



# TRIVENIDEVI BHALOTIA COLLEGE

(Govt. Sponsored)

P.O.: Raniganj, Dist: Burdwan, 713347

ESTD-1957

## MEMORANDUM OF UNDERSTANDING

BETWEEN

Trivenidevi Bhalotia College,

Raniganj

&

Kazi Nazrul Islam Mahavidyalaya

Churulia

Trivenidevi Bhalotia College, Raniganj, West Bengal and Kazi Nazrul Islam Mahavidyalaya, Churulia affiliated to Kazi Nazrul University, Asansol are linked by common academic interests, and seek to develop collaborations, exchange in fields of shared interest and expertise. The activities undertaken pursuant to this Memorandum of Understanding (MOU) are based on a spirit of cooperation and reciprocity that is intended to be mutual benefit to both the institutions.

### 1. Purpose

This Memorandum of Understanding (MOU) serves as a written understanding of agree upon principles between Trivenidevi Bhalotia College and Kazi Nazrul Islam Mahavidyalaya concerning a set of general academic objectives. This is a non-binding agreement and is intended to clarify the nature and extent of the harmonizing activities that might be undertaken for the mutual benefit of the two institutions. Each institution will be responsible for managing its own expenses and share as and when necessary. Commitments of specific institutional resources, personnel, space, facilities, or any other academic or intellectual activities considered hereunder may or may not be beyond the scope of this MOU. To the extent that the implementation of any agreed upon activity requires a commitment of resources, personnel, credit-bearing coursework, or intellectual property, a supplementary agreement will be negotiated and approved by the two parties before work on any of the projects can commence.

## **2. Objectives, Scope, and Major Activities**

Both institutions agree to encourage the development of the following types to activities:

- Visits and formal exchanges of faculty, scholars, and administrators in specific areas of education, research, and outreach.
- Cooperate in Undergraduate education and training through library as well as laboratory resources.
- Organize joint conferences, symposia, or other scientific meetings on subjects of mutual interest.
- Exchange of academic information and materials.
- Pursue avenues for undergraduate student-exchange during the academic year or through summer/winter internship programs.
- Explore the possibilities for developing joint research programs and collaborations.
- Other exchange and cooperation programs such as extension activities to which both institutions agree.

## **3. Responsibilities of the Institutions**

The two institutions identify that the execution of any agreed upon activity will depend upon the interests and expertise of the individuals involved and the availability of financial resources, space, and other resources. Accordingly, the functioning of the exchange and cooperative programs based on this MoU shall be conferred and determined between the two institutions. It is further expected that both institutions will be compliant with all applicable Government of India and State legislations and University policies.

## **4. Duration and Option to Amend, Extend or Terminate**

This MOU will become effective when signed by authorities of both institutions. The agreement will remain in effect for five years from the date of signature given below, and may be renewed or amended by mutual agreement of the institutions. The institutions should agree to periodically review the activities undertaken and the progress made and to consult concerning amendments, renewal or termination of this MOU. Either authority may terminate this MOU at any time by providing written notice of such termination to the other authority.

## **5. General Terms**

This MOU is not intended to, and does not create any right, benefit, or trust responsibility, substantive or procedural, enforceable at law or equity, by either party, its officers, employees, or agents against the other party, its officers, employees, or agents. Nothing in



this MOU obligates either party to commit or transfer any funds, assets, or other resources in support of projects or activities between the two parties. Neither party will use the name of the other, either expressly or by implication, in any publicity, solicitation or advertisement without the express written approval of the other party to this MOU.

## 6. Signatures

This MOU shall enter into force on the date of the signing by qualified representatives of both institutions.

*A. K. Dey*

(Dr. Asish K. Dey)

Principal

Principal  
Triveni Devi Bhalotia College  
Raniganj, Paschim Bardhaman (W.B.)

Trivenidevi Bhalotia College

Raniganj



Date:- *11<sup>th</sup> September, 2019*

*Abul Kalam Mallick*

(Abul Kalam Mallick)

Teacher-in-Charge

Teacher-in-charge  
Kazi Nazrul Islam Mahavidyalaya  
VIII & P.O. Churulia  
Dist. Paschim Bardhaman, Pin-713334

Kazi Nazrul Islam Mahavidyalaya,

Churulia

*11<sup>th</sup> September, 2019*



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# TRIVENIDEVI BHALOTIA COLLEGE

(Govt. Sponsored)

P.O.: Raniganj, Dist: Burdwan, 713347

ESTD-1957

Date: 06. 04. 2023

To,  
Prof. Soumitra Roy  
Associate Professor  
Department of English  
Kazi Nazrul Islam Mahavidyalaya  
Churulia,  
Asansol-713368  
West Bengal

**Sub: Invitation to deliver a Special Lecture on 12. 04. 2023**

Sir,

It is my great privilege and honour to invite you to deliver a Special Lecture on 12. 04. 2023 on Modern Indian Drama to the students of the Department of English (UG and PG). We are sure that your erudite deliberations will inspire our students. I sincerely hope you will kindly accept this invitation to deliver the Special Lecture.

Thanking you.

Yours truly,

Dr. Asish Kumar Dey  
Principal  
Trivenidevi Bhalotia College, Raniganj  
West Bengal

*Configuring Various Facets of  
Indian Drama and Indian  
English Drama*

Soumitra Roy

- 
- Where did it all begin?

# The Vedic tradition

- ❑ Origins are obscure
- ❑ Religious festivities---a performative art with dance and mime





# Costumes in vogue



# Dance in natak



# Characteristics of Sanskrit Drama

Love

Passion

Romance

Lust

Intrigue



BHARATA  
The Nāṭyaśāstra

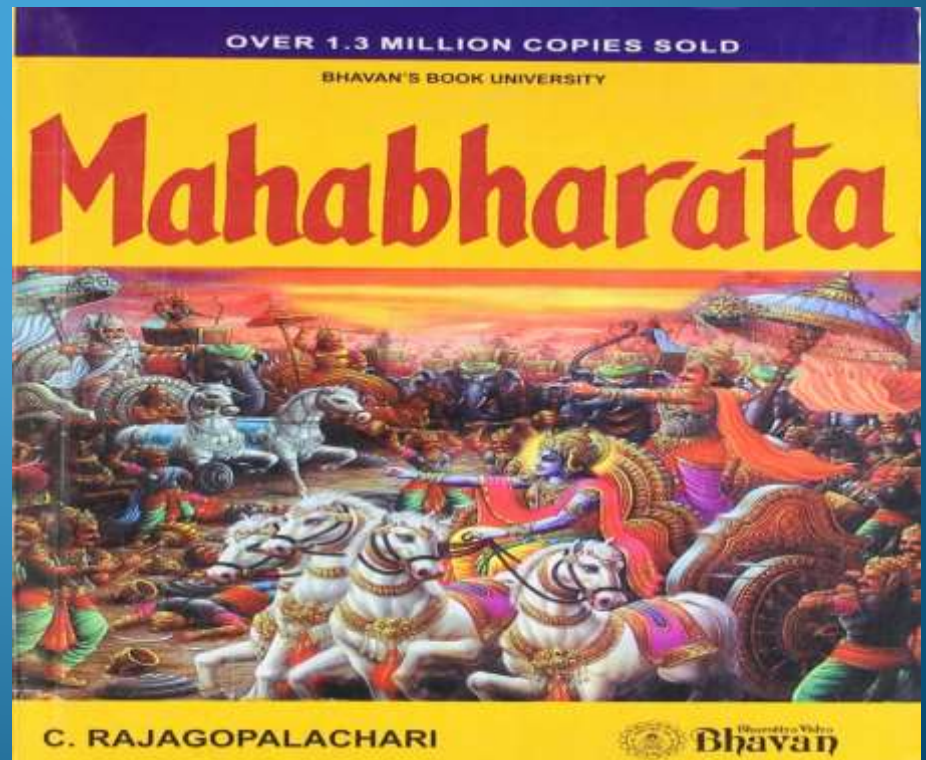
KAPILA VATSYAYAN



Sahitya Akademi



# Epics and the 'natak'



# Major Sanskrit plays



# The Mṛichchhakatika of Śūdraka



**M.R. KALE**



# The plays of Bhasa ( 1<sup>st</sup> century BCE-late Mauryan dramatist)

*SVAPNAVASAVADATTAM*

*PANCHARĀTRĀ*

*ĀBHISHEKANĀTAKĀ*

*KARNĀBHĀRĀ*



# The plays of Kalidasa (4<sup>th</sup> and 5<sup>th</sup> century)

*Vikramorvasiyam*  
*Malavikagnimitram*  
*Abhijnanasakuntalam*

# The plays of Vishakhadatta

- *MUDRARAKSHASA*
- *DEVICHANDRAGUPTAM*

## Modern Indian Theatre (1850 onwards)

Why? Is it a counter-culture riposte?

# Growth of vernacular theatre in India

Theatre in Urdu by Agha Hashr, Imtiaz Ali (*Anarkali*), Abid Hussain (*Parda-e-Ghajafat*)

Tamil Theatre---Sankardas Swamigal, P. Sambhandha Mudaliar, Sundaran Pillai---growth of dramatic troupes

Gujarati Theatre--- Ramanbhai Nilkantha (*Rai No Parvat*) , K.M. Munshi (*Be Kharab Jan* and *Purandar Parajay*)

Bengali Drama—Tagore, Amrit Lal Basu, D.L. Ray, Girish Chandra Ghosh...arrival of Minerva Theatre, Manmohan Theatre, Star Theatre



# Some of the other important theatre forms are:

Kala of Vaishnaite tradition,  
Bhuta in Karnataka,  
Daskathia in Odisha,  
Garodas in Gujarat,  
Jatras in Eastern India,  
Kariyila in Himachal Pradesh,  
Powda in Maharashtra,  
Burra Katha in Andhra Pradesh

**Blend of acting, music, dance  
with traditional instruments**



# Post Independent Indian Theatre----New Wave Theatre in India.





# The Plays of Karnad

Yayati

Tughlaq

Hayavadana

Nagamandala (1990)

Taledande

Agni Mattu Ma<sup>le</sup>

# Major themes in *Nagamandala*

Myth

Yakshaghana

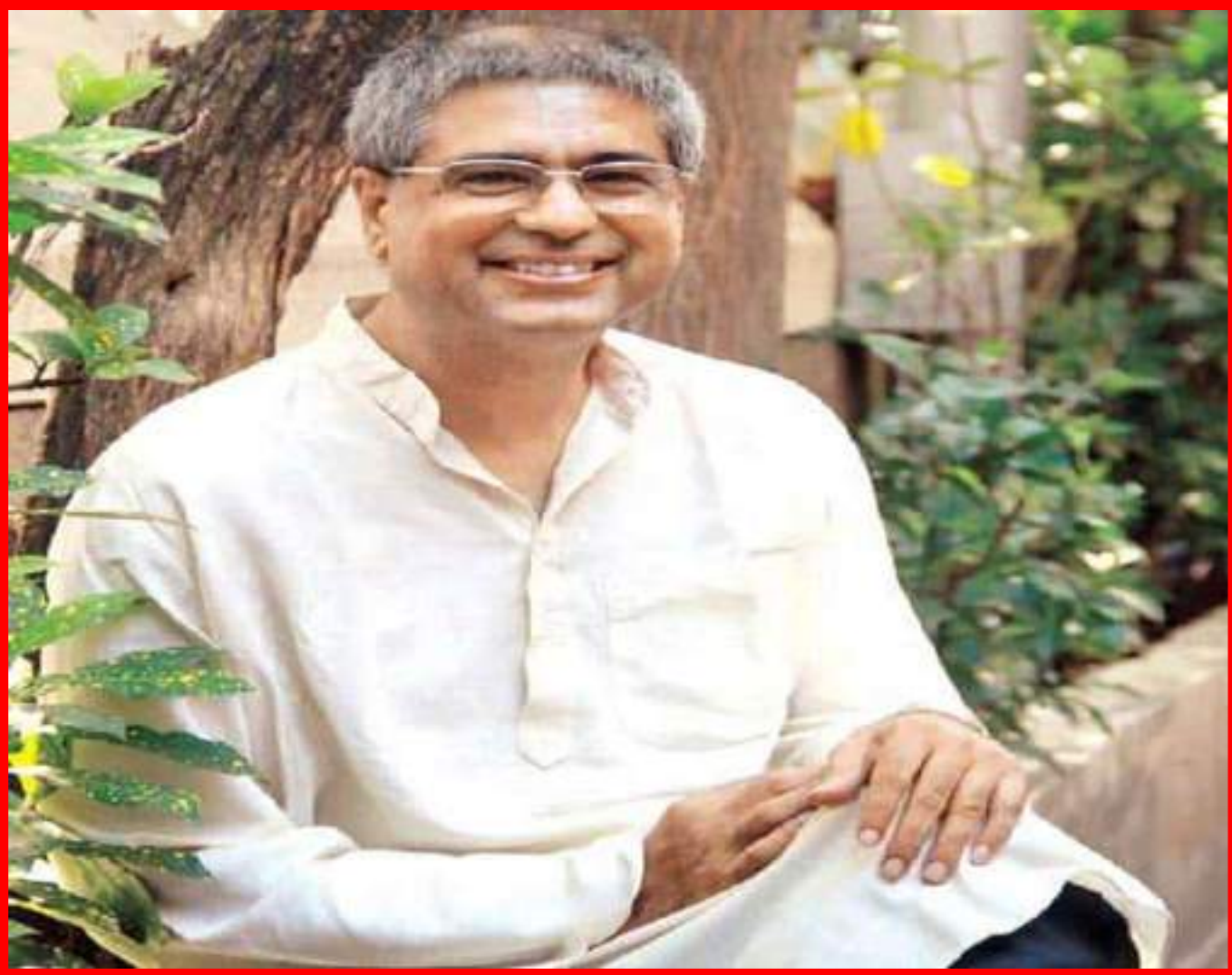
Metamorphosis

Folk drama.

# Growth of Indian English Drama

Krishna Mohan Banerjee --1813—*The Persecution*  
Rabindranath Tagore---1925--*Red Oleanders*  
D.M. Borgaonkar—1938—*Image Breakers*  
S. Fyzee Rahamin—1940—*Daughter of Ind*  
Balwant Gargi—*The Vulture, Mung Wa, The  
Matriarch*







**Thank you**









## Annexure III

Proposed Two-Day National seminar on “*Re-thinking Literature: Eco-Criticism And Socio-Economic Concerns*” organized by **Post-Graduate Department of English, Triveni Devi Bhalotia College, Raniganj, Paschim Bardhaman, West Bengal** in collaboration with **Department of English, Kazi Nazrul Islam Mahavidyalya, Churulia, Paschim Bardhaman, West Bengal.**

### Concept Note (Draft)

The Concept Note must specify (a) the sub-themes (b) the research questions being addressed, and (c) possible contribution/outcome of the seminar/conference to the existing body of social science research.

8.6 Application should highlight the impact of the seminar for the society and nation in 500 words each.

#### **(a) Sub-themes:**

- Theorizing Eco-criticism
- The Text and ecological concerns
- Text, Context and Contemporary Environmental issues
- Socio-Cultural Challenges and Eco-criticism.
- Sustainable Economic Development and Eco-critical texts.
- Policy Framing and Eco-critical issues
- Our Wetlands, their disappearance—textual applications
- Global Coast-lines, Economic Development and Human Lives—Text and Context
- Eco-criticism and Eco-feminism.
- Mother Earth and ecological threat perceptions.
- Historicizing Man’s struggle for preservation of ecology.
- Eco-criticism and Films
- Eco-criticism and the Graphic Novel

#### **(b) Research questions addressed:**

The seminar hopes to address the following areas of research:

- ✓ Ecology
- ✓ Eco-criticism and eco-literature

- ✓ Literature and ecological concerns
- ✓ Human Geography
- ✓ Eco-critical texts and eco-criticism
- ✓ Social Geography
- ✓ Globalization and its impact on ecology
- ✓ Sustainable Development in India and preservation of ecology
- ✓ Planning and Development of societies
- ✓ Indigenous Studies
- ✓ Tribal Studies
- ✓ Development, Globalization, Socio-Economic Marginalization
- ✓ Economic planning, ecology and strategy planning.

**(c) Impact of the seminar for the society (500 words)**

The theme of the seminar concerns certain essential social concerns that guide human life. Since the beginning of human civilization Man has been dependent upon nature and for centuries there has been a symbiotic relationship between the two. Accordingly, human response towards nature since the inception of early civilization has been mostly favourable, often bordering on obeisance, devotion and wonder. Literary creativity or literature, as we call it, has always taken upon itself to mention that the social order and human life itself can only remain intact if Man preserves Nature. From the *Upanishads*, through the *Puranas* to the *Bhagwad Gita*, from The Bible to the pages of *Hitopodesha* and *Jataka Tales*, the symbiotic relationship has always been highlighted. In every literature across the world there has been a kind reflection on a variety of ecological issues. In certain literary texts this relationship has been utterly romantic from where Man has drawn his sustenance of life while in certain prose writings the tone of criticism is found to be very apparent. The conflict between Man and Nature arose mainly in the 18<sup>th</sup> century when rapid industrialization started to take place across Europe. The erstwhile beauty of Nature with its pristine self lay bare in the way of the ravishing strides of industrialization. Man was forced to have a re-look at the contours of social discourse regarding human development. Over the last two hundred years there has been an immense amount of consciousness that has been created regarding environmental issues and a lot of writing has taken place in this regard.



The noted environmentalist and author Arundhati Roy has raised environmental issues and its direct conflict with sustainable development in her work *The Greater Common Good* (1999). It is hoped that the broad issues of social development from a textual discourse shall be further interrogated during the seminar. The broad areas of discussion have been mentioned in the sub-themes according to which the seminar shall be able to add context and muscle to the issues at hand.

**(d) Impact of the seminar for the nation (500 words)**

In 1987, the United Nations set up the World Commission on Environment and Development (WCED) with the former Norwegian Prime Minister Gro Harlem Brundtland at the Chair. The report submitted by the Commission has come to be known as the Brundtland Report and was later published as a seminar work of non-fiction called *Our Common Future*. The report is often seen as a pathway that the UNO has charted out for the future of our planet. The target of the Report was three-fold;

- (a) Re-examine the critical issues of environment and development and to formulate innovative, concrete, and realistic action proposals to deal with them.
- (b) Strengthen international cooperation on environment and development and to assess and propose new forms of cooperation that can break out of existing patterns and influence policies and events in the direction of needed change
- (c) Raise the level of understanding and commitment to action on the part of individuals, voluntary organizations, businesses, institutes, and governments (1987: 347). The Commission focused its attention in the areas of population, food security, the loss of species and genetic resources, energy, industry, and human settlements - realizing that all of these are connected and cannot be treated in isolation one from another.

The three-way path was taken to be the document upon which nations across the globe were to discuss, interrogate and arrive at national consensus regarding development and find out methods of preserving their own natural resources. In 1992, The United Nations Conference on Environment and Development (UNCED), also known as the Rio de

Janeiro Earth Summit further measures were suggested which can be nominated as follows:

- (a) Systematic scrutiny of patterns of production — particularly the production of toxic components, such as lead in gasoline, or poisonous waste including radioactive chemicals.
- (b) Alternative sources of energy to replace the use of fossil fuels which delegates linked to global climate change.
- (c) New reliance on public transportation systems in order to reduce vehicle emissions, congestion in cities and the health problems caused by polluted air and smoke.
- (d) The growing usage and limited supply of water.

It is hoped that at this seminar papers would be presented by the esteemed Key-note speaker, Resource Persons and other paper presenters and scholars on how literature( both fictional and non-fiction) can contribute on guiding nations, including India, through the phases of conflict. The areas of discussions on this have been mentioned in the Research Areas.

## Annexure II

Proposed Two-Day National seminar on “*Re-thinking Literature: Eco-Criticism And Socio-Economic Concerns*” organized by **Post-Graduate Department of English, Triveni Devi Bhalotia College, Raniganj, Paschim Bardhaman, West Bengal** in collaboration with **Department of English, Kazi Nazrul Islam Mahavidyalya, Churulia, Paschim Bardhaman, West Bengal**

### Abstract of Seminar Proposal

In 1987, the Brundtland Report for the first time mentioned the term ‘Sustainable Development’. The Report is often taken to be the guiding principle of the environmental concerns that the 20<sup>th</sup> century human race is confronted with. However, to think that environmental concerns linked with modern development and a conscious debate on such matters is entirely post-modernist would be foolishness and such debates and co-related eco-critical writings go as far back as 1662 with John Evelyn’s *Sylvia* and in the writings of Hans Carl von Carlowitz, Frederick Augustus I and Aldo Leopold. In the year 1962 Rachel Carson published her seminal and much-acclaimed book *Silent Spring* which changed human perspective on how we looked at the world around us. It brought together a multi-disciplinary approach towards how we understood the environment upon which the very existence of the human race depended. At same point of time it opened up a debate on how we should understand and balance the need for sustainable development and related socio-economic issues. Over the last 50 years it has thus given to us a fresh field of study which we call as Eco-criticism.

Eco-critics firmly believe that human culture is related to the physical world and such criticism can be the answer for inter-linking the life-forms, their sustenance, socio-economic development and in turn thus expand the very notion of the ‘world’. The definite link between nature and culture is often best represented by the literary treatment on such ecological and environmental issues, their textual representations and so-called ‘thematizations’ of land/world and nature/human beings influence the actions on the land. We may therefore often need to go back to Cheryl Glotfelty who suggested a three-tier development of eco-criticism. Within the ambit of the debate between ecological threats, socio-economic concerns and eco-critical perspectives, culture plays a vital role particularly with reference to such parameters as Identity and engagement, creativity and recreation. Memory and projection, belief and ideas, gender and generations, enquiry and learning, wellbeing and health

It is hoped that this Seminar shall be able to address the concerns that environmentalists today share about the world that we live in and the socio-economic concerns that bind human lives while looking at the various environmental issues. At the same time it is hoped that the question of sustainable development shall be interrogated vis-à-vis environmental concerns arising across geographical territories. What then can be the role of literary texts when we look into the various challenges that lie ahead of mankind when Mother Earth's existence is under threat?



Two-Day National seminar on “*Re-thinking Literature: Eco-Criticism And Socio-Economic Concerns*” organized by the **Post-Graduate Department of English, Triveni Devi Bhalotia College, Raniganj, PaschimBardhaman, West Bengal** in collaboration with **Department of English, Kazi Nazrul Islam Mahavidyalya, Churulia, Paschim Bardhaman, West Bengal.**

## SCHEDULE

### 19.12.2019—Day I

**9:30 am:** Start of Spot Registration

**10:00 am:** Inauguration of Seminar by Lighting of Lamp

**10: 10 am:** Felicitation of dignitaries.

**10:20 am:** Welcome Address by **Dr. Ashis Kumar Dey**, Principal, Triveni Devi Bhalotia College, Raniganj.

**10:30 am:** Opening Address by Convener, **Dr. Sharbani Banerjee**, Associate Professor in English, Triveni Devi Bhalotia College, Raniganj.

**10: 35 am:** Address by **Prof. A S Purakayastha**, on behalf of the Hon’ble V C, KNU

**10: 40 am:** Address by **Prof. S K Bhattacharya**, Head, Dept. of English, KNU

**10:45 am:** Address by **Prof. A. K. Mallick**, Teacher-in-Charge, Kazi Nazrul Islam Mahavidyalya, Churulia

**11:00 am:** Key-note Speech by **Dr. Pankaj Sekhsaria**,

Associate Professor, Centre for Technology Alternatives for Rural Areas (CTARA) & Associate Faculty, Centre for Policy Studies (CPS), IIT-Bombay. Member, Kalpavriksh Environmental Action Group and Author.

**Title: “At the tri-junction of fragility and vulnerability: The Andaman and Nicobar Story”**

**12:00 pm:** Plenary Session I

In Chair: **Dr. Pankaj Sekhsaria (each speaker 30 mins.)**

Speakers:

- (a) **Dr. Sajal Kumar Bhattacharya**, Professor of English, Kazi Nazrul University, Asansol--  
-“Statelessness, Environmental Refugee and ‘The Law of Humanity’: Reading  
Hannah Arendt, Lawrence Buell and Amitav Ghosh together”
- (b) **Dr. Sivashis Biswas**, Pro-Vice-Chancellor, Assam University
- (c) **Dr. Pradipta Sengupta**--“Environmental Evocations” in Hawthorne: Space and  
Human Behaviour in *The Scarlet Letter* and “Young Goodman Brown”
- (d) **Dr. Pinaki De**, Associate Professor, Raja Peary Mohan College, Uttarpara, Graphic  
Designer & Illustrator---"Ecocritical approach in comics: an overview"

**1:30PM: LUNCH**

**2:00 pm:** Business Session I—Parallel Sessions

- (a) **Parallel Session I** --- Room 72 (**Smart Room**)—4 speakers, 15 mins. each= 60 mins.  
(Chair: **Dr. Sivashis Biswas**)

**Dr. Sourav Nag**--- ~~Ecocriticism~~/Ecocriticism/Ecocentrism: From ‘Wilderness’ to ‘Wildness’ and ‘Urbanature’

**Basanta Barman** --- “Eco-criticism and Eco-feminism”

**Supriti Debnath** --- Environment and Epidemic: Literary Portrayal of Malaria in Colonial Bengal

**Somnath Barui** --- Byron's visionary poem "Darkness" and Environmental Apocalypticism

- (b) **Parallel Session II** --- **Room 15 (Conference Room)**- 4 speakers , 15 mins. each= 60  
mins. (Chair: **Dr. Pinaki De**)

**Dr. Nilanjana Chatterjee** --- Tagore's *Red Oleanders*: Tracing a Root of Socialist  
Ecofeminism

**Dr. Anindita Chatterjee** --- Absolute Trust in the Goodness of the Earth: An  
Ecocritical/Ecofeminist Reading of Alice Walker’s *The Colour Purple*

**Hirak Gupta**: *Bratakathas* and *Patachitra* Narratives of Bengal: Looking through the lens of  
Ecocriticism

**Arunima Karmakar**: Depiction of Nature: An Ecocritical Analysis

Business Session II—Parallel sessions

**Parallel Session III --- Room 72 (Smart Room-5 speakers, 15 mins. each= 75mins (Chair: Dr.PradiptaS engupta)**

*Anweshha Roy Chaudhury & Abhik Mukherjee:* Eco-feminism in a selection of Satyajit Ray's films

*Arpita Chakrabarti:* The Anthropocene 'Shock': Encountering the 'Great Derangement' through Amitav Ghosh's Literary Imaginary

*Dhananjay Gorai:* The World of Arden and Theatre in the Perspective of Ecological Approach

*Dr. Chandan Banerjee:* Sustainable Development Require Improvement in Water and Sanitation

(c) **Parallel Session IV Room 15 (Conference Room-5 speakers, 15 mins. each= 75mins. (Chair: Dr. Sharbani Banerjee)**

*Koushik Mondal:* "The Fleshly School of Poetry" vis-à-vis Victorian Heteropatriarchy: A Queer Ecofeminist Reading of Select Pre-Raphaelite Poetry and Paintings

*Dr. Dipankar Parui:* Handcuffed to Nature: An Ecocritical Approach to Amitav Ghosh's *The Great Derangement: Climate Change and the Unthinkable*

*Tanushree Das:* Re-Reading of Rokeya Sakhawat Hossain's "Sultana's Dream" from Ecofeminist Perspective

*Anindita Das:* Speaking Trees: An Ecocritical Interpretation of Roald Dahl's "The Sound Machine"

*Sarbendu Bikash Dhar & Manisha Dutta:* Problem of Landuse Pattern and Surface water Quality in Mangalpur Opencast Colliery in Raniganj: It's Sustainable Solution

**4:30 PM---**Conclusion of Day I

**20.12.2019—Day II**

**10:00 am:** Plenary Session II

In Chair: **Dr. Sivashis Biswas (30 mins. each)**

Speakers:

- (a) **Dr. Ashok Mohapatra, Professor of English, Sambalpur University**  
(b) **Dr. Angshuman Kar, Professor of English, Burdwan University**  
(c) **Dr. G.B. Sural, Professor of English, Bankura University**

**12:00 Noon---Book Launch, Bengal Chapter of Dr. Pankaj Sekhsaria**

12:30 PM Business Session III—Parallel Sessions

- (a) **Parallel Session V**—4 speakers, 10 mins. each= 60mins (Chair: **Dr. Ashok Mohapatra**)

**Saikat Chakraborty:** Misogyny and its Postmodern Creation: A Material Ecofeminist Reading of Harold Pinter's Selected Women Characters

**Sujoy Acharya:** Ecocriticism and Its Global Relevance in 21<sup>st</sup> Century

**Mohana Das:** Exploring Eco-criticism with Relation to Socio-Economic Factors

**Aditi Sarkar:** Ecological Consciousness in *The Mysterious Ailment of Rupi Baskey* by Hansda Sowendra Sekhar

**Vickey Prasad:** Paradoxical Paradigms of Ecocriticism and Anthropocentrism in Literature

- (b) **Parallel Session VI**—4 Speakers, 60 mins. each= 45 mins (Chair: **Dr. Angshuman Kar**)

**Dr. Sudipa Chowdhury & Dr. Abhishek Bhattacharya:** Development and Sustainability: A Literary Approach to Understand the Duality of Expectations

**Sonam Agarwal Jalan:** Cli-Fi: An Assessment of the Socio-Economic Impacts of Climate Change on Human Communities

**Sneha Prasad:** Women and Animals: An Ecofeministic Reading of Indira Goswami's *The Man from Chinnamasta*

**Puja Karmakar:** Critically A New Look into the Global Warming

**Riman Rakshit:** The Unnatural Nature: Poe and the Ecogothic

**Richik Banerjee:** The Politics of Cultural Un-Rooting in *The Hungry Tide*

**1:30PM: LUNCH**

**Valedictory Session**

In Chair: **Dr. G.B. Sural, Dignitaries on dais and presentation of Participation Certificates**

Vote of Thanks: **Sujit Malick & Arunima Karmakar, Joint Organizing Secretaries, Seminar**







**INTERROGATING  
ECO-LITERATURE AND  
SUSTAINABLE  
DEVELOPMENT**

**THEORY, TEXT, AND PRACTICE**

Edited by

Sharbani Banerjee Mukherjee and Soumitra Roy



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