



Popularizing Ecocriticism: A Study on Environmental Awareness among English Discipline Students at Khulna University

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DOI: 10.15294/jese.v5i2.30654

Article Info

Received 21 June 2025

Accepted 6 August 2025

Published 22 September 2025

Keywords:

**Ecocriticism,
Environmental Awareness,
English Discipline,
Khulna University,
Sustainability**

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Abstract

As global ecological crises increase, the role of literary studies in promoting environmental consciousness has garnered growing academic interest. Ecocriticism, a branch of literary criticism, helps learners analyze literature from the perspective of environmental issues. At Khulna University, students of the English Discipline show a strong appreciation for nature and an interest in preserving biodiversity. This study explores how ecocriticism can be used to enhance environmental awareness among these students. The aim of this study is to motivate students to engage with ecocriticism and to study literature in terms of environmental awareness. The research employed a mixed-methods approach. It included workshops, surveys, field visits, and focus group discussions. One hundred students and several faculty members of the English Discipline participated enthusiastically in the workshops. They watched video clips related to environmental disasters and the struggles of the coastal people who are vulnerable to many environmental threats. The findings confirm a significant increase in students' understanding of environmental issues, their enthusiasm to apply ecocritical frameworks in both academic and activist contexts, and their willingness to engage in sustainable practices. Thus, this study highlights the potential of literature as a transformative tool in promoting environmental responsibility within academic institutions.

INTRODUCTION

The world is currently facing many serious environmental problems. Climate change, air and water pollution, deforestation, loss of biodiversity, and rising sea levels are affecting the lives of people all over the planet. These problems are becoming increasingly dangerous with time. Scientists and researchers warn that if these issues are not addressed urgently, they will cause long-term damage to the Earth and to future generations (Carson, 1962; IPCC, 2021). People are becoming more aware of these challenges, and many academic fields are now working together to find solutions. One of these fields is literary studies, particularly through a critical approach called ecocriticism.

Green studies, also known as ecocriticism, is a field of study that examines the relationship between culture, literature, and the environment. According to Cheryll Glotfelty (1996), ecocriticism is the study of the relationship between literature and the physical environment. It explores how humans interact with the natural world and how environmental issues are represented in art, literature, and other forms of cultural expression. Ecocriticism is a broad way for literary and cultural scholars to investigate the global ecological crisis through the intersection of literature, culture, and the physical environment (Gladwin, 2017). It aims to raise and promote environmental awareness for future generations. It was first originated by Joseph Meeker as an idea called "literary ecology" in his *The Comedy of Survival: Studies in Literary Ecology* (1972). The term 'ecocriticism' was later coined in 1978 by William Rueckert in his essay "Literature and Ecology: An Experiment in Ecocriticism". As a result, ecocriticism emerged as a critical approach in the USA in the late 1980s and in the UK in the early 1990s. In the USA, the acknowledged founder of ecocriticism is Cheryll Glotfelty. She is credited with popularizing the field and establishing it as a major area of study. Her work, *The Ecocriticism Reader: Landmarks in Literary*

Ecology with Harold Fromm, plays an important role in defining the scope and objectives of the field. Since then, ecocriticism has developed rapidly and is now studied in many countries around the world.

Today, the world is facing an increasingly severe environmental crisis due to climate change, deforestation, pollution, and biodiversity loss. It has become a global concern. It is not only a scientific or political issue but also a cultural and educational challenge. Students need something more than scientific data to fully understand the dangers of climate change. To address these issues, the role of literature has become more prominent. Literature can offer this deeper form of awareness. When readers see characters in novels facing floods, droughts, or environmental injustice, they can relate emotionally and begin to think differently about these real-life problems (Heise, 2008). In this way, literature can support environmental education and inspire change. Ecocriticism encourages students to return to these literary works and interpret them through an ecological lens (Buell, 1995).

Ecocriticism is a theoretical approach that examines the representation of nature in literature. It allows students to examine the representation of nature in different literary texts. Additionally, it helps analyze how literature influences ecological consciousness. As students of English literature, they can play an important role in increasing environmental awareness. They can analyze texts from the perspective of ecocriticism to provide feedback for ecological activism. In Bangladesh, environmental issues are urgent and widespread. As a low-lying coastal country, Bangladesh is one of the most vulnerable nations to the effects of climate change. Every year, cyclones, floods, and river erosion displace communities and damage ecosystems. In regions like Khulna Division, the impacts of rising sea levels, water salinity, and biodiversity loss are already visible. These challenges affect food security, health, education, and livelihoods. As a result,

Bangladeshi students need to be equipped with both knowledge and awareness about the environment. Universities can play an important role in building this awareness by introducing students to environmental studies, including ecocriticism (Nixon, 2011).

At Khulna University, students of the English Discipline have shown a growing interest in environmental issues. As university students, they have a responsibility to work in favor of the natural world. They must love nature and other elements of the physical world. Since they study English literature, they have ample opportunities to learn about nature and to make people aware of climate change issues and their impact on living creatures. After participating in two workshops, they have recognized the power of literature in shaping environmental awareness. This research aims to explore their engagement and propose ways to include ecocriticism in their academic curriculum. By analyzing literary texts from an ecological point of view, students can deepen their understanding of humanity's relationship with nature and contribute to preserving the environment.

To achieve these goals, this study implements a series of workshops, field visits, and interactive activities. It will help enhance students' understanding of ecocriticism and its applications. The findings highlight students' engaging perspectives on environmental issues and their motivation to participate in sustainability efforts. Additionally, this study focuses on the need for academic institutions to introduce 'ecocriticism theory' into literary studies. It will help bridge environmentally conscious scholars, learners, and activists. By combining an interdisciplinary approach to literature and environmental studies, this work seeks to promote sustainable thinking and responsible literary engagement with nature.

Statement of the Problem

Environmental challenges are especially critical in climate-vulnerable countries like Bangladesh. Millions of people face the effects of rising sea levels, salinity,

and extreme weather events there. Scientific research and technological solutions are often discussed as ways to address environmental problems. However, the role of literature in shaping ecological awareness is frequently overlooked. This is why the study is important for several reasons. At first, it introduces ecocriticism to students who may not have encountered it before. Then, it shows how literature can be used to promote environmental awareness and activism. Finally, it encourages universities to take environmental education seriously in both science and the humanities.

The objectives of this research are:

- a. To assess the level of understanding of ecocriticism among students of the English Discipline at Khulna University.
- b. To evaluate the impact of the workshops on students' awareness of environmental issues.
- c. To explore students' interest in pursuing ecocriticism in higher studies.
- d. To encourage students to engage in environmental activism and awareness campaigns.

This study aims to answer the following questions:

- a) What is the level of understanding of ecocriticism among students of the English Discipline at Khulna University?
- b) What is the impact of the workshops and field activities on students' awareness of environmental issues?
- c) How interested are students in pursuing ecocriticism in their higher studies?
- d) In what ways can students be encouraged to engage in environmental activism and awareness campaigns?

Lawrence Buell (2005) argues that literature should play a role in confronting environmental challenges. This study is important because it highlights the role of literature and ecocriticism in addressing one of the most pressing challenges of our time, environmental degradation. By introducing ecocriticism to the students, this study helps bridge the gap between the humanities and environmental education. In short, the study is significant for students, teachers, researchers, and institutions since it

promotes environmental literacy through literature. Ultimately, this research contributes to the growing field of environmental humanities by offering a case study from the Global South. It serves as a call to action for educators, policymakers, and researchers to use ecocriticism as a means of promoting sustainability, empathy, academic development, and global environmental awareness.

Developed in the USA in the late 1980s and rooted in the 19th-century transcendentalist tradition, ecocriticism draws on the works by Ralph Waldo Emerson (*Nature*), Henry David Thoreau (*Walden*), and Margaret Fuller (*Summer on the Lakes, During 1843*). Similarly, in the UK, it evolved as green studies and was deeply influenced by the English Romanticism of the 18th century. Today, ecocriticism has emerged as a significant theoretical approach in literary studies. It addresses how literature represents nature, environmental concerns, and the human-nature relationship. It also examines how literary texts reflect, shape, and challenge perceptions of the environment. Scholars such as Cheryll Glotfelty, Greg Garrard, and Lawrence Buell have contributed significantly to the development of this field. They emphasize the need for interdisciplinary research that involves the literature discipline with environmental sciences. Literature, they argue, is not only a form of artistic expression but also a powerful tool for shaping public awareness of environmental problems.

Glotfelty defines ecocriticism as "the study of the relationship between literature and the physical environment". Her work highlights the necessity of incorporating ecological perspectives into literary analysis. She urges scholars to consider how texts engage with environmental issues. Garrard, in his book *Ecocriticism* (2004), identifies various thematic approaches, such as pastoral, wilderness, ecofeminism, and postcolonial ecocriticism, that shape ecocritical analysis. Buell's work, *the Environmental Imagination* (1995), emphasizes environmental

imagination and its role in shaping public consciousness regarding ecological crises. Several studies have also explored how literature influences public perceptions of climate change, conservation, and sustainable living. Literary works such as Henry David Thoreau's *Walden* (1854), Rachel Carson's *Silent Spring* (1962), and Amitav Ghosh's *The Great Derangement* (2016) have played an important role in raising awareness about environmental degradation.

Thoreau advocates for a simpler and more harmonious existence with nature. On the other hand, Carson is widely popular for introducing the modern environmental movement. She exposes the dangers of chemical pesticides in *Silent Spring*. Ghosh criticizes contemporary literature because it fails to address the urgency of climate change. He asks for new narrative forms that engage with ecological crises. Timothy Clark in *The Cambridge Introduction to Literature and the Environment* (2011) explores the relationship between literature and environmental issues. He examines the role of romantic literature in shaping environmental consciousness. Clark also explores the gap between environmentalism and political ideologies. He criticizes the tendency to analyze literature within national boundaries. He notes that environmental movements can sometimes serve colonialist practices. He therefore advocates for a more global approach to environmental justice. In *The Future of Environmental Criticism*, Lawrence Buell, explores the development, current state, and future potential of environmental literary studies. He examines how literary texts imagine environments, from local landscapes to global ecologies. He emphasizes the importance of ethical and political considerations in ecocriticism. He urges critics to focus more on topics like environmental justice, ecofeminism, and postcolonialism. He concludes that environmental criticism must not only interpret texts but also play a role in confronting real-world ecological challenges.

Ursula K. Heise (2008) introduces the concept of “eco-cosmopolitanism” in *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. She argues that environmental concerns must be understood within a global context. Her work expands the scope of ecocriticism to address transnational ecological issues and the importance of planetary thinking in literature. Rob Nixon (2011), in *Slow Violence and the Environmentalism of the Poor*, explores how environmental degradation disproportionately affects marginalized communities. He introduces the term “slow violence” to describe environmental harm that occurs gradually and invisibly, often overlooked by the media and political discourse. Nixon’s work bridges ecocritical theory with environmental justice, a field that is gaining increasing attention in both literary and sociopolitical discussions.

Simon Estok (2009) has also played a crucial role in refining ecocritical theory. In his article “Theorizing in a Space of Ambivalent Openness,” Estok emphasizes the need for ecocriticism to be theoretically rigorous and politically engaged, pushing the boundaries beyond literary analysis to influence policy and activism. Stephanie LeMenager (2014) supports this idea by promoting the field of environmental humanities. It combines literature, history, ethics, and science to address ecological problems. She believes that solving the climate crisis requires imagination, empathy, and moral understanding. Therefore, literature plays a crucial role in cultivating these traits.

Climate fiction, or “cli-fi”, has emerged as a new genre through which literature addresses climate change narratives. Works like Margaret Atwood’s *The MaddAddam Trilogy* and Kim Stanley Robinson’s *New York 2140* are representative of this trend. According to Trexler and Johns-Putra (2011), cli-fi not only dramatizes the ecological crisis but also serves as a tool for public engagement and ecological education through imaginative storytelling. Furthermore, postcolonial ecocriticism

examines how environmental issues intersect with histories of colonialism, land exploitation, and cultural identity. Graham Huggan and Helen Tiffin (2010) in *Postcolonial Ecocriticism* argue that environmental degradation in the Global South is often a legacy of colonial environmental policies and resource extraction, and that literature from these regions reflects a deep ecological consciousness rooted in resistance and resilience.

Ecocriticism helps students learn about the environment through literature, culture, and global perspectives. Dakamsih et al. (2023) show that modern English literature has changed from viewing nature as mystical to focusing on eco-consciousness and action. Huq (2024) explains that stories from the Sundarban and Pacific regions share ecological knowledge and raise awareness. Huq (2025) analyzes *Moana: The Rising of the Sea* and shows how it highlights Pacific Islanders’ resilience and the connection between humans and nature. Heim (2018) shows that Pacific Island performance arts teach ecological awareness. Janif et al. (2016) show that oral traditions in Fiji help people understand climate change and build resilience. Ryan (2020) highlights global, posthumanist, and affective approaches to ecocriticism. Gaard (2020) shows that narrative and mindful methods build ethical and ecological understanding. Flannery (2016) shows how climate fiction and poetry explain environmental issues. Peters et al. (2021) stress combining literature with education. Anh (2019) shows that teaching literature with ecocriticism raises students’ environmental awareness in Vietnam. Saifulloh and Anam (2022) show that pedagogical ecocriticism improves awareness after the pandemic. Tajane et al. (2024) show that ecocriticism teaches the connection between humans and nature. Hebbar and Mallya (2024) describe ecocriticism as an interdisciplinary field that links literature, ecology, and culture. Zhang et al. (2017) show that modern fiction

promotes ecological awareness and human–nature interdependence.

This literature review provides an overview of existing research in ecocriticism and its relevance to university-level education. It sets the foundation for applying ecocriticism in the context of Khulna University to promote environmental awareness among students of the English Discipline.

METHOD

This study employs David Kolb's Experiential Learning Theory (1984). According to this theory, knowledge is built through experience. It emphasizes that effective learning occurs through a cyclical process such as concrete experience, reflective observation, abstract conceptualization, and active experimentation. In this study, students engaged in hands-on learning through field visits and collaborative workshops. They used ecocritical ideas to understand real-world environmental challenges. These experiences allowed students to reflect critically on their understanding and develop meaningful connections between literature and ecological issues. Additionally, this study follows the eco-pedagogical approach, based on Paulo Freire's critical pedagogy. It supports active and student-centered learning. In this context, students were encouraged to ask questions, analyze environmental injustice, and talk about sustainability. This helped build their ecological consciousness.

A mixed-methods approach was used for this study by combining qualitative and quantitative research methods. The research was conducted from September 2022 to June 2025, and one hundred students participated in a series of carefully planned activities to enhance their understanding of environmental issues. The activities included workshops, lectures, video presentations, interactive group discussions, surveys, field visits, poster presentations, and feedback sessions. Two workshops were organized at the university. Students learned about the meaning, history, and key concepts of ecocriticism from introductory workshops.

These sessions were led by faculty members and guest speakers who explained how literature can reflect and influence environmental thinking. Students were introduced to basic ecocritical terms such as nature writing, eco-consciousness, sustainability, and environmental justice.

After the workshops, students took part in group discussions. They applied ecocritical ideas to literary texts. These texts included poetry, fiction, and essays that featured themes of nature, environmental damage, and human-nature relationships. Students were asked to share their interpretations, write short reflections, and present their ideas in groups. These sessions helped them to think critically and express their understanding of ecocriticism in their own words.

Pre- and post-workshop surveys were conducted to measure changes in students' awareness. The study used structured questionnaires to assess students' baseline knowledge of ecocriticism and environmental issues. Students were given questionnaires to know their existing knowledge about ecocriticism and other nature-related issues. Additionally, they were asked to prepare posters on climate change and its impacts on nature, an activity they reportedly enjoyed. At the end of the workshops, they were asked to give their valuable feedback.

Finally, to further deepen their understanding, some students from the English Discipline visited coastal areas of the Khulna district affected by climate change to collect field data on the existing condition of the cyclone-affected people of those areas. Field visits allowed the students to observe the landscape and engage directly with communities affected by climate disasters. This strengthened their understanding of environmental degradation and resilience strategies. Focus group discussions were also conducted to gather qualitative insights into students' perspectives on ecocriticism.

RESULT AND DISCUSSION

Before the workshops, a few participants had prior knowledge of ecocriticism. However, post-workshop surveys showed that more

than 85% of the students have a strong knowledge of ecocriticism.

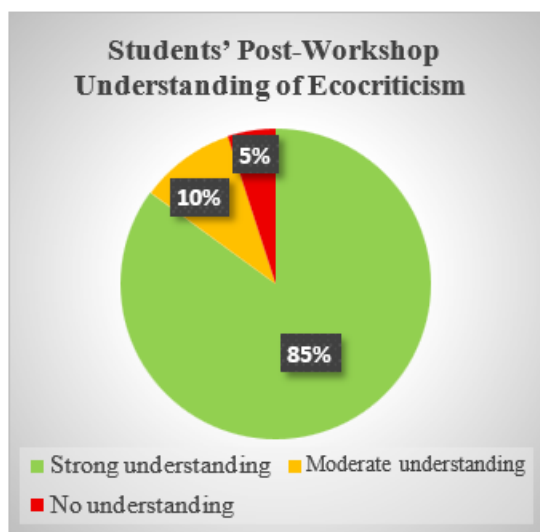


Figure 1: Post-workshop understanding of ecocriticism

The workshops helped students understand how literature can be analyzed through an ecological lens and how environmental concerns have been represented in literary texts across different periods. Many students have expressed a newfound interest in environmental activism after attending the workshops. They have recognized that literature can serve as a powerful tool for raising awareness and inspiring action regarding ecological concerns. Several students have proposed initiating environmental campaigns, such as tree planting, awareness seminars, and eco-themed literary competitions.

Let's begin the discussion with a foundational yet urgent question: "Why does the environment matter?" The answer is straightforward. It matters because it is central to the existence of Earth itself. As we face global ecological crises, ecocriticism provides an interdisciplinary viewpoint to understand, critique, and respond to the complex relationship between literature and the physical environment. From the workshops, students learned about many activities to preserve nature and were encouraged to avoid wasting natural resources. The workshops addressed key environmental challenges such as global warming and the greenhouse effect, air pollution, microplastic pollution, ozone layer

reduction, and water scarcity and pollution. Students learned that ecocriticism has several interdisciplinary subfields that enrich its scope. For example: Material Ecocriticism, Ecofeminism, Eco-linguistics, and Slow Violence and the Environmentalism of the Poor. Students also gained knowledge about a new literary genre, that is, the rise of Climate Narrative. For instance, Cli-Fi (Climate Fiction), Anthropocene Fiction, Solarpunk, Climate Poetry, Climate Memoirs, and Cli-Fi Movies. These genres foster ecological literacy and provide both emotional and intellectual responses to planetary challenges. The workshops significantly impacted students' understanding of ecocriticism.

The workshops and field visits played an important role in increasing their understanding of environmental literature and its real-life implications. At the end of the workshops, students were inspired to engage in global research. They also proposed the formation of an environmental club to increase their engagement in ecological activities. Their observations and feedback are discussed below:

1. Raise Personal Awareness

Raising environmental awareness means understanding the impact of human activities on nature and taking steps to protect the planet. It involves learning about climate change, pollution, and conservation. Students can start reading various literary texts to raise their personal awareness. They can begin with key works in ecocriticism, such as *Ecocriticism* by Greg Garrard, *The Environmental Imagination* by Lawrence Buell, and *Ecology Without Nature* by Timothy Morton. These books provide theoretical insights into how literature and ecology connect. In addition, they can analyze literature from an ecocritical point of view. They may examine novels, poems, and plays with ecological themes.

They can consider how nature, environment, and human-nature relationships are represented in works like *The Old Man and the Sea* by Ernest Hemingway, *The White Tiger* by Aravind

Adiga (urban environmental issues), and *The Hungry Tide* by Amitav Ghosh.

2. Promote Environmental Education at Khulna University

Khulna University can promote environmental education by ensuring suitable academic programs, organizing workshops, seminars, and supporting eco-friendly campus initiatives. Encouraging student-led projects, research, and collaborations with environmental organizations will further strengthen awareness. Digital campaigns and social media can also enhance the impact of these efforts.

Students have suggested incorporating environmental studies into their curriculum. Khulna University can introduce mandatory or elective environmental science courses across disciplines. It can develop interdisciplinary programs combining environmental studies with business, literature, engineering, and social sciences. It will encourage faculty to integrate environmental topics into their courses, even in unrelated fields.

Additionally, the university can organize awareness campaigns and workshops on a regular basis. It may conduct seminars, panel discussions, and guest lectures featuring environmental experts. Celebrating global environmental events like Earth Day and World Environment Day with special programs will motivate concerned individuals.

Finally, students prefer to use digital and social media for creating awareness. They can create university blogs, newsletters, and social media campaigns addressing environmental issues.

3. Integrate Ecocriticism into Education and Research

Many students have expressed interest in incorporating ecocriticism into their academic studies and research, including thesis projects and dissertations. Some of them have already started working on papers analyzing ecological themes in literature with guidance from faculty members. This shift signifies a lasting impact as future scholars

may continue to explore ecocriticism as an important field of study.

In addition, Khulna University can provide grants for research in environmental science, climate change, and sustainability. It will encourage young scholars to write thesis and dissertation topics related to ecological conservation. The university can also establish partnerships with industry leaders to develop sustainable solutions.

4. Encourage Student Participation & Clubs

As a direct outcome of the workshops, students have proposed forming an Environmental Literature Club within the English Discipline. This club will serve as a platform for students to explore ecocriticism on a large scale. They may engage in environmental writing and participate in activities that promote sustainability. The club within the Discipline may provide funding for student-led green initiatives, research, and awareness programs. Students can engage themselves in environmental volunteering as part of community service.

Additionally, students plan to collaborate with the university's Environmental Science Discipline to organize interdisciplinary discussions and research projects.

5. Application of Knowledge Through Field Visits

During the field visits, students have observed the environmental challenges faced by coastal communities due to climate change. It will provide students with an opportunity to apply theoretical knowledge to real-world situations. During these visits, they have interacted with locals, conducted interviews, and documented the struggles of people. As a result, students have gained a deeper understanding of the effects of rising sea levels, extreme weather conditions, and environmental degradation. This experience will help students to bridge the gap between literary studies and real-world environmental issues.

6. 3Rs (Reduce, Reuse, Recycle) Policy

The 3Rs policy is a key strategy for sustainable waste management. By implementing this approach, we can reduce waste production, promote resource conservation, and create a better world.

Reducing waste at its source is the most effective way to prevent environmental pollution. In the classroom, both teachers and students can be encouraged to use digital assignments, e-books, and online course materials to reduce paper waste. They can use energy-efficient LED lights, motion sensors, and automatic shutdown systems to reduce energy consumption.

Reusing materials helps reduce waste and conserve resources by giving products a second life. We can implement reuse programs to extend the lifespan of materials. In the university, students can set up donation and exchange centers for books, notebooks, and unused stationery items. They can repurpose materials like old clothes, glass jars, and paper for creative projects and presentations.

Finally, Recycling helps turn waste into reusable materials, reducing the need for raw resources and minimizing pollution. Khulna University can enhance its recycling efforts through structured programs. It can install color-coded recycling bins in different places. Separate bins can be placed for plastics, paper, glass, metal, and electronic waste in every building. Food waste from cafeterias can be recycled for composting programs. The university can also set up e-waste disposal centers for old computers, batteries, and electronics, and ensure they are recycled properly.

To ensure the success of the 3Rs policy, Khulna University must encourage active participation from students, faculty, and staff. By implementing the 3Rs policy, the university can significantly decrease waste generation, conserve natural resources, and raise an eco-conscious community.

7. Support Green Innovation and Technology

Khulna University should encourage research and development in sustainable technologies and eco-friendly innovations. It can create innovation hubs and business incubators specifically for sustainable technology startups. Organizing competitions for green startups and supporting eco-friendly business ideas will also motivate students. Providing funding for green startups can inspire students and faculty to

create solutions for environmental challenges. In addition, the university can provide hands-on training with emerging green technologies to equip students with practical skills. By supporting green innovation and technology, Khulna University can empower students and researchers to develop sustainable solutions that have a lasting positive impact on the environment and society.

8. Improve Waste Management Process

Students have also suggested an effective waste management system. It is essential for maintaining a clean university environment. Khulna University can implement systematic approaches to reduce waste, promote recycling, and ensure proper disposal of hazardous materials. It can take steps to educate students and staff on proper waste disposal practices. It can also set up a recycling station for efficient waste processing. It can promote and provide reusable water bottles, bags, and utensils, banning single-use plastics in cafeterias, canteens, and university events. Implementation of digital and paperless systems can be helpful for improving the waste management process. Promoting digital documentation, such as e-books and online submissions, will reduce paper waste. Use of electronic communication instead of printed notices may also help in this regard. By improving the waste management process, we can create a cleaner, greener campus.

9. Practise Ecotourism

According to The International Ecotourism Society (TIES), ecotourism is “responsible travel to natural areas that conserves the environment, sustains the well-being of the local people, and involves interpretation and education” (2015). Khulna University can promote ecotourism as a means of environmental education and cultural awareness. It can arrange field trips to national parks, wildlife sanctuaries, and conservation sites to give students hands-on learning experiences. This eco tour can be arranged under environmental science, geography, tourism management, and sessional courses. It will make students familiar with eco-friendly travel habits, such as minimizing plastic use, supporting local

businesses, and respecting wildlife. In this way, the university can increase environmental responsibility among students, encourage them to sustainable tourism practices, and contribute to the conservation of natural and cultural heritage.

10. Make Effective Laws and Implement Properly

To ensure sustainability and environmental responsibility, both the government and the university must establish clear policies and enforce effective laws that promote eco-friendly practices. Proper implementation of these regulations is necessary for maintaining a green and peaceful campus. To achieve this, a comprehensive environmental policy is badly needed. Authorities can draft clear sustainability policies that cover waste management, energy conservation, water usage, and pollution control. It is important to ensure that university laws align with national and global environmental regulations.

Lastly, students have suggested some solutions to key environmental challenges, such as sustainable practices, water conservation strategies, and behavioral changes among university students to enhance environmental awareness and support long-term ecological balance.

CONCLUSION

Today, the world is facing many serious environmental problems. In this situation, education must go beyond textbooks. It should help students develop a sense of care and responsibility. Literature can play a big role in this process. This study shows that ecocriticism is a useful tool since it helps students connect imagination with the environment. It allows them to think about nature, understand its problems, and care about the world around them. It also encourages students to take meaningful action. As citizens of Bangladesh, our students can play a vital role in preserving biodiversity. This is essential for maintaining a sustainable ecological balance. After attending workshops and listening to the lectures on ecocriticism and environmental issues, students have shown strong interest in these issues. They have been inspired to get involved in the campaign to save nature in

their local communities. They have planned to form an Environmental Literature Club on campus. Some students are planning to pursue further studies on ecocriticism and environmental topics in Europe and America through scholarships. These actions reflect their deep engagement with the subject. In conclusion, this study shows that ecocriticism helps students read with care, feel with empathy, and act with purpose. It supports the idea that literary education can promote environmental awareness. Future studies can explore how this model works in different places, cultures, and communities.

ACKNOWLEDGMENT

The authors wish to express their special gratitude to the students and faculty members of the English Discipline at Khulna University who kindly agreed to participate in this research.

Funding: This research is funded by the Research and Innovation Centre of Khulna University.

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