

From the Office Desk

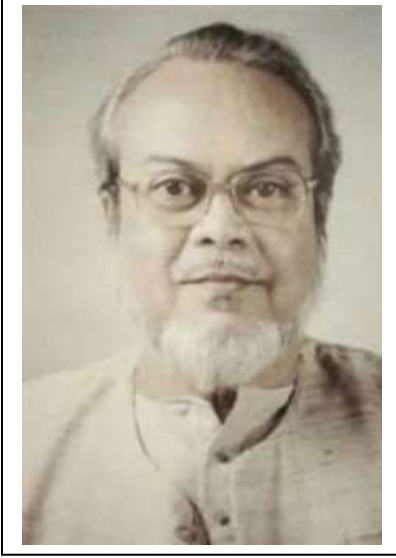
Another year comes to an end and we are embarking on a new journey. In the meantime, we are bringing to you the sixth issue of our ComplitEBarta. In 2020, we have experienced an unprecedented crisis in the form of the Covid-19 Pandemic. The medical calamity affected thousands of human lives throughout the world and we are still grappling with its economic repercussions. If recent reports are to be believed, then the pandemic is not waning in the near future. Unfortunately, amidst this global crisis, we lost our teacher, mentor, Professor Swapan Majumdar on November 25, 2020. The Comparative Literature community in Kolkata will remember the year 2020 as a year of irreparable loss when three of its finest exponents have left in quick succession. Professor Manabendra Bandyopadhyay, Professor Alokranjan Dasgupta and Professor Swapan Majumdar—all of who were associated with the Department of Comparative Literature, Jadavpur University at some point of time in the last few decades. With their demise, an era of erudite scholarship comes to an end but all of them will live through their academic endeavours—like their poems, translations, other creative works, and above all, in the fond memories of their students. Manab babu and Swapan babu will be remembered as doyens of Comparative Indian Literature whose creative and academic writings shaped the theoretical base of Comparative Literature practice in India.

In the meantime, batches of M.A and M.Phil students of the Centre for Comparative Literature have successfully completed their degree courses and defended their theses. Also, in the beginning of 2021, we will welcome new batches of M.A, M.Phil and Ph.D students. We hope to continue the journey of Comparative Literature with all the old as well as the new members with this hope that ‘studying literature’ can be a life changing decision, as we believe as practitioners of Comparative Literature.

You can reach us at cclvbu@gmail.com with your suggestions and comments.

স্বপন মজুমদার (১৯৪৬ - ২০২০)

ভারতবর্ষে তুলনামূলক সাহিত্য চর্চার অন্যতম স্থপতি অধ্যাপক স্বপন মজুমদার আমাদের ছেড়ে চলে



গেলেন ২৫ নভেম্বর, ২০২০। যাদবপুর বিশ্ববিদ্যালয় থেকে স্নাতকোত্তর পর্যায়ে পড়া শেষ করে, পরবর্তী সময়ে অধ্যাপক হিসেবে পড়িয়েছিলেন তুলনামূলক সাহিত্য বিভাগেই। তিনি সাহিত্য আকাদেমির বাংলা বোর্ডের সদস্য ছিলেন। বিশ্বভারতীর রবীন্দ্রভবনের অধ্যক্ষ পদে ছিলেন। স্বপনবাবুর কয়েকটি উল্লেখযোগ্য বই হল-Comparative Literature: Indian Dimensions, তুঘলক ও নাগমণ্ডল নাটকের বাংলা অনুবাদ ইত্যাদি।

নবনীতা দেবসেন, অমিয় দেব, মানবেন্দ্র বন্দ্যোপাধ্যায়, শিশির কুমার দাশের যোগ্য উত্তরসূরী হিসেবে, তুলনামূলক সাহিত্য চর্চার প্রাসঙ্গিকতাকে প্রতিষ্ঠিত করেছেন অধ্যাপক স্বপন মজুমদার। ভারতীয় সাহিত্য পড়ার ক্ষেত্রে তুলনামূলক সাহিত্য পঠন পদ্ধতির অপরিহার্যতাকে অনুভব করতে হলে আমাদের বারবার ফিরে যেতে হবে স্বপন বাবুর লেখার কাছে।

Carca: Exercise in Comparativisms (A Monthly Lecture Series)

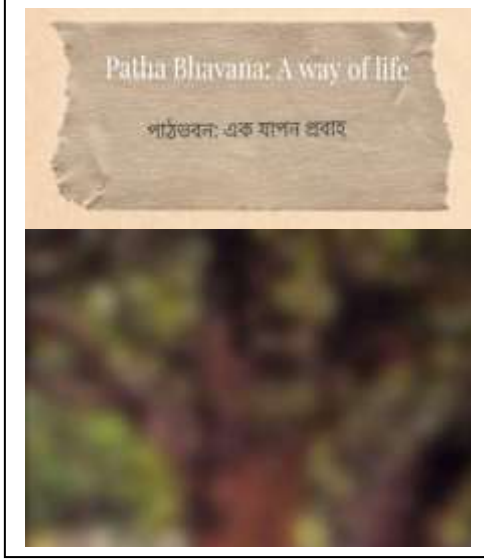
From September 1, 2020 to December 31, 2020

Carca 13

Anisha Das

Owing to the pandemic, the Centre for Comparative Literature, Bhasha Bhavana, Visva-Bharati organised its first online Carca titled “Patha Bhavana: A Way Of Life” on September 25, 2020. It was delivered by

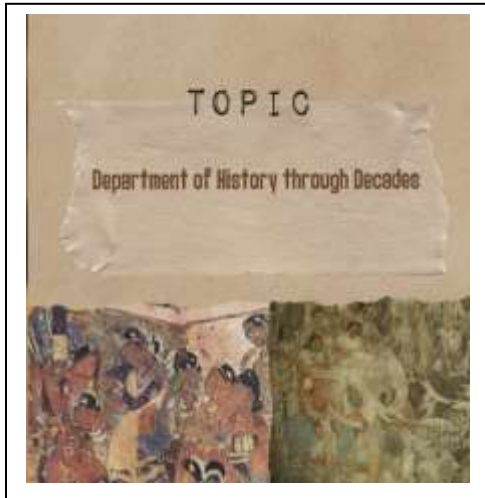
Smt. Bodhirupa Sinha (Adhyaksha, Patha Bhavana, Visva-Bharati). The speaker began her lecture by talking about Rabindranath Thakur's thoughts on the Visva-Bharati ashrama. She said that Rabindranath Thakur's apprehensions around the concept of schooling system in colonial India led him to think about open-air classrooms where children would freely enjoy their studies. According to him, restricting the school time from 10 am to 5 pm would bind the minds of young children and would not allow them to



think beyond their daily schedules. She went on to explain how the Brahmacharyaashram was established in 1901 to encourage people of different ages and backgrounds to come together and meditate, exchange ideas, and learn—later renamed Brahmacharya Vidyalaya. Women gradually joined the school that Rabindranath Thakur started inside the ashrama. After this Smt. Sinha went on to talk about the significance of developing a free mind and how maintaining good communication between urban and rural life can shape the creative minds of children and help them to get acquainted with their social life and surroundings. Rabindranath Thakur kept these in mind while establishing

Visva-Bharati. These ideas directly contradict the concepts of competition and examinations that are now followed across the country in most educational institutions. She even added that Rabindranath Thakur emphasised more on the inter-relatedness of social life and education. In 1901, he started his school with five children that gradually culminated into a meeting place of the minds. The speaker mentioned the names of some of the stalwarts who had joined Visva-Bharati as teachers. Some of them were Satish Chandra Ray, Haricharan Bandyopadhyay, etc. She even added the significance of ashrama sammilani that was established by Rabindranath Thakur in 1912. It was an organization where both teachers and students actively took part in looking after the functioning of the school. Different sections for literature, art, health, and food were established. She said that Rabindranath Thakur had concentrated on writing plays at that time and his students were actively participating in staging those. In this way, drama, as a medium of representation, played an important role in enhancing the process of dissemination of knowledge among the students in their formative years. These thoughts were later integrated into the mode of teaching at Patha Bhavana and in the way it functions.

The ideology behind the establishment of Visva-Bharati was to blend the ideas of the East and West. Rabindranath Thakur's introduction of education among rural areas had also impacted the lives of the



local Santhal Community based in and around Santiniketan to a great extent. In 1913, Tagore received the Noble prize, and by that time, Santiniketan had already developed into a recognized educational hub even though the small town was facing a major economic crisis. The speaker also mentioned about Mahatma Gandhi's first visit to Santiniketan when Rabindranath Thakur was away. So he was welcomed by some teachers and students of Santiniketan and was quite overwhelmed when he saw how the teachers and students did all the work themselves. In 1915, Rabindranath Thakur met

Gandhiji at Santiniketan and though they had ideological differences, they both had mutual respect for each other. Commemorating Gandhiji's visit to Santiniketan and this camaraderie of the great minds, Visva-Bharati celebrates *Gandhipunyaha* on 10th March every year where the students and teachers clean up their classrooms and offices themselves. The speaker concluded her lecture by telling us about Rabindranath Thakur's dream project which became a model for the world. She pointed out that every educational institution should come forward to follow this concept of open-air classrooms put forward by Gurudev so that students can learn about their environmental and social conditions and at the same time go on with their studies with an open mind, connecting the home and the world.

Carca 14

Ankana Bag

The *Carca* session for the month of October was organised by the Centre for Comparative Literature on October 17, 2020 over Google Meet. Professor Bipasha Raha (Department of History, Vidya Bhavana, Visva-Bharati) spoke on the topic: "Department of History through Decades". The speaker divided her discussion into two segments, namely, the growth and development of the Department of History as an integral part of Visva-Bharati and how this department has been able to secure a position for itself among the leading History departments in universities across India. She began with the year 1961 when the discipline of history was established as an official department in Visva-Bharati and was initially housed in the Santiniketan Griha. Archeology was added along with ancient Indian history to the syllabus in 1971-72. Eminent teachers in the Department of History include Sukumar Bhattacharya, Ajit Neogy and Chhanda Chatterjee among others. Prominent historians like Ashim Dasgupta and Sabyasachi

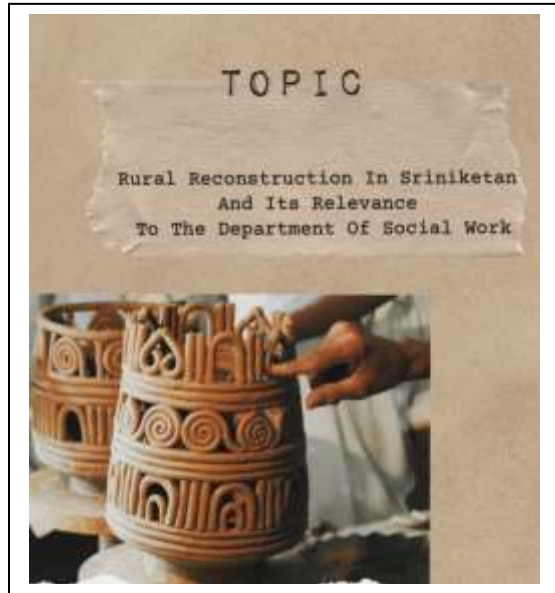
Bhattacharya also visited the department for academic exchanges. The department is one of the first history departments in India to offer the ‘History of Tourism’ as part of their curriculum. At present the Department of History at Visva-Bharati is moving towards becoming a centre for advanced studies. Research works shall focus on Rabindranath Thakur’s vision of rural reconstruction program, the local history of Birbhum and the interface of social history and literature.

Carca 15

Rakesh Kaibartya

নভেম্বর ২৮, ২০২০ তারিখে তুলনামূলক সাহিত্য কেন্দ্র দ্বারা আয়োজিত চর্চায় আমন্ত্রিত হয়েছিলেন সমাজ কর্ম বিভাগের অধ্যাপক প্রশান্ত কুমার ঘোষ মহাশয়। অধ্যাপক ঘোষের আলোচনার বিষয় ছিল-“রুরাল রেকনস্ট্রাকশন ইন শ্রীনিকেতন এন্ড ইটস রেলিভেন্স টু দ্য ডেভেলপমেন্ট অফ সোস্যাল ওয়ার্ক” (Rural Reconstruction in Sriniketan and its Relevance to the Department of Social Work)। শান্তিনিকেতন ও শ্রীনিকেতন প্রতিষ্ঠার সময়কাল, উদ্দেশ্য, শিক্ষা চিন্তা, পল্লী উন্নয়নের

ভাবনা প্রভৃতি সম্পর্কে বিশদ আলোচনা দিয়ে তিনি তাঁর বক্তব্য শুরু করেন। এই প্রসঙ্গে তিনি উল্লেখ করেন যে, ১৮৮৯-৯০ সালে রবীন্দ্রনাথ ঠাকুর জমিদারি দেখাশোনার দায়িত্ব পেয়েছিলেন। এই সময়েই শিলাইদহ, পতিসর, বগুড়া ইত্যাদি এলাকার দরিদ্র কৃষক প্রজাদের সঙ্গে তাঁর সরাসরি যোগাযোগ ঘটে। তাদের দৈনন্দিন জীবনের আর্থিক দৈন্যতার কথা জানতে সমর্থ হয়েছিলেন। এই অভিজ্ঞতা রবীন্দ্রনাথ ঠাকুরের মনকে বিশেষ ভাবে আলোড়িত করে তুলেছিল। ১৯২২ সালের ৬ই ফেব্রুয়ারি শ্রীনিকেতন প্রতিষ্ঠার পরে শিক্ষা চিন্তা ও গ্রাম উন্নয়ন ভাবনার সঙ্গে পূর্ব অভিজ্ঞতার যে সমন্বয় সাধন করেছিলেন তা সহজেই বোঝা যায়। তিনি মনে করতেন যে,

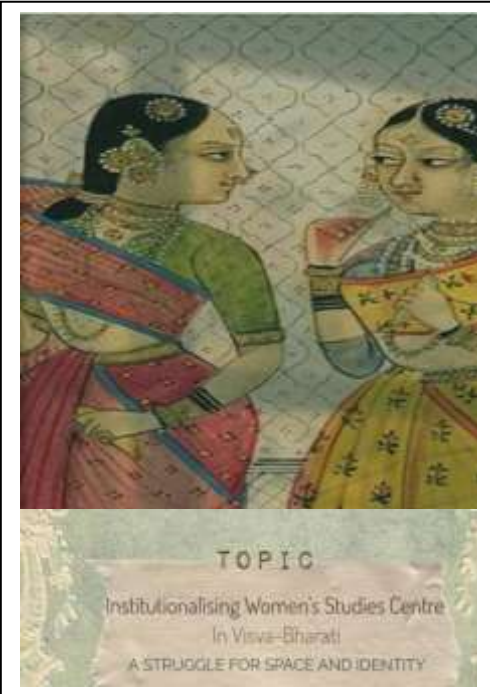


এমন এক শিক্ষা ব্যবস্থার প্রয়োজন যেখানে শিক্ষার্থীরা আত্মসচেতন হবে, আত্মনির্ভরশীল হয়ে উঠবে এবং তাদের পূর্ণাঙ্গ বিকাশ সম্ভব হবে। এই উদ্দেশ্যেই তাঁর বিরাট কর্মকাণ্ড শান্তিনিকেতনের প্রতিষ্ঠা-যা মনের ক্ষুধা নিবৃত্তি করবে এবং শ্রীনিকেতন-যা দেহের ক্ষুধা নিবৃত্তি করবে। তিনি আরো বলেন যে কিভাবে রবীন্দ্রনাথ ঠাকুরের সময় থেকে শ্রীনিকেতনের বিভিন্ন বিভাগগুলো, ছাত্র-ছাত্রী, শিক্ষাকর

পাশ্চবর্তী গ্রামের মানুষের সঙ্গে সম্পর্ক স্থাপন করেছিলেন এবং এখনও পর্যন্ত তাঁদের জীবন যাপনের উন্নতির জন্য একাধিক কাজকর্ম করে চলেছেন। অধ্যাপক ঘোষের আলোচনায় উঠে আসে শ্রীনিকেতনকে গড়ে তুলতে সামাজ সেবক স্যার Elmhirst এলমহাস্ট সাহেবের অসামান্য অবদানের কথা। ১৯০৫ সালে নিজপুত্র, জামাতা ও বন্ধুর ছেলেকে প্রযুক্তিগত জ্ঞান অর্জনের জন্য বিদেশে পাঠিয়েছিলেন। কৃষিকাজে ও প্রাণিবিদ্যায় কিভাবে আধুনিক প্রযুক্তির ব্যবহার করা যায় সেই সম্পর্কে গুরুদেব ভাবনা চিন্তা শুরু করেছিলেন। চাষের জন্য উন্নতমানের বীজ, মৃত্তিকা পরীক্ষা, জৈব সারের ব্যবহারে জোর দেওয়া এবং কৃষকদের নিয়ে রাতে বেলায় বৈজ্ঞানিক পদ্ধতিতে কৃষি কাজের আলোচনা ও পরামর্শ দানের ব্যবস্থা করেছিলেন। চাষীরা যাতে কৃষিক্ষেত্র পায় সেই জন্য সমবায় ব্যাংকের সূচনা করেছিলেন, যে ধারণা তিনি রাশিয়া থেকে শিখে এসেছিলেন। রবীন্দ্রনাথ ঠাকুর মনে করতেন সেবা করতে হলে শিক্ষা নিতে হবে। আত্মশক্তির উল্লেখ ঘটাতে হবে। এছাড়াও অধ্যাপক ঘোষের সমাজ কর্ম বিভাগের সংক্ষিপ্ত ইতিহাস, বর্তমান পাঠক্রম, শিক্ষা পদ্ধতি, শিক্ষার্থীদের ক্ষেত্রসমীক্ষার মাধ্যমে জ্ঞান ও দক্ষতা অর্জন প্রভৃতি বিষয় সম্পর্কে বিস্তারিত আলোচনা আমাদের সকলকে সমৃদ্ধ করেছে। শিক্ষাকে ঘরে ঘরে পৌঁছে দেওয়ার সংগঠিত প্রয়াস ছিল তাঁর। একবিংশ শতাব্দীতে এসেও তাঁর সমাজ দর্শন, অর্থনৈতিক ভাবনা আজও সমান প্রাসঙ্গিক ও যুগোপযোগী।

Carca 16

Md Arif Uddin Mondal



The Carca session for the month of December was organised by the Centre for Comparative Literature on December 22, 2020 over Google Meet. Dr Tanusree Paul (Centre for Women's Studies, Vidya Bhavana, Visva-Bharati) spoke on the topic—"Institutionalising Women's Studies Centre in Visva-Bharati: A Struggle for Space and Identity". She spoke about the initial struggles associated with the idea of the Centre and the contribution of senior academicians like Professor Asha Mukherjee, Professor Kumkum Bhattacharyya, and others, in the establishment of the Centre for Women Studies at Visva-Bharati in 2009. Dr Paul mentioned the various hurdles which the Centre faced in its formative years—problems relating to allocation and release of proper funds, and other basic amenities by the university administration as well as other issues that impact

academic practices. She also talked about how the Centre was first housed at the Raj Bhasha building with very few amenities. Furniture and fixtures that were no longer used or discarded by other departments and the administration had to be used, thus bringing into the forefront the trials and tribulations encountered by specialised departments like Women Studies across the country. Gradually with the help of UGC and university funds, the Centre has managed to sustain itself over the years. Dr Paul mentioned a few endeavours that the Centre has tried to focus on such as organising training programs, workshops and other outreach programmes in and around Santiniketan. By citing examples from the Centre's quest for relevance in academic practices within the institution, the speaker associated her struggle with the history of feminist movements in this part of the world in a comprehensive way from her area of specialisation.

Ongoing Research Work at the Centre for Comparative Literature

Presentation by MPhil Researcher: Mohammad Arif Uddin Mondal

Deeya Bandyopadhyay



Mohammad Arif Uddin Mondal, an M.Phil scholar of the Centre for Comparative Literature, delivered a talk on his research area "Studying Resistance through Representation of Kashmir in Hindi films (Bollywood)" on September 18, 2020. He started his deliberation by elaborating his choice of the term 'resistance' and the kind of burdens the term carries with itself. He commented on the politics behind the rise and the several configurations of 'resistance' in public discourse and its relation with 'identity politics'. After having established his ideas, Arif moved on to particularly engage with the question of the rise of 'resistance' in the context of Kashmir. He repeatedly questioned the strained 'Indian-ness' of Kashmir, and whether there is any such 'Indian-ness' at all. The representation of

a stereotypical Kashmir, modern Indian nationalism becoming essentially 'anti-Muslim' and the insurgency being advertised by the State as a 'security' measure were recognised as vital issues in his discussion. Arif mentioned that these formed the narrative of the rise of militancy in Kashmir. Through his work, Arif aims to identify the various kinds of resistance, such as militancy, as portrayed in Bollywood movies to look for explanations behind the representation(s) of militant/ *jihadi* Kashmiris. Arif added how his research is also attempting to trace the development of the motif of militancy that comes from the rohstoff 'resistance'.

PhD Viva: Supriya Banerjee

Purbita Garai and Ishani Dutta

Dr Supriya Banerjee defended her PhD thesis titled “From Devi to Superwoman: A Feminist Reading of Select Graphic Novels of India from 2000-2014” in an open, online viva conducted by the Centre for Comparative Literature on November 21, 2020. She began by giving a brief introduction about the logic behind the title “From Devi to Superwoman”—terms which came into existence as a result of colonial intervention, finally leading to the ‘insider’-‘outsider’ debate. Supriya mentioned how over time the woman has either been looked at as benevolent or malevolent and these were used to construct the idea of the modern woman and the superwoman. She went on to state how the image of ‘devi’ was settled on the idea of fixed icons/ binaries—the very binaries that tried to settle her as powerful. After this she went on to



give a justification about why her research is a feminist reading. She states that Feminism demands an ethical stance just the way the idea of ‘devi’ requires intervention and at the same time opens up various spaces. An engrossing question-answer session took place after her presentation with the external examiner, Professor Pramod K. Nayar (Department of English, University of Hyderabad). The declaration of awarding of the doctoral degree to her was published on November 24, 2020 on the official website of Visva-Bharati. It should be mentioned

that Dr Supriya Banerjee is the first research scholar to be awarded with a PhD degree from this Centre.

MPhil Viva: Ankana Bag

Ishani Dutta

Ankana Bag defended her MPhil thesis titled “Demystification and Re-mystification of a 'Myth': Negotiating Meiji (1868-1912) and Taisho (1912-1926) Japan through English and Bengali Women's Travel Writings (1878-1928)” in an open, online viva conducted by the Centre for Comparative Literature on December 3, 2020. Her work attempts to look at the presence of Japan in the literary traditions of England even though her work particularly focusses on Bengali writings. She tried to question a certain kind of historiography that was built around Japan in the nineteenth and the early twentieth centuries. Since travel writing provides a narrative which is situated in the liminal space between facts (such as administrative reports, newspaper reports, etc.), and fiction (novel, drama, etc.), her research uses travel



writing to understand the contentions about a ‘truer’ picture of Japan—a ‘more’ reliable introduction to Japan. The viva began with a question-answer session with the external examiner, Professor Amitava Chakraborty (Associate Professor, Department of Modern Indian Language and Literary Studies, University of Delhi) whose interventions were very helpful not only for Ankana but also for everyone else engaged in research at the Centre. He stressed on the importance of a literature review which he believes gives an entry point into any research and thus should also be there in the ‘Introduction’ section of every dissertation. There were questions relating to the Bengali understanding of Japan, and attempts were made to explore whether knowledge system can be equated to literary system. During the question-answer session, Ankana also tried to focus on the fact that the travelogues which her research focusses upon needed Japan to fulfil a certain role and attempts were made to portray a ‘real’ Japan. Ankana also talked about the methodological differences between the travel writings of Isabella Bird and those by the Bengali authors. Bird was a professional writer and the first woman to travel to the remote places in Japan which no other English woman had done before her. Even though her writings talk about a ‘real’ Japan, what Bird meant by ‘real’ Japan was actually the ‘real’ condition of Christianity in Japan. On the other hand, Bengali authors were confused about some customs in Japan which they thought were a direct influence of the Western civilisation.

MPhil Viva: Deeya Bandyopadhyay

Md Arif Uddin Mondal

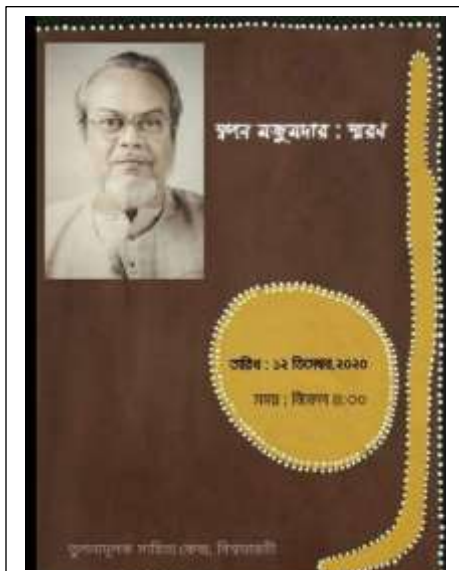
Deeya Bandyopadhyay defended her MPhil thesis titled “The Woman Reader: A Study of Selected Prahasanas from 19th Century Bengal” in an open, online viva conducted by the Centre for Comparative Literature on December 8, 2020. She began her presentation with an introduction to the genre *prahasana*. She then went on to talking about the nationalist politics behind designing an ‘appropriate’ education for women in 19th century Bengal as reflected in Bangla *prahasanas* and how the ‘comic’ was functioning as a tool to exercise social propaganda, such as women’s education, among the *bhadraloks*. Her presentation was followed by a question-answer session with the external examiner, Professor Sucheta Bhattacharya (Department of Comparative Literature, Jadavpur University). Professor Bhattacharya added her knowledge to help Deeya gain fresh perspectives to various aspects of her research.

Other Departmental Activities

From September 1, 2020 to December 31, 2020

“Swapan Majumdar Smarane”: Remembering Professor Swapan Majumdar

Mrittika Ghosh



Professor Swapan Majumdar left us on 25th November, 2020. He was not only an eminent author, translator and academician but was also instrumental in incorporating the discipline of Comparative Literature in mainstream academia. Professor Majumdar’s friends, colleagues, and students assembled to extend their reverence through an online meeting, organized by the Centre for Comparative Literature, Bhasha Bhavana, Visva-Bharati, on 12th December, 2020 at 4.30 p.m.

Swapan babu had spent years at Visva-Bharati, immersing himself in important researches. His friends, colleagues and students recounted and expressed their gratitude for his contribution to the development of Comparative Literature at Visva-Bharati because he had extended immense support in the establishment of the Centre for Comparative Literature at this university.

The session began with a song by Kathakali Ghosh (M.A student, Centre for Comparative Literature) followed by a presentation of a collage on Swapan babu by Professor Subha Chakraborty Dasgupta (Former Professor, Department of Comparative Literature, Jadavpur University). Through the collage Professor Subha Chakraborty Dasgupta recounted her memories of Swapan babu; his achievements, his translations, his works, and his mentorship.

Professor Aveek Majumdar (Professor, Department of Comparative Literature, Jadavpur University) who is now a member of the West Bengal Expert Committee of School Education, emphasized on how the students of Comparative Literature should continue the academic legacy of Swapan babu. He also stated that apart from his books on Comparative Literature, he has several other important publications, which have remained unacknowledged and are yet to be brought to light. Quoting Professor Aveek Majumdar, “he shared a very important relation with Professor Sisir Kumar Das and many a times we have noticed how Sisir babu confessed that Swapan babu was an expert in academia.” His knowledge, regarding 19th century Indian literature was unfathomable. Professor Aveek Majumdar also shared that Swapan babu’s biography only appears in a book, entitled *Who’s Who of Indian Literature*, published by Sahitya Akademi and how he had personally shared this information. Professor Majumdar also insisted that his contribution to academia should not be forgotten and we should keep Swapan babu alive through his works. He also requested the Centre for Comparative Literature, Visva Bharati, to undertake the task of cataloguing his publications, as this will be quite valuable for future scholars and students of Comparative Literature.

Professor Ipshita Chanda (Professor, Department of Comparative Literature, EFLU, Hyderabad) shared some personal anecdotes. She recounted how Professor Majumdar was instrumental in acting as a mentor. She also confessed how she learnt everything about the teaching profession through him. She ended by saying that as long as our memory will live so will Swapan babu, along with it.

Dr Sayantan Dasgupta (HOD, Department of Comparative Literature, Jadavpur University) related how Swapan babu was a strict disciplinarian from outside and how he was an amiable and indulgent mentor from inside. He will always remain deeply ingrained in the discipline of Comparative Literature.

Professor Tapati Mukherjee (Former Professor, Centre for Comparative Literature, Bhasha Bhavana and *Adhyaksha*, Rabindra Bhavana, Visva Bharati) narrated how her orientation into the discipline of Comparative Literature was through the supervision of Swapan babu. She lauded not only his academic skills but also his administrative skills. One of his important researches, conducted in collaboration with the Asiatic Society was on the travel narratives of Tagore in Asia. Professor Mukherjee also informed that in the year 2011 Swapan-babu received an award for the outstanding achievement on Tagore studies and research.

Dr Nilanjana Bhattacharya (Assistant Professor, Centre for Comparative Literature, Visva Bharati), student of Swapan babu, recounted his immense dedication to academics through the narration of a personal incident that reflected his dedication towards academic practices and his commitment towards his students.

Dr Dheeman Bhattacharya (Assistant Professor, Centre for Comparative Literature, Visva Bharati) expressed the fact that we all are extremely indebted to Swapan babu's contribution to academia. He also stated how Swapan babu was deeply concerned about the future of the discipline of Comparative Literature.

Dr Soma Mukherjee (Assistant Professor and Teacher-in-Charge, Centre for Comparative Literature, Visva Bharati) also recounted her interactions with Swapan babu. She recalled how revered he was. He was extremely dexterous in structuring the syllabus and the various courses. Besides this, he had the ability to teach through very casual interactions.

The meeting ended with the unanimous statement that though Swapan-babu will remain physically absent his immortal presence will always have an impact through his works and contributions. The closing song by Kathakali was "*Modhuro tomar sesh je na pai*"—one of Swapan-babu's favourite *Rabindrasangeet* which he sang on several occasions.

Recent Publications of CCL Members

- Sahapedia.org published a module on September 15, 2020 titled "Performing *Avisangi*: Indian Nepali Performance Poetry in the Darjeeling Hills" by Ishani Dutta (PhD student, Centre for Comparative Literature) containing three articles titled:

- “Not Quite a Poetry Slam: *Dhamari* and the Evolution of Indian Nepali Performance Poetry in the Twenty-First Century”
- “*Avisangi Kavita*: Pavitra Lama and Indian Nepali Performance Poetry in the Darjeeling Hills”
- “In Conversation with Pavitra Lama: ‘*Avisangi* Realises that the Future of Indian Nepali Poetry is with Acting and Music’”
- An article titled “Darjeeling’s Pavitra Lama Takes Indian-Nepali Poetry From The Page To The Stage” by Ishani Dutta was published by feminisminindia.com on December 25, 2020.

Awards/Achievements of CCL Members

From May 1, 2020 to August 15, 2020

- Dr Supriya Banerjee was awarded a PhD degree on November 24, 2020. She is the first research-scholar to be awarded with a PhD degree from the Centre for Comparative Literature, Bhasha Bhavana, Visva-Bharati.
- Ankana Bag was awarded an M.Phil degree on December 24, 2020.
- Deeya Bandyopadhyay was awarded an M.Phil degree on December 24, 2020.
- Anita Gua Hembrom (PhD student, Centre for Comparative Literature) joined as an Assistant Professor of English in Madhupur College, Sido Kanhu Murmu University, Dumka, Jharkhand on November 22, 2020.

Tumulayan 2020

(An Annual Literary Endeavour by the Students of Centre for Comparative Literature, Bhasha Bhavana, Visva-Bharati)

Tumulayan, the annual magazine of the Centre of Comparative Literature, launched its 2020 edition on



December 30, 2020. The present edition of *Tumulayan*, titled “Pathshala” focusses on original articles themed on *pathsala* and the changing nuances and connotations of the same. The writings range from essays to fictional works to first-hand translations to photographs. This issue of *Tumulayan* was edited by Ankana Bag (final year M.Phil student, CCL), Ishani Dutta (third year PhD student, CCL), and Sounak Dutta (second PhD student, CCL), with cover designs by Kathakali Ghosh and Souradeep Chanda (second year M.A students, CCL). Owing to the global pandemic, the 2020 issue of *Tumulayan* was launched and circulated online. Incase you

want a hardcopy of the same, please write to us at celvbu@gmail.com or tumulayancccl@gmail.com .

A Short Review

Anita Gua Hembrom



The 2020 edition of *Tumulayan* titled “Pathshala” looks into the challenges, alternatives, and transformation(s) that the present day education system has been undergoing as a consequence of the global pandemic. The edition is primarily a subjective understanding of the term *pathsala* and the significance attached to it. The basic ideas presented in the writings are the age-old concept of *pathsala* in opposition to the concept of *e-pathsala*, the pros and cons of online education and the offline institutional clocked time education system. The writings also

talk about the limitations imposed on the right to education in the name of the global pandemic and the sub-conscious segregation of the Indian society based on economy, class, and caste due to the increasing pressure and publicity of e-learning and online classes/ education etc. No doubt the global pandemic has had a drastic effect on our education system among many other things and *Pathshala* is a brilliant understanding and manifestation of these effects. However, what *Pathshala* packs is the understanding of the same, whether as an open air classroom, a four walled classroom or an e-classroom, as ideological spaces and not merely physical spaces. The writings focus largely on the physicality, visibility and tangibility of education, knowledge and the education system. The moral, morale and morality of education and knowledge has been overlooked. The online mode of education was prevalent in our education system way before the outbreak of COVID-19. Doordarshan, during the 90's, was the major source of imparting audio-visual education to school going children.

As a kid, we would stand in front of the television screen and eagerly wait for the song, “*NCERT le kar aaya tarang...*”. *Tarang*, a television programme sponsored by NCERT was broadcasted only during the summer vacation to keep the essence of *pathshala* alive in the young minds. The programme covered all the major areas of education–learning, creativity, morality, etc. In conclusion, I would say, what makes *pathshala* a *pathshala* is not just the definitions surrounding the term but also the two major pillars of it—a teacher as the giver of knowledge and a student as the receiver of knowledge.

Editorial Assistance:

Ishani Dutta

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