



TEACHING PLAN: INDIAN ENGLISH LITERATURE

FACULTY NAME: DR. DEEPIKA MISHRA

SCHOOL: Humanities and Social Science		ACADEMIC SESSION 2024		FOR STUDENTS' BATCH: 2022-25	
1	Course code	ENG 501			
2	Course Title	Indian English Literature			
3	Credits	4			
4	Course Objective	<p>The subject of Indian English Literature is basically designed for students of Humanities having English Literature as a subject to equip them with Indian English Literature with reference to some seminal texts. The more specific objectives are as follows:</p> <ul style="list-style-type: none"> • To acquaint them with Indian English Literature. • To understand and analyze different genres like poetry, drama, fiction, short story, novella, etc., of Indian English Literature. • To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts. • To create literary sensibility and emotional response to the literary texts and implant a sense of appreciation of literary text. • To expose the students to the artistic and innovative use of language employed by the writers. • To instill values and develop human concern in students through exposure to literary texts. 			
5	Course Outcomes	<p>After completing the course, the student shall be able to:</p> <ul style="list-style-type: none"> • Students would have widened their idea about different genres of Indian English Literature. • Students would have grasped the major theme of poetry, novel, short story and novellas that belong to Indian Writings in English. • Analyze how the sociological, historical, cultural and political context impacted the texts selected for study. • Evaluate critically the contributions of major Indian English poets, dramatists, and novelists. 			
6	Outline syllabus:				
6.00	Paper Code	Unit	Introduction	References	Teaching methods
6.01	Paper Code. ENG 501	I	<p>a) Nissim Ezekiel: Background Casually</p> <p>b) Kamala Das: My Grandmother's House</p> <p>c) Jayanta Mahapatra: Dhauri</p> <p>d) Tabish Khair: Amma</p>	<p>Text, The Penguin Book of Indian Poets edited by Jeet Thayil</p> <p>https://archive.nptel.ac.in/courses/109/106/109106135/</p>	<p>Detailed class room discussion and reading of texts in class, Question and Answers Discussion, Presentations, Assignments, Research Orientation, and Parallel Readings, and clearing of students' doubts in class</p>

6.02	Paper Code. ENG 501	II	Discursive Prose/Short Stories a) Gandhi: As A School Master b) Ruskin Bond: The Blue Umbrella	Text, http://acl.digimat.in/nptel/courses/video/109106135/L40.html	Discussion, Presentations, Assignments, Research Orientation, and Parallel Readings, Revision of full syllabus and clearing of doubts
6.03	Paper Code. ENG 501	III	Mulk Raj Anand: Untouchable	Text, https://www.youtube.com/watch?v=jL2RpfErVk	Discussion, Presentations, Assignments, Research Orientation, and Parallel Readings, Revision of full syllabus and clearing of doubts
6.04	Paper Code. ENG 501	IV	Raja Rao: Kanthapura	Text, http://www.digimat.in/nptel/courses/video/109104116/L11.html	Detailed class room discussion and reading of texts in class, Question and Answers Discussion, Presentations, Assignments, Research Orientation, and Parallel Readings, and clearing of students' doubts in class
7	Course Evaluation				
7.10	CA: 20%				
7.1	Attendance	5%			
7.12	Homework	-			
7.13	Quizzes	4 Quizzes, 5%			
7.14	Projects	1 Project, 5%			
7.15	Presentation	1 Presentation, 5%			
7.16	Any other	--			
7.2	MTE(IA)	20%			
7.3	End-term examination: 60%				
8	Text Books & References: 1. Anand, M. R. (1940). Untouchable: a novel / by Mulk Raj Anand ; with a pref. by E. M. Forster. Harmondsworth, Penguin Books. 2. Bond, Ruskin. The Blue Umbrella. Rupa Publications India Pvt. Ltd, 1992 3. M.K. Gandhi, An Autobiography or The Story of My Experiments with Truth 4. Mahapatra Jayanta, Dhauri 5. Bijay Kumar Das, The Poetry of Jayanta Mahapatra: 3rd revised and enlarged edition; New Delhi: Atlantic, ISBN 81-7156-968-4				
8.1	Recommended Reading	1. Heyman, Michael. The Life and Works of Ruskin Bond. Children's Literature Association Quarterly, vol. 28, 2009, pp. 253-254. 2. Sumathy, U. Eco criticism in Practice. Sarup Book Publishers, New Delhi. 2009. 3. <i>English Literature</i> by William J Long. 4. <i>A Glossary of Literary Terms</i> by M. H. Abrams. 5. K Elango: <i>Insights A Course in English Literature and Language</i> . Orient Blackswan, 2009, E. Suresh. 6. <i>Mastering English: A Course for Beginners</i> . Orient Blackswan 7. <i>Using English: A Course for Undergraduate Learners</i> , Board of Editors.			

		Orient Blackswan.
8.2	Online Sources	https://www.slideshare.net/AditiVala1/nissim-ezekiel-a-poet-of-india http://www.digimat.in/nptel/courses/video/109104116/L11.html

QUESTION BANK

UNIT I

1. What are the central themes of "Background, Casually"? How does Nissim Ezekiel explore themes of identity, alienation, and cultural conflict in the poem?
2. Analyze the use of imagery in Background, Casually. How do the visual and sensory details contribute to the poem's exploration of the speaker's sense of self and place?
3. Discuss the tone of the poem. How does Ezekiel's tone reflect the speaker's attitude towards his own background and the cultural context in which he finds himself?
4. How does the poem address the concept of identity? What does the speaker's reflection on his background reveal about the complexities of self-perception and cultural belonging?
5. Examine the poem's structure and form. How does Ezekiel's choice of structure influence the delivery of the poem's themes and the portrayal of the speaker's experiences?
6. Discuss the role of irony in "Background, Casually". How does Ezekiel use irony to critique or reflect upon issues of cultural identity and societal expectations?
7. How does Ezekiel use contrast in the poem to highlight the differences between the speaker's past and present? What do these contrasts reveal about the speaker's internal and external conflicts?
8. Analyze the use of colloquial language and tone in the poem. How does this choice of language affect the reader's understanding of the speaker's personal and cultural struggles?
9. What is the significance of the poem's title, "Background, Casually"? How does the title frame the poem's content and themes?
10. Discuss the depiction of cultural and social tensions in the poem. How does Ezekiel portray the challenges faced by individuals navigating multiple cultural identities?
11. Examine the poem's portrayal of the speaker's relationship with his own cultural heritage. How does this relationship impact his sense of identity and place in society?
12. How does Ezekiel's background and historical context influence the themes and perspectives presented in the poem? What insights does the poem offer about the socio-cultural landscape of its time?
13. Discuss the poem's exploration of personal and collective memory. How does the speaker's recollection of his background shape his current identity and worldview?
14. Analyze the poem's use of metaphor and symbolism. How do these literary devices enhance the poem's exploration of cultural and personal identity?
15. How does Background, Casually compare to other works by Nissim Ezekiel in terms of themes and style? What common elements or distinctive features can be identified in his poetry?
16. What are the central themes in My Grandmother's House? How does Kamala Das explore themes of nostalgia, memory, and loss in the poem?
17. Analyze the use of imagery in My Grandmother's House. How does Das use visual and sensory images to evoke the emotional atmosphere of the grandmother's house?

18. Discuss the tone of the poem. How does the tone reflect the speaker's feelings about her grandmother's house and the memories associated with it?
19. How does Kamala Das use the concept of the grandmother's house as a symbol in the poem? What does it represent in terms of personal history and emotional significance?
20. Examine the poem's structure and form. How does the organization of the poem contribute to its themes and the portrayal of the speaker's memories?
21. Discuss the role of personal memory in *My Grandmother's House*. How does Das use memory to create a sense of longing and attachment to the past?
22. How does the poem address the idea of home and belonging? What does the grandmother's house symbolize about the speaker's sense of identity and connection to her past?
23. Analyze the use of metaphor and simile in the poem. How do these literary devices enhance the depiction of the grandmother's house and the speaker's feelings?
24. What is the significance of the poem's imagery of decay and deterioration? How does this imagery contribute to the themes of loss and change in the poem?
25. Discuss the emotional impact of the poem. How does Kamala Das's depiction of the grandmother's house evoke feelings of nostalgia, sadness, or comfort?
26. Examine the poem's reflection on the passage of time. How does Das address the effects of time on personal relationships and physical spaces?
27. How does *My Grandmother's House* fit within the broader context of Kamala Das's work? What common themes or stylistic elements are present in her poetry?
28. Discuss the use of first-person narrative in the poem. How does the speaker's personal perspective shape the reader's understanding of the grandmother's house and its significance?
29. Analyze the poem's portrayal of family and relationships. How does Das depict the relationship between the speaker and her grandmother, and what does this relationship reveal about the speaker's past?
30. What role does the physical description of the grandmother's house play in the poem? How does Das use physical details to evoke emotional responses and connect with the speaker's memories?
31. What are the central themes of *Dhauri*? How does Jayanta Mahapatra explore themes such as history, violence, and memory in the poem?
32. Analyze the use of imagery in *Dhauri*. How does Mahapatra use visual and sensory images to evoke the historical and emotional significance of the Dhauri region?
33. Discuss the tone of the poem. How does Mahapatra's tone reflect the speaker's feelings about the historical events and the landscape described in the poem?
34. How does the poem address the concept of history and its impact on the present? What does the depiction of Dhauri reveal about the relationship between past events and contemporary experiences?
35. Examine the poem's structure and form. How does Mahapatra's choice of structure contribute to the portrayal of the poem's themes and the depiction of Dhauri?
36. Discuss the role of historical context in *Dhauri*. How does Mahapatra incorporate historical references to enhance the poem's exploration of memory and violence?
37. How does Mahapatra use symbolism in *Dhauri*? What do the symbols in the poem represent, and how do they contribute to the overall meaning of the work?
38. Analyze the use of language and diction in the poem. How does Mahapatra's choice of words and stylistic elements enhance the thematic depth and emotional resonance of the poem?

39. What is the significance of the poem's imagery related to war and conflict? How does this imagery contribute to the poem's exploration of violence and its aftermath?
40. Discuss the emotional impact of Dhauli. How does Mahapatra's depiction of historical and personal trauma evoke feelings of reflection, sorrow, or contemplation?
41. Examine the role of the natural landscape in the poem. How does the depiction of the Dhauli region contribute to the poem's themes of history and memory?
42. How does Dhauli reflect broader cultural and historical concerns? What insights does the poem offer about the historical events of Dhauli and their significance in contemporary India?
43. Discuss the relationship between the individual and history as portrayed in the poem. How does Mahapatra explore the impact of historical events on personal identity and experience?
44. Analyze the poem's use of metaphor and allegory. How do these literary devices help to convey the themes of violence and historical memory?
45. How does Dhauli fit within the broader context of Jayanta Mahapatra's body of work? What common themes or stylistic elements are present in his poetry, and how does this poem contribute to his overall literary themes?
46. What are the central themes of Amma? How does Tabish Khair explore themes such as maternal influence, identity, and cultural expectations in the poem?
47. Analyze the use of imagery in Amma. How does Khair use visual and sensory details to evoke the presence and significance of the mother figure in the poem?
48. Discuss the tone of the poem. How does Khair's tone reflect the speaker's feelings about the mother figure and the impact of maternal relationships on personal identity?
49. How does Khair use symbolism in Amma? What does the mother figure symbolize in the context of the poem, and how does this symbolism contribute to the poem's themes?
50. Examine the poem's structure and form. How does Khair's choice of structure influence the delivery of the poem's themes and the portrayal of the mother figure?
51. Discuss the role of cultural and familial expectations in Amma. How does Khair address the influence of these expectations on the speaker's relationship with their mother and their own identity?
52. How does the poem address the concept of identity? What does the speaker's relationship with their mother reveal about their own sense of self and cultural belonging?
53. Analyze the use of language and diction in the poem. How does Khair's choice of words and stylistic elements enhance the thematic depth and emotional impact of the poem?
54. What is the significance of the poem's depiction of the mother figure's role in the family? How does Khair portray the complexities of maternal influence and its effects on family dynamics?
55. Discuss the emotional impact of Amma. How does Khair's portrayal of the mother figure evoke feelings of affection, conflict, or reflection?
56. Examine the poem's portrayal of generational differences. How does Khair address the tensions or connections between different generations within the family?
57. How does Amma reflect broader cultural and social issues? What insights does the poem offer about the role of women and mothers in contemporary society?
58. Discuss the use of metaphor in the poem. How do metaphors related to the mother figure enhance the poem's exploration of maternal influence and personal identity?
59. Analyze the poem's treatment of memory and nostalgia. How does Khair use these elements to convey the speaker's relationship with their mother and their past?

60. How does Amma fit within the broader context of Tabish Khair's work? What common themes or stylistic elements are present in his poetry, and how does this poem contribute to his overall literary concerns?

UNIT II

1. What are the central themes of *As a School Master*? How does Mahatma Gandhi address themes such as education, moral development, and leadership in the essay?
2. Analyze Gandhi's perspective on the role of a school master in the essay. How does he define the responsibilities and qualities essential for effective teaching and leadership?
3. Discuss Gandhi's views on the relationship between education and character development. How does he argue that education should contribute to the moral and ethical growth of students?
4. How does Gandhi use examples or anecdotes in the essay to illustrate his points about the role of a school master? What impact do these examples have on the reader's understanding of his educational philosophy?
5. Examine the tone of the essay. How does Gandhi's tone reflect his views on education and the role of a school master?
6. What does Gandhi say about the importance of setting a personal example for students? How does he believe that a school master should model the values they wish to instill in their students?
7. Discuss Gandhi's ideas on the integration of practical life skills into the educational curriculum. How does he propose that education should be connected to real-life experiences and responsibilities?
8. Analyze Gandhi's views on discipline and authority in the context of education. How does he balance the need for discipline with the importance of nurturing and guiding students?
9. What are Gandhi's thoughts on the use of punishment in education? How does he suggest that discipline should be administered, and what are his reasons for this approach?
10. Discuss the role of cultural and moral values in Gandhi's vision of education. How does he believe that these values should be incorporated into the educational process?
11. Examine Gandhi's critique of contemporary educational practices of his time. What shortcomings does he identify, and how does he propose addressing them?
12. How does Gandhi's educational philosophy reflect his broader views on social and personal reform? What connections can be drawn between his ideas on education and his views on societal change?
13. Discuss the significance of the teacher-student relationship in Gandhi's framework. How does he envision the dynamics between a school master and their students?
14. Analyze Gandhi's approach to curriculum development. What emphasis does he place on different subjects, and how does he suggest they should be taught?
15. How does *As a School Master* fit within the broader context of Gandhi's writings and philosophy? What common themes or ideas can be identified in this essay compared to his other works?
16. What are the central themes of *The Blue Umbrella*? How does Ruskin Bond explore themes such as kindness, greed, and community in the story?
17. Analyze the character of Binya in *The Blue Umbrella*. How does her personality and actions drive the narrative, and what does she represent in the story?
18. Discuss the significance of the blue umbrella as a symbol in the story. How does it reflect the themes of the narrative and the characters' interactions?
19. How does Ruskin Bond use setting to enhance the story? What role does the natural and social environment play in shaping the events and themes of the narrative?
20. Examine the character of Ram Bharosa and his relationship with Binya. How does his character development contribute to the story's exploration of greed and redemption?
21. Discuss the role of the community in the story. How do the interactions between the characters and the village setting influence the unfolding of the plot and the development of themes?
22. Analyze the use of narrative perspective in *The Blue Umbrella*. How does the point of view affect the reader's understanding of the characters and events?
23. What are the key conflicts in the story, and how are they resolved? How do these conflicts contribute to the overall message and themes of the narrative?
24. Discuss the role of empathy and generosity in *The Blue Umbrella*. How do these values influence the characters' actions and the resolution of the story?

25. Examine the role of nature and the rural setting in the story. How does Bond use the natural environment to reflect the emotional states of the characters and the themes of the narrative?
26. How does Bond address the concept of materialism versus emotional value in *The Blue Umbrella*? What message does the story convey about the true worth of objects and relationships?
27. Analyze the ending of the story. How does the resolution reflect the broader themes of forgiveness and transformation?
28. Discuss the development of Binya's character throughout the story. How do her experiences with the blue umbrella shape her personal growth and understanding of the world?
29. How does Bond use descriptive language and imagery to bring the story to life? What impact does his writing style have on the reader's engagement with the narrative?
30. How does *The Blue Umbrella* fit within the broader context of Ruskin Bond's work? What common themes or stylistic elements are present in this story compared to his other writings?

UNIT III

1. What are the central themes of *Untouchable*? How does Mulk Raj Anand address issues of caste discrimination, social injustice, and human dignity in the novel?
2. Analyze the character of Bakha in *Untouchable*. How does his experience as an untouchable shape his worldview and interactions with others in the story?
3. Discuss the significance of the social and cultural setting in *Untouchable*. How does Anand use the historical and social context to highlight the plight of the untouchables?
4. How does Anand portray the impact of caste discrimination on Bakha's life and self-esteem? What does this portrayal reveal about the broader social structure of the time?
5. Examine the role of education and social reform in the novel. How do these elements contribute to Bakha's sense of hope and the potential for social change?
6. Discuss the use of symbolism in *Untouchable*. How does Anand use symbols such as the latrine, the temple, and the sweepers to convey deeper meanings about caste and social hierarchy?
7. Analyze the interactions between Bakha and other characters in the novel. How do these interactions reflect the social divisions and prejudices of the time?
8. What role does religion play in the novel? How does Anand address the intersection of religion and caste, and what critiques does he offer about religious practices and beliefs?
9. How does Anand use narrative techniques to convey the emotional and social experiences of Bakha? What impact do these techniques have on the reader's understanding of the character and his struggles?
10. Discuss the role of family and community in *Untouchable*. How does Bakha's relationship with his family and his position within the community influence his experiences and aspirations?
11. Examine the theme of aspiration and self-worth in the novel. How does Bakha's desire for a better life reflect broader themes of social mobility and personal dignity?
12. How does Anand's portrayal of British colonial rule influence the depiction of caste and social issues in the novel? What connections can be drawn between colonialism and the social conditions described?
13. Discuss the significance of the novel's ending. How does the conclusion reflect the themes of hope, disillusionment, and the possibility for change?
14. Analyze Anand's portrayal of gender roles within the context of caste discrimination. How does the novel address the experiences of women and their position within the social hierarchy?
15. How does *Untouchable* fit within the broader context of Mulk Raj Anand's body of work? What common themes or stylistic elements are present in this novel compared to his other writings?

UNIT IV

1. What are the central themes of *Kanthapura*? How does Raja Rao explore themes of nationalism, rural life, and the impact of colonialism in the novel?
2. Analyze the narrative style of *Kanthapura*. How does Raja Rao's use of a first-person, oral narrative shape the reader's understanding of the story and its characters?
3. Discuss the role of the village of Kanthapura in the novel. How does the setting contribute to the development of the plot and the exploration of social and political themes?
4. Examine the character of Moorthy in *Kanthapura*. How does his role as a Gandhian leader influence the community and drive the novel's narrative?

5. How does Raja Rao depict the impact of Gandhian philosophy on the rural population of Kanthapura? What changes occur in the village as a result of Moorthy's leadership and Gandhian principles?
6. Discuss the significance of the various female characters in *Kanthapura*. How do their experiences and roles contribute to the novel's themes of social change and gender dynamics?
7. Analyze the use of folklore and oral tradition in the novel. How does Raja Rao incorporate these elements to enhance the storytelling and reflect the cultural context of the village?
8. How does *Kanthapura* address the theme of resistance against colonial rule? What strategies and forms of resistance are depicted in the novel?
9. Examine the portrayal of caste and social hierarchy in *Kanthapura*. How does the novel address the intersection of caste discrimination and the nationalist movement?
10. Discuss the impact of colonialism on the village of Kanthapura and its inhabitants. How does the presence of British rule shape the social and political landscape of the novel?
11. Analyze the role of religion and spirituality in the novel. How does Raja Rao use religious imagery and beliefs to underscore the themes of nationalism and social change?
12. What is the significance of the novel's structure, including the use of oral storytelling and mythic elements? How does this structure influence the reader's perception of the narrative?
13. Discuss the theme of community and solidarity in *Kanthapura*. How do the characters come together to support the nationalist cause, and what does this reveal about the nature of communal resistance?
14. Examine the character development of the protagonist, Moorthy. How does his journey reflect the broader themes of sacrifice, leadership, and transformation in the context of the freedom movement?
15. How does *Kanthapura* fit within the broader context of Raja Rao's literary work? What themes or stylistic elements are common in this novel compared to his other writings?

PROJECTS (To be given to group of students)

1. Enact and play the roles of *Final Solutions* by Mahesh Dattani.

Mapping of Outcomes v. Topics

Outcome no. → Syllabus topic↓	1	2	3	4
Paper Code. Unit I.1	√	√	√	√
Paper Code. Unit I.2	√	√	√	√
Paper Code. Unit I.3	√	√	√	√
Paper Code. Unit I.4	√	√	√	√
Paper Code. Unit I.5	√	√	√	√
Paper Code. Unit I.6	√	√	√	√
Paper Code. Unit II.1	√	√	√	√
Paper Code. Unit II.2	√	√	√	√
Paper Code. Unit II.3	√	√	√	√
Paper Code. Unit II.4	√	√	√	√
Paper Code. Unit II.5	√	√	√	√
Paper Code. Unit III.1	√	√	√	√
Paper Code. Unit IV.1	√	√	√	√