

## Message from the Vice Chancellor



I am delighted that ULAB's Department of English and Humanities has organized its 7th Inter-University Student Conference and Cultural Competition to celebrate the fiftieth year of our nation's independence. This year's theme – "Fifty Years of Bangladesh's Independence: Language, Literature, Culture" - is an apt one to mark a very special occasion in our nation's history. I am very pleased that students from public and private universities will join a shared platform for intellectual and creative activities.

My thanks to Mr. Liaquat Ali Lucky, Director General of the Bangladesh Shilpakala Academy, for graciously offering the Shilpakala Academy as the venue for the Cultural Competition.

My appreciation also goes to the distinguished panel of judges who have given us their time and valuable feedback.

I wish the conference great success.

Professor Imran Rahman  
Vice Chancellor, ULAB

## Message from the Pro Vice-Chancellor



I am happy to know that the Department of English and Humanities has dedicated its annual inter-university student conference and cultural competition to the 50<sup>th</sup> anniversary of the country's independence. The chosen theme of the event, language, literature, and culture of the nation, is pertinent and laudable.

It is truly heartening to see the enthusiastic response from 20 public and private universities all around the country. The presence of these budding scholars and cultural performers in a competitive platform is a testament to the commitment to the cause of our young generation and their aspiration to scale new heights. I believe their engagement will not only demonstrate their critical and creative aptitudes but also benchmark their performances against one another through healthy competition. The event is designed to create a space to bring together our student-performers and student-researchers so that they learn from each other and foster mutual love and respect outside the walls of a classroom. I am confident that this gala will bring the heads and the hearts together.

I would like to thank Shilpakala Academy for partnering with ULAB and giving this event a national dimension. In particular, I would like to express my deepest gratitude to Mr. Liaquat Ali Lucky, the Director-General of the Academy, for recognizing the importance of the event and encouraging young minds to think and feel big.

I wish the 7th Inter-University Student Conference and Cultural Competition a huge success.

A handwritten signature in black ink, appearing to read 'Shamsad Mortuza', written on a light-colored background.

Professor Shamsad Mortuza, PhD  
Dean, School of Arts and Humanities &  
Pro-Vice-Chancellor, ULAB

## Message from the Head of Department



The Department of English and Humanities has been organizing the Inter-University Student Conference and Cultural Competition annually for the last six years. The 7<sup>th</sup> conference, however, is special as it celebrates the fifty years of Bangladesh. The theme has been chosen to allow participants to reflect on the language, literature and culture of Bangladesh not only in the last fifty years but to look forward to what may be done in the future. Our heritage must be preserved for posterity but we must also look for ways to enhance and develop our community. The young researchers and performers participating in this conference, and others like them, represent our hopes for the future.

While the pandemic has limited our efforts, I am glad that we have been able to organize this conference and I am especially encouraged by the overwhelming response we have had from universities all around the country. My gratitude to all participants, the faculty members who have guided them, and their respective institutions for being a part of our endeavor.

I am grateful to Mr. Liaquat Ali Lucky, Director General of Shilpakala Academy, for his generosity in offering his institution as our venue partner. My gratitude to Prof. Kristee Hefaz, Principal, Govt. Music College, for helping us coordinate with the Shilpakala Academy. I have to put in a word for the wonderful team at the Department who have worked tirelessly to ensure that the conference is executed smoothly. The administrative staff at ULAB, too, deserve our gratitude for being a constant support system. None of this would be possible without their help.

I wish the conference great success!

A handwritten signature in black ink that reads "Arifa Ghani Rahman".

Arifa Ghani Rahman  
Associate Professor and Head  
Department of English and Humanities



## 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 27<sup>th</sup> for Crisis Management, 28<sup>th</sup> for Entrepreneurial Spirit, 39<sup>th</sup> for Ethical Value, and in the Top 100 Global Innovative Universities by World University with Global Impact (WURI), 2021. ULAB is also ranked by Times Higher Education 2021 as the 4<sup>th</sup> among Bangladeshi universities, and 156<sup>th</sup> for SDG 17 among 1115 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 all 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 six years in a row, we have been holding 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. 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 7th 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.

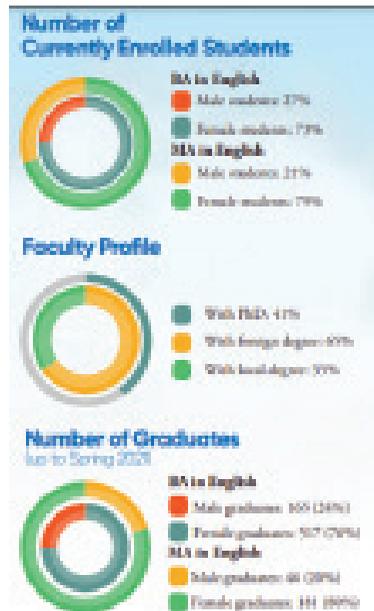
DEH offers courses that survey different literary periods and genres through theoretical, philosophical, cultural, and pedagogical lenses to understand language, linguistic, and literary texts. The courses also focus on developing theoretical, philosophical, and intellectual abilities. There is an overall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

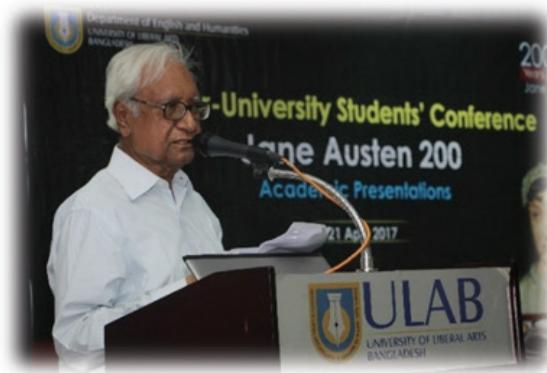
- To impart language skills and develop literary sensibilities so that graduates become intellectually competent and responsible citizens of the world To help students acquire the required professional skills and mindset that will be valuable for a wide range of careers in such fields as teaching, publishing, 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



Shamael Mortuza, Winner, Academic Presentation



Dhaka University performing at the Shakespeare Conference



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

## 7<sup>TH</sup> INTER-UNIVERSITY STUDENT CONFERENCE AND CULTURAL COMPETITION FIFTY YEARS OF BANGLADESH'S INDEPENDENCE: LANGUAGE, LITERATURE, CULTURE December 29-30, 2021

### **About the Conference**

ULAB is the only university in Bangladesh that has been consistently organizing such a conference where students conduct research on particular themes, usually marking specific literary anniversaries, and present their ideas before an independent panel of judges. 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.



The 2021 Inter-University Student Conference celebrates the 50 years of Bangladesh's independence. The main objective of this conference is to chart the kind of changes that have taken place in language, literature, culture, and education in the last half century of Bangladesh.

### **About the Participants**

Typically, the DEH Inter-University Conference and Cultural Competition attracts participants from public and private universities all around the country.

This year, the number of universities participating in the academic presentations is 16, with a total number of 22 papers. All the abstracts submitted by the student participants are published in this brochure.

The number of universities participating in the cultural competition is 8.

**The participants are:**

1. American International University of Bangladesh (AIUB)
2. Asian University for Women
3. BRAC University
4. Bangladesh University of Professionals (BUP)
5. Central Women's University
6. Daffodil International University
7. East Delta University
8. University of Dhaka (DU)
9. Jatiya Kabi Kazi Nazrul Islam University
10. Notre Dame University Bangladesh
11. Port City University, Chattogram
12. Premier University, Chattogram
13. Shahjalal University of Science & Technology (SUST)
14. Southeast University
15. Southern University Bangladesh, Chattogram
16. Stamford University Bangladesh
17. State University of Bangladesh
18. University of Asia Pacific
19. University of Liberal Arts Bangladesh (ULAB)
20. World University 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.

## **ABSTRACTS**

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

### **Education in Bangladesh - How Far it has Come, Problems and Limitations, and How to Best Go About it Moving Forward**

Orko Islam (American International University, Bangladesh)

Over the last 50 years, Bangladesh has crossed an image of a least developed country to becoming one of the fastest-growing economies in the world. Yet, there are still questions being asked whether the country has hit a wall in terms of its growth, namely in education. The significance of this research will identify how Bangladesh's education system has progressed and what obstacles it is at present and will be facing in the future. Using quantitative, analytical and exploratory research methodology, this paper will discuss the various problems of the education system. The result of this research may not come out as a clear solution that will solve all the problems of the education system, but instead, try and approach it with a different ideology and mindset to better prepare the students as they progress the different stages of the education system.

### **Bangladeshi People's Perspective towards Their Mother Language: A Critical Study after Fifty Years of Independence**

Tasnia ELahi Proma, Mandira Debi and Kulsum Khalid Nishat (American International University, Bangladesh)

This paper demonstrates the state of Bengali language and its worth among Bengali speakers after fifty years of Independence of Bangladesh. There is a concern ongoing regarding the value of the mother language that once the people had fought for. The purpose of this study is to find general causations of people's current negative mid-set towards Bengali language and possible solutions to overcome the flaws in their perspectives. To conduct this research, 100 individuals were chosen from different age ranges starting from 15 to 60, whom were interviewed both online and offline. The questionnaire has been designed including both close-ended and open-ended questions. The analysis offers four major findings, including re-emergence of British colonial mind-set, adaptation of western culture, psychological effect and undervaluation of mother language. Highlighting the causes of the notion upon their mother language, this paper tries to help people to think critically about their perspectives and change it.

### **Nationalism in Popular Media: A Bangladeshi Perspective**

Umme Saima Sorna (Asian University for Women)

This paper attempts to show an analysis of how nationalism is presented in popular media and an effective critique of that in a nationalistic context has been raised. An undertaking has also been brought in to criticize the process of producing consent of the popular media. This research, therefore, shows the impact of nationalism on the popular media in Bangladesh on the one hand, and on the other hand, it has raised the issue of the interpretation of historical events as a result. Above all, this research presents a brief picture of how important nationalist ideas are in the context of Bangladesh and how the hegemony of the populist media influences the minds of the people.

### **From the Failure of Biafra Secession to the Success of the Bangladesh Independence: Literature Emerges**

Chijioke Fidelis Izuegbunem (BRAC University)

Secessionist movements regularly disrupt the established world order. The current state-centered solidarity for 'territorial integrity, by all means,' has not been successful in resolving the issue. This paper and its contention are intended to explore two significant secessionist attempts since WWII, as well as how the world reacted to them. The failure of the Biafra secession and the success of Bangladeshi independence were not isolated events but a quest for a postcolonial identity. Nevertheless, these would be likely paradigmatic for future claims in the sense that these experiences may offer significant insights worthy of retrospection. Although Biafra was denied the right to secession, unlike the case of Bangladesh, this suggests that the international community is willing to recognize a scarce and regimented right to secession as the final antidote only under certain circumstances, notably in extreme circumstances of territorial integrity abuse and misuse. The case of Bangladesh differs from that of Biafra due to several circumstances. In conjunction with this comparative analysis of these elements, this paper proposes an investigation into the emergence of the literature (poetry) of these secessions that established postcolonial identity.

### **Liberation War in 1971: Her-Story**

Maimuna Shafiqul Islam (BRAC University)

In these 50 years of independence, though a lot is written about the 1971 war, despite constituting half of the population, the experiences of women are less explored. Women are usually portrayed as the victim as part of the marginalized section of the society but they experienced the war differently from men. This paper will try to explore some socio-cultural experiences of women in 1971, for instance, women's insecurities during the war such as fear, uncertainty, periods, pregnancy, keeping family and children safe, and most importantly,

being a woman. It will be a case study of the people who experienced the 1971 liberation war where I will collect primary data by interviewing my family members: one of them being a freedom fighter himself.

### **Culture and Probable Identity Crises for Prioritizing the Foreign Tongue: A Study on Tertiary Level Students in Bangladesh**

Jannatul Fardous (Bangladesh University of Professionals)

The structure of a specific language constructs a definite structure of thoughts and develops one's identity. A Bangladeshi child suffers from identity crises as its acquiring native tongue is overtaken by learning a foreign tongue (English). But s/he cannot learn English entirely for the lack of environment and people to have communicate with. Acquisition of both languages stay incomplete and the structure of either language fails to build the unconsciousness, thought process and later identity of the child. The child feels a loss of belonging; and lack full formed thoughts and also cannot express properly. This case happens to thousands of Bangladeshi children as the capitalist world in this postcolonial country everyone demands a child to learn English and assuming they will know Bangla anyway. This paper contains the conversation of many Bangladeshi youngsters about how they feel of prioritizing the foreign tongue and if they feel a loss of belonging and identity crises. It explains the reason and process behind this identity crisis through the scholars of different fields. This paper is done by using both qualitative and quantitative method by obtaining primary data (questionnaires) and secondary data such as books, research journals, online websites etc.

### **Shahidul Zahir's Use of Magical Realism in *Jibon O Rajnaitic Bastabata* as a Tool of Narrating the History of Liberation War**

Tasnim Naz and K.M. Arefin (Bangladesh University of Professionals)

Magical realism presents a contradictory principle, in which fantastical and magical elements are presented as normal – allowing the author to pose questions surrounding an established reality. Gabriel Garcia Marquez is identified as the father of magical realism and his novel, *One Hundred Years of Solitude* seeks to re-establish and reclaim a Latin American history tainted by colonial intervention. Magical realism is an especially suitable genre to be used by previously colonized countries, through the use of which the authors can trace a more authentic identity through myths, fables, folklores, and supernatural occurrences. In the context of Bangladesh's literature, the work of an author notably stands out in the magical realist front – Shahidul Zahir and his first work, *Jibon O Rajnaitic Bastabata* (Life and Political Reality, 1987). In this novel, the author crafts an intricate tale by using the fluidity of timelines, in order to connect the present to the tumultuous history of the Liberation War. This paper will examine how Shahidul Zahir realizes the narrative history of Bangladesh with ties to the Liberation War, using magical realism as a narrative technique.

### **Language as an Identity Marker for Dhaka-Centered Urban Youths: The Cases of Humayun Ahmed's *Himur Neel Josna*, and Zafar Iqbal's *Moddho-ratrite Tinjon Durbhaga Torun***

Nazifa Bashir (Central Women's University)

Since the Bengal division in 1947, more specifically post-independence war in 1971, Bangladeshi literature has charted a new pathway away from the joint tradition of literature in Bangla. Among many of the distinctive features of Bangladeshi literature, the use of language in terms of both narration and dialogue deserves special attention. Quite a few notable writers have masterfully incorporated the everyday spoken variety of Bangla language of Dhaka-based middle class urban youths, which has a various degree of mixture of standard Bangla, regional varieties, urban slangs, English (both standard and informal) and Bollywoodized Hindi. This linguistic trend gaining currency as a social dialect in recent decades expresses the religious, educational, cultural and socioeconomic identity of a new generation of urban Bangladeshi youths. Focusing on two contemporary books: Humayun Ahmed's *Himur Neel Josna*, and Muhammad Zafar Iqbal's *Moddho-ratrite Tinjon Durbhaga Torun*, this qualitative research will explore the newly emerged and constantly evolving social dialect that marks the identity of urban middle class youths based in metropolitan Dhaka.

### **Social Media and the Nation: Countenance of Unique Ideology and Perspective**

Md. Rayhanur Rahman Shimul (Daffodil International University)

The Social media platform is a prodigious tool that wields the power to generate engagement between one-third of the population on this planet, just by one click. The social platforms function as the greatest publishers of history and national identity because they provide freedom of speech to their users so that they can acquaint themselves to converse with people from every corner of the world and establish a connection within seconds. With its colossal strength of connectivity, social media can both empower or tarnish the image of a nation. The goal of the paper is to explore some select events that contributed to the making and shaping of the virtual identity of Bangladesh and to understand how social media can become an instrument of creation and disintegration in the context of Bangladesh.

### **Theme of Rebellion in Bangla Literature**

Syed Rohan Rezvi (Daffodil International University)

Abstract: Bengalis have the experience of being oppressed, humiliated, persecuted and deprived several times by the foreign supremacy in the course of our history. From the battle of Palashi to the struggle of 1971, the heroic progenies of Bengal have revolted many times to snatch their rights away from the fist of the tyrants. They have had sacrificed many lives and the writers in their writings also have never hesitated to show their rebellious nature to get rid of the torture and to expel the oppressors. This rich history of rebellion is one of the

prime aims and features of Bengali literature. Literary writers have sometimes notified the anecdotes of battles in Bengal in poetic language, sometimes in the pages of novels as well. This research paper will explore, which are the prominent poems and novels highlighting the theme of rebellion. Nabinchandra Sen, one of the great poets of medieval period of Bengali literature, interprets the story of Nawab Sirajuddaulah in his epic poem 'Palashir Yuddha' (1875). Kazi Nazrul Islam in his 'Bidrohi' and 'Anodomoyeer Agamone' is fully rebellious against the British empire. Modern author Humayun Ahmed launched a good number of novels covering the tragic situation of Bengal during the liberation war in 1971. Some of his creations are 'Aguner Parashmoni, Josna O Jononir Golpo, Shyamal Chhaya' and many more. Zahir Raihan directed the film "Jibon Theke Neya" (1970), which is written by himself and Amjad Hossain, based on the language movement of 1952. In this paper we find out the works of the most successful authors of Bengali literature which have brought the rebellious chronicles of Bengal before the whole world.

### **Affective Factors and the Role of Teachers in Developing Learner Autonomy**

Anowara Rayhan Arusha (University of Dhaka)

An important characteristic of learning is the cognitive aspects of students, therefore, more attention should be given to the affective factors in learning a foreign language. In Bangladesh, adequate attention is not given to affective factors which results in poor performance among students. An online survey was conducted with a sample of 100 undergraduate and Master's students of the English Department from different universities in Dhaka. Questionnaires on foreign language classroom anxiety; motivation; background information and students' perceptions of their English teachers' role has been used. Results show that there is a negative correlation between anxiety and language learning and a positive relationship between motivation and language learning. Moreover, the roles and responsibilities of teachers in developing learner autonomy is crucial. The discussion on the complex impact of affective factors on English learning in EFL contexts can be an avenue for future intervention studies.

### **Finding Gender, Class and Intersectionality in Bangladeshi Literature and Life**

Fahmida Farzana (University of Dhaka)

This article looks into Rizia Rahman's anthology *Caged in Paradise and Other Stories* and analyses how gender and class in contemporary Bangladeshi society has been depicted, and delve into the specific socio-economic conditions of women in contrast to men. The study adopts a qualitative approach in the collection, review and analysis of data. Based on the symbolic interaction theory of gender, it explores if gender roles are learned over time and conditioned or controlled by cultural expectations. Therefore, this article focuses on three questions: whether the gender roles in Bangladeshi literature and culture changed over the years; if the characters in *Caged*

in *Paradise and Other Stories* face any limitations and consequences according to their genders, and whether class, in concert with gender, works as an additional factor that determines gender roles and rights. Hence, the article incorporates an intersectional perspective with a view to scrutinize the various socio-economic and cultural indicators to examine if social class or race has any extra impact on the characters' roles in Rahman's collection of stories.

### **Cultural Resistance in Kaiser Haq's "Ode on the Lungi"**

Fahmida Akter (Jatiya Kabi Kazi Nazrul Islam University)

This paper attempts to illustrate the prevalence of cultural resistance in Kaiser Haq's "Ode on the Lungi." Its main objective is to show how cultural resistance is at its prominence in this poem and why culture is important as a form of resistance, particularly in Kaiser Haq's writing as he is known as a cultural ambassador of Bangladesh for his faithful representations of the diversified and rich culture and heritage of the country. These objectives will be pursued in the light of Stuart Hall's theories of cultural representation. The paper is divided into three major segments: background of the context, textual analysis and an overview of the whole paper.

### **War on Terror or War on Muslims?: A Study on *The Reluctant Fundamentalist***

Nadia Afrin Nigar (Jatiya Kabi Kazi Nazrul Islam University)

The study was conducted to analyze Mohsin Hamid's *The Reluctant Fundamentalist* in order to demonstrate how America treated their immigrants, especially Muslims after the incident of Twin Tower tragedy. The main objective of this paper is to illustrate the changing scenario of the world after the attacks in America and how America declared to treat their Muslim immigrants. Despite of not being involved in the terrorist attacks, they were being questioned and terribly threatened in their own respective worlds. Theories and concepts such as representation, Islamophobia and War on Terror will be applied to analyze the novel. The paper is divided into three portions: background, textual analysis and discussion of the findings.

### **Eco-centric versus Ego-centric Approach in Pedagogy: Re-reading 19th Century Fictions**

Sanjida Akter and Bushra Morshed (Notre Dame University Bangladesh)

This paper studies the pedagogical approach in literature at where absence of ecocritical perspective upon texts work as a marginalizing process. For instance, the thesis focuses on a course as an example taught in the department of English in Bangladesh at an undergraduate level named 19th Century Fictions. Combining qualitative and quantitative inductive method, this research, firstly, discusses what usual questions are there

upon which the students prepare themselves for the exam; secondly, how do those questions fit in the 'course objective' mentioned in the handbook of the department; and thirdly, the paper concludes whether the course objective is perceived in an ego-centric manner or not. While shedding lights on 'critical thinking' aptitude, data analysis suggests 'eco-centric' critical reading of the mentioned courses were hardly brought into light. Thereby, graduates might be aware of Freudian, Lacanian, Feminist or Marxist approaches, according to the course objective, also contribute in the area of rights as an activist or as a researcher, but hardly eco-patriotism is on the roll. Environment or nature is somehow turned to be 'the other' where academics, knowingly or unknowingly, put anthropocentric assumptions into severe practice. The survey targeted only undergraduates from various universities studying in the capital Dhaka. The survey results never found questions like the followings or even near the followings: what is the role of 'nature' upon the culture and character is, how Nature can be a 'character-shaper' like an 'active doer', not only as a 'passive background' to be used like a trash-bin or holiday gateway for selfies. Therefore, it can be concluded that the graduates are developing 'ego-centrism' being aware of human rights only whereas the cosmos have other species and Mother Nature, most of which are on the verge of extinction because of the 'greedy growth' of human species, reports say. Discussing the impact of land upon the livings, critically analyzing the symbiotic relationship between human and the environment, it is seen to be lost even in the pedagogy too, particularly in Bangladesh as this survey suggest. As a result, human-greed of capitalistic civilization, which is 'self-destructive' as climate strategists affirm, is also trying to rule over the academia where only anthropocentric forces are into practice. This paper critically points out 'ego-centric' verses 'eco-centric' teaching-learning approaches in literature, as a reference one course is discussed, which perhaps can be further researched for greater target group and other relevant literary courses.

### **The State of Literature, Culture and Education in Bangladesh**

Syeda Nusrat Jahan Chamak (Port City International University, Chattagram)

Bangladesh is a multicultural melting pot. Her culture reflects the region's long history with elements both old and new. Her rich ancestry is evident in her literature, education dance, drama, music, and painting. Today, Bengali literature and culture have reached their pinnacle, which dates back at least to the 7th century. Since independence, all governments have recognized education as a priority sector that promotes economic growth and the attainment and maintenance of a high-quality workforce. This article examines the changing tendencies in Bangladeshi culture, literature, and education across time; providing a chronological summary with a concentration on the modern age. Many foreigners still see Bangladesh through the lens of its ancient heritage and development. For this reason, Bangladeshis take tremendous pride in their long-standing cultural traditions, literature and artistic representations.

## **The Concept of Beauty as Depicted in Bangladeshi Television Commercials**

Anindita Haque (Premier University, Chattogram)

The unrealistic standards set by the media via Television Commercials have been making young boys and girls incredibly self-conscious and insecure about the way they look. In this paper, I will analyze four Television Commercials and the way those sexualize both men and women. I will discuss how these beauty products themselves set an unrealistic portrayal of what people should consider as “Beautiful”. I have conducted a survey of the student body from the Department of English Language and Literature, Premier University. Following a blended method of both qualitative and quantitative research methods, I will be presenting the survey reports to support my argument about how the commercials make people want to achieve a sense of “Perfection” that, to be honest, can affect people’s mental sanity sometimes.

## **Abdullah Mohammad Saad’s *Rehana Maryam Noor* and Margaret Atwood’s *The Handmaid’s Tale: Dystopia and Women in Bangladesh***

Mehenaz Sultana Tisha (Shahjalal University of Science and Technology, Sylhet)

Abdullah Mohammad Saad’s *Rehana Maryam Noor* (2021) portrays the situations of women in a contemporary society where they still lead a substandard life than men and face continuous obstacles to survive as equals to their male counterparts. Similarly, in *The Handmaid’s Tale* (1985) by Margaret Atwood, the women live in a dystopian society that confines their freedom and strictly imposes constraints on their lives. In both the film and the novel, misogyny works as a significant force to limit women’s liberty. This paper examines the similarities and differences between the struggles of women in the male-dominated society of Bangladesh and Atwood’s Republic of Gilead. In doing so, this paper further explores both society’s tendency to be antagonistic towards women and how such treatment destroys most women’s abilities to resist chauvinism in a patriarchal society.

## **Violence against Minorities in *Madhyanha* and *The Kite Runner*: Religious Faith or Human Instinct and the Context of Bangladesh**

Sirajum Munira (Shahjalal University of Science and Technology, Sylhet)

Recent violence against minorities in Bangladesh illustrates the vulnerable status of the minorities in the country, even after its fifty years of independence. In his novel, *Madhyanha*, Humayun Ahmed depicted events during the 1947 partition, where the majority, both Hindus and Muslims in their respective spaces, showed dominance over the minorities. Likewise, in Khaled Hosseini’s *The Kite Runner*, religious violence and domination are exposed but within the same religion. This paper investigates the roots of violence: Does the presence of multiple religions initiate such violence, or is it a primitive human instinct? In doing so, the

paper takes a comparative study of the mentioned texts to expose religious bigotry, religion as a tool for self-fulfillment, and finally to see how these issues are related to the maltreatment of the minorities in Bangladesh.

### **The Transformed Spirit of Freedom in Moinul Ahsan Saber's *The Mercenary***

Sirawatul Ikbal (Southern University Bangladesh)

Literature is one of the best ways to introduce Bangladesh and its heritage, language, and culture to the rest of the world. Nowadays, Bangladeshi literature has achieved much attention globally with the assistance of translation and English writing Bangladeshi authors. *Kobej Lethel* (1992) by Moinul Ahsan Saber narrates the temporary transformation of an evil young character during the liberation war along with the metamorphosis of society, people, and post-liberation, socio-political issues. Shabnam Nadiya, translated as *The Mercenary* (2016), is a road map for educating the world's youth about the impact of the Liberation War of Bangladesh. War is an event where no sense of honesty or dishonesty works. It is only a matter of survival there. However, Kobej, though a ruffian, stands for humanity in the liberation war. This paper contends that Kobej Lethel represents a transformed spirit of freedom following the liberation war of Bangladesh, indicating a thorough decadence of individual principles.

### **The Effects of Language, Literature and Culture: A Study on Fifty Years of Bangladesh's Independence**

Md. Hasibul Hasan (Stamford University Bangladesh)

If we analyze our nation's history, we can find the 50 years of our existence as an independent country. Fifty years ago, we faced a brutal massacre by the Pakistani military, then Bengali people were fighting for their freedom and right. At last, the Bengali people succeeded and gave us a monumental victory. So, after fifty years of Bangladesh, we are developing day by day in language, literature, culture. Most Bengali people are using the Bangla language for communication. People also use code-switching in their daily communication. Tribal people learn Bengali, English language with their language. Most people try to speak properly with the correct accent and pronunciation for better communication. So, it is creating a good impact on our literature, culture, education, and build up social progress in Bangladesh. People can practice their cultural architecture, dance, literature, music, painting, etc. So the primary religious people of Bangladesh have a great influence on Bangla culture and history.

### **Reconstructing the Identity of the Birangona as Hero**

Farzana Afroj (University of Liberal Arts Bangladesh)

Sexual violence against women in wartime has been a prominent scenario of war narratives throughout history, and the 1971 Liberation War of Bangladesh is no different. According to narratives focused on 1971, 200,000-

400,000 women were raped during the nine-month battle. On 22nd December 1971, the then president of Bangladesh, Sheikh Mujibur Rahman, designated the rape survivors as Birangona (or war heroines) to restore their honor and facilitate their rehabilitation, which is an act historically and internationally unprecedented. Though these women were called war heroines, they were, however, seen as fallen women by their communities. This paper aims to inspect why the Birangona's identity has been shaped as victim, and not as hero. A close textual analysis would be used to study Rizia Rahman's *Letters of Blood* and Shaheen Akhtar's *The Search* using Peter L. Berger and Thomas Luckmann's theory of "social constructionism" to reconstruct the Birangonas' identity as heroes. The paper also includes theoretical concepts by Franco, Kramer and others regarding "heroism" to show how the Birangonas can be defined as heroic figures. The Birangonas such as Yasmin, Mariam and many others from *Letters of Blood* and *The Search* are denied any identity other than that of the fallen woman, but their resistance and willpower to liberate themselves from this stigmatized identity is what makes them heroes.

### **National Consciousness in the Age of New Media: Creating a Human-Machine Interface**

Md. Mashiur Rahaman (University of Liberal Arts Bangladesh)

Bangladesh's celebration of the golden jubilee coincides with the much-hyped fourth industrial revolution. The country strategized digital development as its national agenda which chimes with the neo-liberal agenda of knowledge-centered human capital development through digitization. The global issues are now presented as local. The overflow of digital images and the location in the information highway, for instance, have changed the way national identity is perceived. While the excessive flow of info-bytes is affecting the attention span of the audience creating an over-reliance on visual media, the local cultural basis of national identity is constantly negotiating with global trends. The purpose of this paper is to explore the issue of national consciousness through a segment of the literary population's engagement with our essential cultural markers. This paper stems from a digital humanities project that curated Bangla sonnets in translation. It creates the human-machine interface to re-engage the target audience with our cultural past to contribute to our national consciousness.

### **Exploring 'Literature' through Social Media**

Abdullah Al Mamun and Mst. Somya Tamanna (World University of Bangladesh)

Literature has a vital role in spreading the culture of love and peace; it depicts the impact of violence, conflict and war on both individuals and societies. But in this emerging era of social media, the young generation is so much attached to it that they are detached from literature and reading habits, i.e. reading poems, novels or plays in manual handbook. At the same time, the young people are comfortable reading in kindle books and digital platforms. This paper presents how the social media can be used to explore literature and motivate the

young people towards literature. This is a qualitative research that also shows how the 'reading culture' has been changed gradually after independence and why it is necessary to motivate the young generation to read literature. Finally, this paper will show how literature, culture and education are interlinked and can use social media as a platform to spread their wings.

## **Roundtable Discussion**

### ***Moderator***

**Sarah Anjum Bari**, *Lecturer (Adjunct), Department of English and Humanities, ULAB, and Editor, Daily Star Books*

## PAST CONFERENCES

### 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
<b>Winner:</b> Solika Akhter <i>University of Dhaka</i>  <b>Runner Up:</b> Sabrina Momtaj <i>Jahangirnagar University</i>	<b>Winner:</b> University of Liberal Arts Bangladesh (ULAB)  <b>Runner Up:</b> University of Dhaka

#### Chief Guest

Ms. Ameenah Ahmed

*Member, ULAB Board of Trustees*

#### Judges

Academic Session	Cultural Competition
Dr. Ahrar Ahmed <i>Professor Emeritus, Black Hills State University, USA and Director General, Gyantapas Abdur Razzaq Foundation</i>	Ms. Luva Nahid Choudhury <i>Director General, Bengal Foundation and Director-Administration, Bengal Institute for Architecture</i>
Dr. Sharmistha Chatterjee <i>Associate Professor of English, Aliah University, Kolkata</i>	Mr. Masum Reza <i>Playwright and Director</i>

**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

<b>Academic Papers</b>	<b>Cultural Competition</b>
<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>

**Chief Guest**

Mr. Liaquat Ali Lucky

*Director General, Bangladesh Shlipakala Academy*

**Judges**

<b>Academic Session</b>	<b>Cultural Competition</b>
<p>Dr Chidananda Bhattacharya <i>Professor and Head of Department of English, Rabindra Bharati University, India</i></p> <p>Professor Abdus Selim <i>Chairperson, Department of Language-Literature, Central Women's University, Dhaka</i></p>	<p>Dr Chidananda Bhattacharya <i>Professor and Head of Department of English, Rabindra Bharati University, India</i></p> <p>Dr Kirsten Hackenbroch <i>Director, Goethe-Institut, Dhaka</i></p> <p>Ziaul Karim <i>Head of Brand &amp; Communication, Eastern Bank Ltd.</i></p>

**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

<b>Academic Papers</b>	<b>Cultural Competition</b>
<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> Dhaka University</p> <p><b>Runner Up:</b> University of Asia Pacific</p>

**Chief Guest**

Ms. Faye Nicholls

*Teaching Centre Manager, British Council, Bangladesh*

**Judges**

<b>Academic Session</b>	<b>Cultural Competition</b>
Professor Dr. Razia Sultana Khan <i>Department of English, Independent University, Bangladesh</i>	Ms. Bonna Mirza <i>Media Personality</i>
Professor Kamaluddin Ahmed <i>Department of English, Chittagong University</i>	Mr. Ataur Rahman <i>Media Personality</i>
Professor Kashinath Roy <i>Department of English, Eastern University</i>	Ms. Afsana Mimi <i>Media Personality</i>

**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> Afa 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> Dhaka University</p> <p><b>Runner Up:</b> University of Liberal Arts Bangladesh (ULAB)</p>

**Chief Guests**

<p><b>Opening Ceremony</b> Prof. Serajul Islam Chowdhury <i>Professor Emeritus, Department of English, University of Dhaka</i></p>	<p><b>Closing Ceremony</b> Ms. Barbara Wickham <i>Country Director, British Council, Dhaka</i></p>
--	--

**Judges**

<b>Academic Session</b>	<b>Cultural Competition</b>
<p>Professor Kamaluddin Ahmed <i>Department of English, Chittagong University</i></p> <p>Professor Fakrul Alam <i>Department of English, University of Dhaka</i></p> <p>Professor Mobasshera Khanom <i>Dean (in charge), School of Undergraduate Studies, National University</i></p>	<p>Ms. Suborna Mustafa <i>Media Personality</i></p> <p>Professor Sudip Chakroborty <i>Department of Theatre and Performance Studies, University of Dhaka</i></p>

**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 <i>Jahangirnagar University</i></p> <p><b>First Runner Up:</b> Sabah Tasnia Rowshon and Upoma Sanyal <i>East West University</i></p> <p><b>Second Runner Up:</b> Tani Deepavali Newaz <i>University of Liberal Arts Bangladesh (ULAB)</i></p>	<p><b>Joint Winners:</b> East West University North South University</p>

**Chief Guests**

<p><b>Opening Ceremony</b> Mr. George Mesthos <i>Cultural Affairs Officer, The American Center, Dhaka</i></p>	<p><b>Closing Ceremony</b> Ms. Barbara Wickham <i>Country Director, British Council, Dhaka</i></p>
---	--

**Judges**

Academic Session	Cultural Competition
<p>Professor Nurul Islam <i>Department of English, Eastern University</i></p> <p>Professor Shaheen Kabir <i>Department of English, State University of Bangladesh</i></p>	<p>Ms. Sara Zaker <i>Media Personality</i></p> <p>Ms. Rubana Huq <i>MD, Mohammadi Group</i></p>

## 1ST DEH INTER-UNIVERSITY STUDENTS' CONFERENCE

April 30, 2015

Number of Participating Universities: 10

Number of Academic Presenters: 16

### Academic Papers

#### *Winner:*

Rumana Fouzia Choudhury  
*North South University*

#### *Runner Up:*

Kaniz Fatema  
*Dhaka University*

### Special Guest

Geroge Mesthos

*Cultural Affairs Officer, The American Center, Dhaka*

### Judges

Prof. Dr. Niaz Zaman <i>Department of English, Independent University, Bangladesh</i>	Prof. Dr. Razia Sultana Khan <i>Department of English, Independent University, Bangladesh</i>	Mr. Shahnoor Wahid <i>The Daily Star</i>
--	--	---

**SCHEDULE**  
**7th DEH Inter-University Student Conference**  
**Fifty Years of Bangladesh's Independence: Language, Literature, Culture**  
**Academic Presentations**  
**Wednesday, December 29, 2021**

Time	<b>Inaugural Session</b>	
Time	Institution	Presenter
9.00 – 9.30 am		
9.30 - 9.45 am	American International University of Bangladesh (AIUB)	Orko Islam
9.45 – 10.00 am		Tasnia Elahi Proma, Mandira Debi and Kulsum Khalid Nishat
10.00 – 10.15 am	Asian University for Women	Umme Saima Sorna
10.15 - 10:30 am	BRAC University	Chijioke Fidelis Izuwegbunem
10.30 – 10.45 am		Maimuna Shafiqul Islam
10.45 – 11.00 am	Bangladesh University of Professionals (BUP)	Jannatul Fardous
11.00 – 11.15 am		Tasnim Naz & K.M. Arefin
<b>Break (11:15 am - 11:30 am)</b>		
11.30 – 11.45 am	Central Women's University	Nazifa Bashir
11.45 – 12.00 pm	Daffodil International University	Md. Rayhanur Rahman Shimul
12.00 – 12.15 pm		Syed Rohan Rezvi
12.15 – 12.30 pm	University of Dhaka (DU)	Anowara Rayhan Arusha
12.30 – 12.45 pm		Fahmida Farzana
12.45 – 1.00 pm	Jatiya Kabi Kazi Nazrul Islam University	Fahmida Akter
<b>Break (1:00 pm – 1:45 pm)</b>		
1.45 – 2.00 pm	Jatiya Kabi Kazi Nazrul Islam University	Nadia Afrin Nigar
2.00 - 2.15 pm	Notre Dame University Bangladesh	Sanjida Akter & Bushra Morshed

2.15 – 2.30 pm	Port City University, Chattogram	Syeda Nusrat Jahan Chamak
2.30 – 2.45 pm	Premier University Chattogram	Anindita Haque
2.45 – 3.00 pm	Shahjalal University of Science & Technology (SUST)	Mehnaz S Tisha
3.00 – 3.15 pm		Sirajum Munira
3.15– 3.30 pm	Southern University Bangladesh	Sirawatul Ikbal
3.30 – 3.45 pm	Stamford University	Md.Hasibul Hasan
3.45 – 4.00 pm	University of Liberal Arts Bangladesh (ULAB)	Farzana Afroj
4.00 - 4.15 pm		Md. Mashiur Rahaman
4.15 - 4.30 pm	World University Bangladesh	Abdullah Al Mamun and Mst. Somya Tamanna
4.30 - 4.35 pm	<b>Closing of the Academic Session</b>	
4.35 - 5.35 pm	<b>Roundtable Discussion</b> Moderator: Sarah Anjum Bari <i>Lecturer (Adjunct), Dept. of English and Humanities, ULAB, and Editor, Daily Star Books</i>	
5:35 - 5.40 pm	<b>Program Ends</b>	

## Cultural Competition

Thursday, December 30, 2021

2:30 – 3.00 pm	Registration begins	
Time	Institution	Performance Title & Performers
3.05 - 3.20 pm	Bangladesh University of Professionals (BUP)	Rifa Afia Ibnat Shairah Md Ashif Chowdhury Shama Sarkar Rifat Paromita Nujhat Aslam Neon Nafisa Noor Sabrina Mokter Arju Rafia Atkia Rafa Mretteka Mostafa
3.25 - 3.40 pm	Central Women's University Title: "Still I Rise"	Nazifa Bashir Hamida Sarkar Zoya Pinky Das
3.45 - 4:00 pm	Daffodil International University (DIU)	Raisar Ahmed Md. Muzahid Hossain Munna Anzum ahamed Supto Tauhidul hasan Soad Afifah Farzana Akther Mimma Maimuna Haque Asha Ajmin Jahan Eva Arraf Ahmed Yamin Jarmin Sultana Esha

4.05 – 4.20 pm	Shahjalal University of Science and Technology (SUST)	Sharmila Siddika Mila Md. Humayun Kabir Anamika Shaha Katha Shadman Shakib Bin Saleh Partho Das Md. Sadik Ashraf Israt Jahan Md. Mainul Islam Asif Ahmed Shuvodip Biswas Turja
4.25 - 4.40 pm	Stamford University Bangladesh	Md. Junayed Kazi Alvy Adiba Khan Jihan Nusrat Jahan Sotabdi Sumaiya Mehjabin Fahim Hasan Kazal Mahfuzul Islam Shetu Tanjina Sultana Resim Chakma
4.45 – 5.00 pm	State University of Bangladesh	Maniza Binta Mou Momena Begum Tamanna Aktar Mitu Md. Mohidul Haque Shanto Ashifur Rahman Rafin Fahomeda Hasan Maliha Shabila Sarwaa Shaba. Imran Hasan Ridoy Tasnim Sarwar Raisa

5.05 - 5.20 pm	University of Asia Pacific	Fardin Hossain Owabil Islam Sakib Maisha Rahman Farzana Haque Jannat Islam Maisha Fahmida Sharna Sarker Prity Tahmid Chowdhury H.M Fayequzzaman Tarek Mahamud
5.25 - 5.40 pm	University of Liberal Arts Bangladesh Title: The Torso	Benozir Alam Aishee Tahsin Tasnim Hoque Mustafa Asef Nafi Shahriyer Hossain Shetu Vincent Dip Gomes Ismat Murshid Khan) Marzuk Ahmed Khan Mojlish Ananya Raha
6.25 – 7.25 pm	<b>Prize-Giving and Closing Ceremony</b>	

## Acknowledgements

<p><b>Conference Convener</b> Arifa Ghani Rahman</p> <p><b>Advisors</b> Prof. Shamsad Mortuza, PhD Prof. Syed Manzoorul Islam, PhD Prof. Kaiser Haq, PhD</p> <p><b>Conference Committee Members</b> Nadia Rahman Mohammad Zaki Rezwani Sheikh Nahiyani Nishat Atiya Sarah Anjum Bari Sumaiya Kabir Mehek Chowdhury Anika Tahsin Mohammad Mosiur Rahman Vincent Dip Gomes (TA) Shahriyer Hossain Shetu (TA)</p> <p><b>Faculty Support</b> Dr. Sohana Manzoor Dr. Khan Touseef Osman</p> <p><b>Administrative Coordination</b> Leya Nipa Biswas</p> <p><b>Design</b> Maksudul Islam Kapil Roy</p> <p><b>IT Support</b> Arif Billah Al-Mamun Yeusuf Ali</p>	<p><b>Acknowledgments</b> Khadija Rubaiyat Tasmia Mahafuzur Rahman Nazmul Hossain Wafi Aziz Sattar Md. Abul Hashem Ashiq Alam Md. Roknuzzaman Hasan Emam and Library Staff Noruttam Dobey</p>	<p><b>Student Volunteers</b> Adiba Antara Afrida Lubaba Khan Afrina Akther Amreeta Lethe Chowdhury Fahmeda Akter Ador Faria Karim Fouzia Jahan Md. Habibur Rahman Md. Razin Saleh Alam Md. Masayal Islam Mst. Shinha Tanvin Asha Nada Tabassum Nahid Hossain Naima Tasnim Nitu Nandeta Saha Dola Quazi Farhina Hassan Rabeya Akter Ratna Rounok Akter Rafa Ryma Rahman Heya Sabrina Ahmed Sadiah Mukarrama Sajia Afroza Khan Sheikh Mohammad Shihab Shrabony Rahman Sidratul Muntaha Sumaiya Swati Uditia Tanzina Rahman Sonali Tasfiyah Saba Tasnia Haider Tasnim Ahmed</p>
--	---	--

**University of Liberal Arts Bangladesh**  
688 Beribadh Road, Mohammadpur, Dhaka-1207.

Phone: +88 01730 082197, 01714 161613, 01713 091936

