCT is a theory that has profound impact backed by its strong empirical background in the field of work on cognition. DCT is an all-encompassing theory which has all major components of literacy including decoding, comprehension, and response in reading and composing in writing. It has successfully launched itself as a scientific theory, a cognitive theory, an embodied theory, and a constructivist theory of literacy.

Imagery improves memory as art works are a mnemonic device – and we find such discussions in (Yates, 1966) as it takes us back in the time of the middle of the 1st millennium BCE. Carruters (2008) in "The Book of Memory: A Study of Memory in Medieval Culture" echoed similar concepts said "Even what we

hear must be attached to a visual image. To help recall something we have heard rather than seen, we should attach to their words, the appearance, the facial expression, and gestures of the person speaking, as well as the appearance of the room." (p. 122)

DCT is firmly based on such real life applications of imagery as a memory aid. The theory was primarily developed in order to capture and explain influences both the verbal and nonverbal cues have on memory. The theory supports the fact that the ability of the brain to learn is more equipped when messages are coded in combination of both verbal and visual representations i.e., both the codes are intertwine as reflected by the retrieving ability of the brain. For example, when brain receives an audio version of a word, it tries to visualize the image for such sound or the word. On the flip side, when brain comes to get cue of a visual image, it tries to make sense of it with a word for that image. Such pairing of codes improves memory or retrieving capacity of the brain i.e., learning ability. DCT apparently tells us that when subjects are provided with information or messages in dual codes then they have higher probability to recall better compared to those who are exposed to a single-coded messages.

John Keller (2010) says, *"It is true that you cannot control another person's motivation… You can stimulate your students to learn or you can kill their motivation".* Keller's ARCS model (1988), is a motivational model for learning where A- Attention, R- Relevance, C- Confidence, and S- Satisfaction. If we apply this model in the context of our class room teaching and learning environment it can be said that the model advocates the fact that if attention is retained, the subject matter covered in class room for example has relevance to the audience's personal life as well as the academic life, and if the audience gather confidence in the subject matter, these all will lead to give the learners a level of satisfaction and would make the entire learning process effective.

The theoretical discussions above give us strong support to advocate for using graphic novels or comic books as one of the effective teaching tools which could improve learning experiences of the students. As per the discussion on the theory of dual coding, the understanding could perhaps be developed that in the current context of the status of the quality of education in Bangladesh as discussed previously, students would be greatly benefitted by having text books in graphic novel forms. Comprehending the potential of graphic novels in education Carter (2007) said "Educators will move away from "one size fits all" literacy instruction through the use of graphic novels."

Graphic novels celebrate the combination of two rich components of material culture namely the literature and the art and this very nature makes them a very effective pedagogical tool (Ching & Fook, 2013)

This paper digs deeper in order to find out more arguments supporting usage of graphic novel in education or in other words, its benefits in better learning. It was found that Booth (2009) emphasized that in the process of going though graphic novels, students associate image to text and it helps them simplifying the reading load and aid comprehension. By improving learning skills here, I mean not to put sole focus on the students of the primary education only. Frey and Fisher (2008) pointed out that such reduced (in graphic novels) amount of text and images that grabs and retain attention, encourages reluctant readers, cushions struggling readers, and even challenge the higher-level learners in inferring, predicting, and reflecting on what they read.

"Picture Power" in Education to Make Learning Sustainable

Bolton-Gary (2012) mentions, "Linking concepts with pictures, such as comics, enables students to construct knowledge in more than one modality. Not only are they using visual cues, they are also

engaging higher level language modalities." This statement proves once again the strength and impact of DCT discussed above.

James Kakalios, a professor at University of Minnesota is popular for his science book "The Physics of Superheroes" published in 2005. This book explores foundations of Physics or the basic laws of Physics by using examples motivated by comic books' superhero characters. Dr. Kakalios love for comic books has made him unique in his field as he has successfully put together his passion and profession. Other than being a professor and author he is also a science-consultant. His attention grabbing lectures are up and running online. For example, in his lectures[54] he would explain why one scene from Superman's comic book is a blooper and cannot happen as it violates the laws of physics.

It was showed in Nagata (1999) that when used "Manga" the Japanese comics, it helped the students in learning biochemistry with fun.

Comics used to be thought of only cheap entertainment for children. However, given its potential and extend many countries around the world are considering comic studies as serious academic fields. And the rate at which such studies and researches are getting involved in academic studies in some places, it would be simply naivety to ignore it to recognize as an academic field anymore. Now-a-days, it is not only the children now- the young, the adults everyone is more or less consumed in this comic industry or pop culture industry in general. For example, comic books are there and then movies are being made based on these books. Then TV shows are also going upstream. Moreover, there are markets for action figures and various merchandises which are motivated from comic characters and of course, the animation world also stands with a big contribution by the comic books and comic characters. Last but not the least, computer games is another market where comic stories or the characters are vivid. So it is a full blown industry and we are getting more and more engaged with this industry every day. Our students are exposed and dwelling in this industry and to engage them more with class room learning, it is time that we bring such a strong industry in our classrooms.

From the discussion above, this paper gains wind underneath its wings to point out the following strengths graphic novels can offer to learners:

- ❖ Stimulating internal motivation

On the basis of the discussions above, it would not be exaggerated to say that visual images work as magnets to human brain. Images in graphic novels or comic books can captivate and retain learner's attention and we have also seen in prior discussions that learners retrieve information or messages better when texts are coupled with images.

- ❖ Learning at one's own pace and gradually becoming a pro as a self-learner

If used as a self-learning tool, graphic novel could be proved to be very effective in sustainable learning because here both image and text are together telling a story. Unlike the animation, the images in comic books or graphic novels do not progress (physically) rather they are permanent and that gives the luxury to the reader to go at her/his own pace. Using graphic novels in teaching and learning can also be looked at as one of the approaches to support the 'active learning'[55] principle. Such process involves students to

[54] https://www.youtube.com/watch?v=Rzrdgl7CUmQ

[55] Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-

take the responsibility to learn and not to remain as a passive learner in the class room. Hence, because of the attractiveness of graphic novels, naturally students would be more interested to go through the respective subject matter on their own.

- **Being a catalyst in the process of learning complex subject matters:**

Versaci (2001) said "Unlike more "traditional" literature, comic books are able to quite literally "put a human face" on a given subject. That is, comic books blend words and pictures so that, in addition to reading text, readers "see" the characters through the illustrations." This very aspect aids the reader to form an emotional attachment and that in practical sense does make reader's life easier in comprehending a complex situation or discussion. Hence, graphic novels can work as an effective scaffold to enhance learner's ability and teachers by navigating the learners through such learning process would add value to the current pedagogical tools here in the context of Bangladesh.

- **Better connectivity hence sustained learning:**

Pop culture or more specifically comic culture is gaining its popularity at a very impressive rate. Superheroes and popular comic characters are gaining more and more popularity not only among the children but also among the young and adults too.

The author's own teaching experiences at the undergrad level for the last one and half year and counting tell that it puts an extra smile on students' face and hence more attention from them when topics are connected to their everyday lives. So, by inviting academic discussions in comic or graphic novels' form teachers are actually facilitating the students to connect themselves more with their studies.

How Much Academic are Graphic Novels or Comic Studies in Bangladeshi Academia?

The title of this section is a mere rhetoric question for obvious reason as of yet. As we stand today, there is no single course offered in comic studies in higher education in Bangladesh. We need more academic researchers in this area for sure. The more academics we would have in this field, the better techniques or pedagogical tools would be invented and applied at all levels of education in Bangladesh which would eventually enhance the education quality.

However, the School of Business of University of Liberal Arts Bangladesh held a seminar and workshop on "Teaching Business Ethics with Comic Books" on July, 2015. To the best of our knowledge this is the first such initiative in Bangladesh at a tertiary level with such subject matter (Ismail, 2015).

At this point, I would like to show what is going on around the world with respect to taking comic studies seriously in the academia.

In 2002, the New York City Comic Book Museum came up with C.O.M.I.C.S,[56] an eight-lesson curriculum for K-12 students in order to teach the reading and creation of comics. The National Association of Comics Art Educators features the syllabi of existing courses, instructional units written by cartoonists and professors, and an online community of comic educators in their website.[57]

Other than these, across the globe comic studies is becoming a proper academic field for example:

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based learning, and the use of case methods and simulations are some approaches that promote active learning. (http://www.crlt.umich.edu/tstrategies/tsal)

[56] http://www.comicbookresources.com/?page=article&id=1590

[57] http://www.teachingcomics.org

- University of Florida offers courses in comic studies at the undergrad, grad levels and even takes PhD students: And they hold annual comic conference every year (12 years running).[58]
- West Liberty University offers major in Graphic Narratives (4-yearundergrad degree).[59]
- University of Dundee offers MLitt in Comics Studies.[60]

Moreover,

- In Frankfurt am Main, Germany there is "Gesellschaft für Comicforschung", Society for Comics Studies (ComFor) constituted in 2005. ComFor aims to support and connect research and studies into all areas concerning comics.
- The Center for Cartoon Studies (CCS) (White River Junction, Vermont, USA) offers a two-year course of study on the creation and dissemination of comics, graphic novels and other manifestations of the visual narrative.

Good news is, in Bangladesh we have Bangladesh Cartoonist Association (BANCARAS) formed in 2011. BANCARAS keeps cartoonists connected mostly by gathering their works and thoughts. BANCARAS arrange cartoon exhibitions focusing on different issues. This could be very well the stepping stone and the potential is vast.

Conclusion

Overall, the quality of education in Bangladesh leaves a lot to be desired. One of the major challenges teachers face is the low cognitive level of the students. At the tertiary level, students come from diverse academic and socio-economic backgrounds, which makes it difficult for an instructor to appeal to all of them equally, given the time and logistical limitations. Moreover, unavailability of qualified teachers (especially, at the school level in village areas) and poor overall learning environment pose major challenges as well.

In order to overcome these challenges, graphic novels can be used as a powerful tool in education. When used as a self-learning tool, graphic novels can be very effective in sustainable learning, because both image and text are used together to tell a story. Consequently, graphic novels can be utilized as an effective means of active learning.

Research shows that graphic novels are well integrated into different academic areas worldwide and their popularity is on the rise. Graphic novels are now popular at all levels of education due to their strong positive impact on the learning experience. Also, Comic Studies is an up and coming academic area in the international arena with considerable growth potential, but Comic Studies as an academic field is completely absent in Bangladesh.

In the context of Bangladesh, graphic novels are not taken sufficiently seriously in academics. However, given the fact that Bangladesh has so many graphic novel enthusiasts, there is a huge potential for them being used for teaching and learning and it is likely that we will soon begin to see graphic novels as an integral part of our curricula.

[58] http://www.english.ufl.edu/comics/

[59] http://westliberty.edu/humanities/programs/english-major-graphic-narrative-track/

[60] http://www.dundee.ac.uk/study/pg/comicsstudies/

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