

**ONDA THANA MAHAVIDYALAYA
DEPARTMENT OF ENGLISH LESSON PLANS**

Prepared by- The Faculty Members under the leadership of the Department Head, Dr.
Sourav Kumar Nag

Lesson Plan on *Othello*

Grade Level: College

Duration: 5 Sessions (50-60 minutes each)

Session 1: Introduction to *Othello*

Objective:

- Understand the historical and cultural context of *Othello*.
- Identify the major themes and characters in the play.

Activities:

1. Warm-up Discussion:

- Discuss Shakespeare's impact on literature. Ask: *What do you know about Shakespeare and his works?*

2. Contextual Overview:

- Present a brief lecture on the historical and cultural background of *Othello* (e.g., Elizabethan era, Venice and Cyprus, racial and gender issues).

3. Character Introduction:

- Use a visual map or handout to introduce main characters (Othello, Desdemona, Iago, Emilia, Cassio, etc.). Discuss their roles in the story.

4. Themes Overview:

- Briefly highlight themes such as jealousy, love, manipulation, and racism.

5. Homework:

- Read Act 1 and identify moments that establish Othello and Iago's relationship.



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Session 2: Analyzing Act 1 & 2 – The Seeds of Jealousy

Objective:

- Explore Iago’s manipulation and its early effects on Othello and other characters.
- Understand Shakespearean language through close reading.

Activities:

1. **Review:**

- Discuss students' observations from Act 1.

2. **Close Reading:**

- Analyze key scenes from Act 2, including Iago’s soliloquies (e.g., “I am not what I am”).

3. **Group Activity:**

- Split students into groups to paraphrase and modernize selected lines, then share their interpretations.

4. **Discussion Questions:**

- Why is Iago jealous of Cassio?
- How does Iago exploit others’ weaknesses?

5. **Homework:**

- Read Act 3. Identify Desdemona’s role in Othello’s growing suspicion.
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Session 3: Exploring Act 3 – The Climax

Objective:

- Examine the turning point of Othello’s transformation.



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- Discuss the role of dramatic irony and foreshadowing.

Activities:

1. Close Reading:

- Focus on the pivotal scene where Iago convinces Othello of Desdemona's infidelity (Act 3, Scene 3).

2. Discussion:

- How does Iago manipulate Othello's trust?
- What role does the handkerchief play as a symbol?

3. Creative Exercise:

- Have students rewrite the scene from Desdemona's perspective.

4. Homework:

- Read Act 4 and write a response: *How does Othello's behavior change, and what drives this change?*

Session 4: Themes of Betrayal and Tragedy in Act 4 & 5

Objective:

- Analyze how Shakespeare builds tension leading to the tragic climax.
- Reflect on the moral and ethical questions raised by the play.

Activities:

1. Discussion:

- Analyze Othello's confrontation with Desdemona.
- Discuss Emilia's perspective on gender roles and betrayal.

2. Debate:



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- Was Othello fully responsible for his actions, or is Iago the sole manipulator?

3. Performance:

- Students perform excerpts of Act 5 to explore the emotions in the climactic scenes.

4. Homework:

- Write a short essay: *Is Othello more about love or jealousy? Support with examples.*

Session 5: Reflection and Assessment

Objective:

- Reflect on the play's relevance today.
- Assess students' understanding through discussion and creative work.

Activities:

1. Discussion:

- How are the themes of *Othello* relevant to modern society?
- What did you find most compelling or troubling about the play?

2. Creative Project:

- Students create a visual or digital project representing a key theme, character, or symbol from *Othello*.

3. Final Assessment:

- Students take a quiz or participate in a Socratic seminar covering major themes, characters, and key scenes.



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Materials:

- Copies of *Othello*
- Whiteboard/Smartboard for notes
- Handouts (character maps, key scene excerpts)
- Multimedia (videos of performances or adaptations)

Assessment Methods:

- Participation in discussions and group work
- Homework responses and essays
- Performance of scenes and creative projects
- Final quiz or seminar



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Lesson Plan: Understanding and Analyzing Sonnets

Grade Level: College

Duration: 3 Sessions (50-60 minutes each)

Session 1: Introduction to Sonnets

Objective:

- Understand the structure and origins of sonnets.
- Differentiate between the Petrarchan and Shakespearean sonnet forms.

Activities:

1. Warm-up Discussion:

- Begin by asking: *What do you know about poetry? Have you encountered sonnets before?*

2. Mini Lecture:

- Explain the origin of sonnets (Petrarch, Italian Renaissance).
- Discuss the two major forms:
 - **Petrarchan Sonnet:** Octave (ABBAABBA) + Sestet (varied rhymes).
 - **Shakespearean Sonnet:** Three quatrains (ABAB CDCD EFEF) + Couplet (GG).
- Highlight common themes: love, time, beauty, mortality.

3. Group Activity:

- Provide printed copies of a Petrarchan and a Shakespearean sonnet.
- In groups, identify the rhyme scheme and volta (turn in argument).



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4. Homework:

- Read and annotate Shakespeare's Sonnet 18 ("Shall I compare thee to a summer's day?"). Identify metaphors and how they build the theme of immortality.
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Session 2: Analyzing Shakespeare's Sonnets

Objective:

- Delve into Shakespeare's language, themes, and use of imagery.
- Develop skills for close reading and analysis of poetic texts.

Activities:

1. Review:

- Discuss homework observations about Sonnet 18.
- Ask: *What stood out to you about Shakespeare's use of imagery?*

2. Close Reading Activity:

- Analyze Sonnet 130 ("My mistress' eyes are nothing like the sun").
- Discuss how it subverts traditional ideas of beauty and idealized love.
- Encourage students to annotate and identify the tone, theme, and use of irony.

3. Writing Exercise:

- Students write a short response: *How does Sonnet 18 compare to Sonnet 130 in its portrayal of love?*

4. Homework:

- Write your own sonnet (either Shakespearean or Petrarchan) about a topic of your choice.



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Session 3: Creative Expression and Reflection

Objective:

- Encourage creativity by writing and sharing original sonnets.
- Reflect on the relevance of sonnets in modern expression.

Activities:

1. Warm-up:

- Discuss: *What challenges did you face while writing your sonnet? What did you enjoy?*

2. Peer Review:

- In pairs, students share their sonnets and provide constructive feedback on structure, language, and theme.

3. Creative Showcase:

- Volunteers read their sonnets aloud to the class.
- Discuss the diversity of themes and styles.

4. Reflection Discussion:

- Why do sonnets continue to captivate readers and writers?
- How might the sonnet form be adapted to modern contexts?

5. Assessment:

- Submit the final draft of the original sonnet for grading (criteria: adherence to form, creativity, and use of imagery).



Materials:



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- Copies of sample sonnets (e.g., Sonnet 18, Sonnet 130, Petrarch's "Laura" sonnets)
- Handouts explaining sonnet forms and rhyme schemes
- Whiteboard/Smartboard for annotations

Assessment Methods:

- Participation in discussions and activities
- Close reading and analysis exercises
- Original sonnet writing and peer review
- Reflection on sonnet themes and relevance



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Lesson Plan: *Pride and Prejudice*

Grade Level: College

Duration: 5 Sessions (50-60 minutes each)

Session 1: Introduction to *Pride and Prejudice*

Objective:

- Understand the historical and cultural context of Jane Austen's novel.
- Identify the main characters and themes.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about Jane Austen and her works? What does the title "Pride and Prejudice" suggest to you?*

2. Contextual Overview:

- Lecture on the Regency Era (social norms, marriage, class distinctions).
- Introduce Jane Austen's life and writing style.

3. Character and Plot Overview:

- Briefly introduce the Bennet family, Mr. Darcy, and other key characters.
- Explain the novel's central conflicts: social class, marriage, and personal growth.

4. Reading Assignment:

- Read Chapters 1-5, focusing on the introduction of Elizabeth Bennet and Mr. Darcy.
- Homework: Write a brief reflection on your first impressions of Elizabeth and Darcy.



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Session 2: Social Class and First Impressions

Objective:

- Analyze the role of social class in character interactions.
- Explore how “first impressions” shape relationships.

Activities:

1. Review:

- Discuss reflections on Elizabeth and Darcy.
- Highlight key moments in Chapters 1-5 where social norms are evident.

2. Close Reading Activity:

- Analyze Darcy’s initial remarks about Elizabeth at the Meryton ball.
- Discuss: *How do Darcy’s and Elizabeth’s first impressions of each other reflect the themes of pride and prejudice?*

3. Group Discussion:

- What role does class play in the Bennet family’s interactions with Bingley and Darcy?

4. Homework:

- Read Chapters 6-15. Pay attention to the development of Elizabeth’s relationship with Mr. Collins and Mr. Wickham.
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Session 3: Character Development and Irony

Objective:

- Examine Elizabeth Bennet as a progressive heroine.
- Understand Austen’s use of irony to critique societal norms.



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Activities:

1. Character Analysis:

- Discuss Elizabeth's interactions with Mr. Collins and Mr. Wickham.
- How does Elizabeth challenge societal expectations for women in her time?

2. Irony in Austen's Writing:

- Analyze Austen's use of irony in Mr. Collins' proposal and Elizabeth's rejection.
- Discuss: *What does this scene reveal about gender roles and societal pressures?*

3. Creative Exercise:

- Rewrite a key scene (e.g., Mr. Collins' proposal) from another character's perspective.

4. Homework:

- Read Chapters 16-24. Focus on the evolving dynamics between Elizabeth and Darcy.

Session 4: Love, Conflict, and Transformation

Objective:

- Explore how misunderstandings and personal growth drive the plot.
- Discuss key turning points in Elizabeth and Darcy's relationship.

Activities:

1. Close Reading Activity:

- Analyze Darcy's first proposal and Elizabeth's reaction.
- Discuss: *How does this scene reflect their pride and prejudice?*



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2. Group Discussion:

- How do misunderstandings shape the relationship between Elizabeth and Darcy?
- Compare Elizabeth's rejection of Darcy with her rejection of Mr. Collins.

3. Writing Exercise:

- Write a letter from Darcy to Elizabeth explaining his feelings (before his second proposal).

4. Homework:

- Read Chapters 25-42. Focus on Elizabeth's visit to Pemberley and Darcy's transformation.

Session 5: Resolution and Themes

Objective:

- Reflect on the resolution of the story and its major themes.
- Assess Austen's critique of societal norms and character growth.

Activities:

1. Discussion:

- How does Darcy's transformation reflect personal growth?
- How does Elizabeth's visit to Pemberley alter her understanding of Darcy?

2. Themes Reflection:

- Discuss themes such as love, class, reputation, and individual agency.
- Ask: *What lessons do Elizabeth and Darcy's journeys teach us?*



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3. Creative Showcase:

- Create a visual representation of a key theme or moment in the novel.
- Examples: a comic strip of Darcy's proposals, a collage of class dynamics, or a timeline of Elizabeth's growth.

4. Assessment:

- Students participate in a Socratic seminar or write a reflective essay: *What does Pride and Prejudice say about love and personal transformation?*

Materials:

- Copies of *Pride and Prejudice*
- Handouts on character maps and themes
- Multimedia clips (film adaptations for visual reference)

Assessment Methods:

- Class participation and group work
- Written reflections and creative exercises
- Final essay or presentation on key themes



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Lesson Plan: *A Portrait of the Artist as a Young Man*

Grade Level: College/Advanced High School

Duration: 5 Sessions (50-60 minutes each)

Session 1: Introduction to James Joyce and Modernism

Objective:

- Understand the historical and literary context of *A Portrait of the Artist as a Young Man*.
- Explore the themes of modernism and the bildungsroman.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about James Joyce or Modernist literature?*
- Briefly introduce the Modernist movement and its characteristics (e.g., stream of consciousness, fragmented structure).

2. Author Background:

- Present a short lecture on James Joyce's life, focusing on his Irish heritage and its influence on his work.

3. Themes and Style:

- Discuss major themes: identity, religion, individualism, and rebellion against tradition.



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- Introduce the bildungsroman genre and how it relates to Stephen Dedalus' journey.

4. Reading Assignment:

- Begin reading Chapter 1. Homework: Annotate passages that highlight Stephen's early experiences and thoughts.

Session 2: Early Childhood and Identity Formation (Chapter 1)

Objective:

- Analyze Stephen Dedalus' childhood experiences and how they shape his identity.
- Explore the use of stream of consciousness and sensory imagery.

Activities:

1. Discussion:

- Review key events in Chapter 1 (Stephen's family life, school experiences, and sensory memories).
- Ask: *How does Joyce depict childhood perception and memory?*

2. Close Reading:

- Analyze the "moocow" opening line and its significance in setting the tone.
- Discuss sensory imagery and its role in revealing Stephen's inner world.

3. Writing Exercise:

- Write a brief journal entry from young Stephen's perspective, capturing his thoughts and feelings about a key moment (e.g., punishment at school).

4. Homework:



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- Read Chapter 2. Focus on how Stephen's interactions with family and school influence his growing sense of self.
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Session 3: Religion, Guilt, and Rebellion (Chapters 2 & 3)

Objective:

- Examine Stephen's struggle with religion and morality.
- Explore the role of guilt in shaping his identity.

Activities:

1. Review:

- Discuss key events in Chapter 2: Stephen's sense of alienation and his experiences at Clongowes and Belvedere College.

2. Group Analysis:

- Analyze Chapter 3's depiction of Stephen's religious awakening during the retreat sermon.
- Discuss: *How does the sermon affect Stephen's understanding of sin, guilt, and redemption?*

3. Debate:

- Split the class into two groups: Is Stephen's religious devotion in Chapter 3 genuine or a response to fear and guilt?

4. Homework:

- Read Chapter 4. Reflect on Stephen's rejection of religious vocation and his turn toward art and individual freedom.
-

Session 4: Art and Individualism (Chapter 4)

Objective:



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- Discuss Stephen's rejection of societal and religious constraints.
- Analyze the role of art and creativity in Stephen's emerging identity.

Activities:

1. Discussion:

- How does Stephen's rejection of the priesthood reflect his desire for freedom?
- How does he view the role of the artist in society?

2. Close Reading:

- Analyze the passage where Stephen sees the girl wading in the water.
- Discuss the imagery and its significance as a symbol of beauty, freedom, and inspiration.

3. Creative Activity:

- Ask students to create a visual representation of Stephen's artistic awakening. This could be a sketch, collage, or digital creation.

4. Homework:

- Read Chapter 5. Annotate passages that reveal Stephen's philosophy of art and his manifesto.

Session 5: Stephen's Artistic Manifesto (Chapter 5)

Objective:

- Explore Stephen's philosophy of art and its connection to the novel's themes.
- Reflect on the novel's conclusion and its implications.

Activities:

1. Group Discussion:



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- What is Stephen's definition of the artist's role in society?
- How does he view Ireland, religion, and family in shaping his identity as an artist?

2. Analyzing the Conclusion:

- Discuss the novel's final pages and Stephen's decision to leave Ireland.
- Debate: *Is Stephen's decision an act of courage or escapism?*

3. Writing Exercise:

- Write a letter from Stephen to his younger self, offering advice or reflections on his journey.

4. Final Reflection:

- Ask students to reflect: *What does the novel say about the process of self-discovery?*

5. Assessment:

- Students write an essay: *How does Stephen Dedalus embody the Modernist ideal of the artist?*

Materials:

- Copies of *A Portrait of the Artist as a Young Man*
- Handouts on Modernism and the bildungsroman
- Multimedia resources (e.g., lectures or documentaries on Joyce)

Assessment Methods:

- Class participation in discussions and activities
- Close reading and analysis exercises
- Creative projects and reflections



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- Final essay or project on key themes

Lesson Plan: *Abhijnanasakuntalam*

Grade Level: College

Duration: 4 Sessions (50-60 minutes each)

Session 1: Introduction to *Abhijnanasakuntalam*

Objective:

- Understand the historical and cultural context of *Abhijnanasakuntalam*.
- Familiarize students with the key characters and themes.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about ancient Indian literature?*
- Introduce Kalidasa as a classical Sanskrit playwright and poet.

2. Contextual Overview:

- Present a short lecture on the Natya Shastra and classical Sanskrit drama.
- Explain *Abhijnanasakuntalam's* significance in Indian and world literature.

3. Character Introduction:

- Provide a character map (King Dushyanta, Shakuntala, Kanva, Durvasa, etc.).



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- Discuss their roles and relationships within the story.

4. Reading Assignment:

- Begin reading Act 1. Homework: Write a reflection on Dushyanta and Shakuntala's first encounter.

Session 2: Themes of Love, Nature, and Dharma (Acts 1-3)

Objective:

- Analyze the themes of love and the connection between humans and nature.
- Explore the cultural values of dharma and duty as portrayed in the text.

Activities:

1. Discussion:

- Review reflections on Dushyanta and Shakuntala's meeting.
- How does the setting of the hermitage enhance the themes of love and nature?

2. Close Reading Activity:

- Analyze key excerpts where Shakuntala and Dushyanta's love blossoms.
- Discuss the role of nature as a metaphor for their emotions.

3. Debate:

- Discuss: *Does Dushyanta's immediate attraction to Shakuntala reflect genuine love or infatuation?*

4. Homework:

- Read Acts 4-5. Focus on the curse of Durvasa and its consequences.

Session 3: The Curse and Conflict (Acts 4-5)



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Objective:

- Understand the significance of Durvasa's curse and its role in the narrative.
- Discuss themes of memory, fate, and divine intervention.

Activities:

1. Review:

- Summarize the events of Acts 4-5, focusing on the curse and Shakuntala's rejection at court.

2. Group Discussion:

- Why does Dushyanta forget Shakuntala?
- How does the curse symbolize obstacles in love and the tension between personal desires and societal duties?

3. Character Analysis:

- Discuss Shakuntala's dignity and resilience in the face of rejection.

4. Creative Exercise:

- Rewrite the scene where Shakuntala tries to present the ring, imagining a modern setting.

5. Homework:

- Read Acts 6-7. Reflect on how the resolution of the play upholds dharma.

Session 4: Resolution and Universal Themes (Acts 6-7)

Objective:

- Explore the resolution of the play and its connection to dharma, karma, and reconciliation.



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- Reflect on the universal appeal of *Abhijnanasakuntalam*.

Activities:

1. Discussion:

- How does Dushyanta's realization and reunion with Shakuntala restore harmony?
- What role do divine interventions play in resolving human conflicts?

2. Themes Reflection:

- Discuss the interplay of fate and free will in the story.
- How does the play balance personal emotions and societal responsibilities?

3. Creative Showcase:

- Students create a visual or performative representation of a key scene (e.g., the reunion or the curse scene).

4. Final Reflection:

- Ask students to reflect: *What lessons does Abhijnanasakuntalam offer about love, duty, and forgiveness?*

5. Assessment:

- Write an essay: *How does Abhijnanasakuntalam blend human emotions with divine elements to convey its message?*

Materials:

- Copies of *Abhijnanasakuntalam* (translated or original Sanskrit excerpts).
- Handouts on key themes, characters, and cultural context.



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- Multimedia resources (illustrations, videos, or recordings of performances).

Assessment Methods:

- Class participation in discussions and activities.
- Creative projects and reflections.
- Final essay or presentation on a theme, character, or cultural significance.



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Lesson Plan: The Indian Epic Tradition

Grade Level: College

Duration: 3 Sessions (50-60 minutes each)

Session 1: Introduction to the Indian Epic Tradition

Objective:

- Understand the concept of epics and their significance in Indian culture.
- Familiarize students with the two major Indian epics: the *Mahabharata* and the *Ramayana*.

Activities:

1. Warm-up Discussion:

- Ask: *What comes to mind when you hear the term "epic"?*
- Discuss the characteristics of an epic (length, grandeur, heroic figures, moral dilemmas).

2. Mini Lecture:

- Briefly introduce the *Mahabharata* and *Ramayana*.
- Discuss their origins (oral tradition, written by Vyasa and Valmiki).
- Highlight their universal themes: dharma, karma, family, duty, and morality.

3. Group Activity:

- Divide students into two groups: one researching the *Ramayana*, the other the *Mahabharata*.
- Each group lists key characters, events, and themes.



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4. Homework:

- Write a short reflection: *What do you find intriguing about Indian epics?*
-

Session 2: Themes and Cultural Impact

Objective:

- Analyze the key themes of Indian epics and their relevance to Indian culture.
- Explore the moral and philosophical teachings embedded in the epics.

Activities:

1. Discussion:

- Share reflections on the homework.
- Discuss: *Why are the Ramayana and Mahabharata considered more than just stories?*

2. Close Reading Activity:

- Analyze key episodes:
 - *Ramayana*: Rama's exile and the abduction of Sita.
 - *Mahabharata*: The Bhagavad Gita (Arjuna's dilemma).
- Discuss the ethical dilemmas faced by the characters and their relevance today.

3. Group Activity:

- Each group presents a moral or philosophical lesson from their epic.
- Relate these lessons to contemporary issues (e.g., leadership, family conflicts, decision-making).

4. Homework:



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- Research the influence of Indian epics on modern art, literature, or cinema.
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Session 3: Legacy and Modern Relevance

Objective:

- Discuss the enduring legacy of Indian epics in contemporary society.
- Reflect on how the epics inspire cultural, artistic, and personal values.

Activities:

1. Presentations:

- Students present their findings on the influence of Indian epics in modern contexts (e.g., adaptations, festivals, and cultural practices).

2. Group Discussion:

- How do the epics continue to shape Indian identity and values?
- Discuss parallels between the epics' themes and global literature or media.

3. Creative Exercise:

- Ask students to create a modern retelling of a key episode from one of the epics.
- Options include writing a short story, creating a comic strip, or drafting a screenplay.

4. Final Reflection:

- Write an essay: *How do the Ramayana and Mahabharata provide timeless lessons for humanity?*
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Materials:



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- Excerpts from the *Ramayana* and *Mahabharata*.
- Multimedia resources (clips from adaptations, images of manuscript art).
- Handouts on the major characters and key themes.

Assessment Methods:

- Participation in group discussions and activities.
- Creative projects and reflections.
- Final presentation or essay on the relevance of Indian epics.

Lesson Plan: John Donne's "The Sunne Rising"

Grade Level: College

Duration: 1-2 Sessions (50-60 minutes each)

Session 1: Introduction to John Donne and Metaphysical Poetry

Objective:



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- Understand the context of John Donne's life and the characteristics of Metaphysical poetry.
- Analyze the themes and structure of "*The Sunne Rising*".

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about Metaphysical poetry?*
- Discuss characteristics of Metaphysical poets: intellectualism, wit, paradoxes, and the use of conceits.

2. Introduction to John Donne:

- Provide a brief overview of Donne's life, focusing on his religious and personal background.
- Explain the concept of Metaphysical poetry and Donne's role as a key figure.

3. Poem Reading:

- Read "*The Sunne Rising*" aloud as a class.
- Ask students to note their first impressions of the poem.

4. Group Activity:

- Break students into small groups to analyze the first stanza.
 - How does Donne address the sun?
 - What does this reflect about his feelings toward time, love, and nature?

5. Homework:

- Write a brief reflection on the speaker's attitude toward the sun and his relationship with his lover.



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Session 2: Poem Analysis and Themes

Objective:

- Deeply analyze the literary devices, structure, and thematic content of “*The Sunne Rising*”.
- Explore how Donne conveys the power of love over natural forces.

Activities:

1. Review Homework:

- Discuss students’ reflections on the speaker’s attitude toward love and the sun.
- Explore different interpretations of the poem’s tone (playful, defiant, romantic).

2. Close Reading of the Poem:

- Go through the poem stanza by stanza, focusing on key literary devices:
 - **Metaphysical Conceit:** The speaker’s comparison of the sun to an intruder and the bedroom to a universe.
 - **Paradox:** The idea that love transcends the natural world.
 - **Imagery:** Discuss the symbolic use of the sun and its effect on the poem’s meaning.
 - **Tone:** Analyze how the speaker’s tone shifts throughout the poem.

3. Group Activity:

- In pairs, students will analyze the second stanza and discuss how Donne compares love to the sun’s power.
- How does the speaker’s arrogance serve as an expression of his deep love?



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4. Discussion on Structure and Form:

- Discuss the poem's structure (a lyrical poem with three 10-line stanzas in iambic pentameter).
- How does the form reflect the speaker's emotional state and the flow of his argument?

5. Creative Exercise:

- Ask students to write a modern response from the perspective of the sun, using the same themes and tone as Donne's poem.

6. Homework:

- Write an essay: *How does Donne use metaphysical conceits and paradoxes in "The Sunne Rising" to explore the theme of love's power over the natural world?*

Assessment Methods:

- Participation in discussions and group activities.
- Creative response to the poem.
- Final essay on the poem's themes and literary devices.

Lesson Plan: *The Iliad* by Homer

Grade Level: College

Duration: 5 Sessions (50-60 minutes each)



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Session 1: Introduction to *The Iliad* and Ancient Greek Epic Tradition

Objective:

- Understand the historical and cultural context of *The Iliad*.
- Familiarize students with the major themes and characters of the epic.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about ancient Greek mythology and heroes?*
- Discuss the significance of epic poetry in ancient Greek culture.

2. Introduction to Homer and Greek Epics:

- Provide an overview of Homer's life (if known) and his works, particularly *The Iliad* and *The Odyssey*.
- Explain the structure of Greek epics: oral tradition, invocation to the muse, gods, and heroes.

3. Overview of *The Iliad*:

- Summarize the background of the Trojan War and the central conflict of *The Iliad*.
- Introduce key characters: Achilles, Hector, Agamemnon, Helen, and the gods.

4. Reading Assignment:

- Read Book 1 of *The Iliad* aloud in class.
- Assign students to focus on the quarrel between Achilles and Agamemnon.

5. Homework:

- Write a brief reflection on the conflict between Achilles and Agamemnon. How do their personalities influence their actions?



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**Session 2: Rage and Honor – The Conflict between Achilles and Agamemnon
(Book 1)**

Objective:

- Analyze the themes of rage, honor, and pride in *The Iliad*.
- Discuss the motivations of the characters in the opening book.

Activities:

1. Discussion of Homework:

- Review students' reflections on the conflict between Achilles and Agamemnon.
- Explore the significance of Achilles' rage and how it shapes the narrative.

2. Close Reading of Book 1:

- Analyze key passages, focusing on Achilles' response to Agamemnon's insult and the role of divine intervention (e.g., the goddess Thetis' intervention).
- Discuss how honor and pride drive the actions of the Greek heroes.

3. Group Activity:

- Divide students into small groups, each analyzing one character's perspective (Achilles, Agamemnon, or a god).
- Groups will present how their character's actions advance the plot and reflect the values of honor and pride in the epic.

4. Homework:

- Read Book 6. Focus on the relationship between Hector and his family, particularly his farewell to Andromache.



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Session 3: Honor, Fate, and Mortality – Hector’s Story (Book 6)

Objective:

- Explore the themes of duty, family, and fate in Hector’s character arc.
- Discuss the inevitability of death and its portrayal in *The Iliad*.

Activities:

1. Discussion:

- Review Hector’s farewell to his wife and child in Book 6.
- Discuss the role of fate in Hector’s life and how his personal sense of duty contrasts with his inevitable fate.

2. Close Reading of Book 6:

- Analyze the passage where Hector faces his death and says goodbye to his family.
- Discuss how Hector’s character represents the ideals of a hero in contrast to Achilles.

3. Class Debate:

- Debate: *Who is the greater hero in The Iliad, Achilles or Hector? Why?*
- Students will support their arguments with textual evidence.

4. Homework:

- Read Book 22. Reflect on Hector’s final moments and Achilles’ actions in the duel.
-

Session 4: The Death of Hector and the Tragic Heroism of Achilles (Book 22)

Objective:



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- Examine the concepts of heroism, vengeance, and mortality in the context of Hector's death and Achilles' actions.
- Analyze the portrayal of the tragic hero in *The Iliad*.

Activities:

1. Discussion:

- Discuss Hector's death and Achilles' response.
- How does the duel between Achilles and Hector reflect the values of heroism and vengeance?
- Explore the contrast between Achilles' rage and Hector's nobility.

2. Close Reading of Book 22:

- Analyze the scene where Hector faces Achilles and the aftermath of his death.
- Discuss Achilles' desecration of Hector's body and its significance.

3. Group Activity:

- Break into groups and create a short role-play of the Hector-Achilles duel. Each group will highlight the emotional and moral elements of the scene.

4. Homework:

- Read Book 24. Reflect on Priam's visit to Achilles to ransom Hector's body and the themes of compassion and reconciliation.

Session 5: Compassion, Reconciliation, and the Conclusion of *The Iliad* (Book 24)

Objective:



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- Explore the themes of reconciliation, compassion, and the resolution of conflict in the conclusion of *The Iliad*.
- Discuss the message of the epic as a whole.

Activities:

1. Discussion:

- Review the final moments of *The Iliad*, focusing on Priam's visit to Achilles and the return of Hector's body.
- Discuss how this scene represents the possibility of reconciliation and the resolution of the cycle of vengeance.

2. Close Reading of Book 24:

- Analyze the emotional weight of Priam's plea to Achilles and Achilles' change of heart.
- Discuss how this scene offers a moment of human understanding and closure.

3. Class Reflection:

- Ask: *What message do you think The Iliad conveys about the nature of war, heroism, and human dignity?*
- Discuss the epic's legacy and its relevance in modern times.

4. Assessment:

- Write an essay: *How does The Iliad explore the concepts of heroism, fate, and mortality?*

Materials:

- Excerpts from *The Iliad* (Books 1, 6, 22, and 24).



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- Multimedia resources (visuals of Greek mythology and heroes, video adaptations).
- Handouts on key characters, themes, and literary devices.

Assessment Methods:

- Class participation in discussions and group activities.
- Creative projects and reflections.
- Final essay on the themes of the epic.



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Prepared by- The Faculty Members under the leadership of the Department Head, Dr.
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Lesson Plan: *Oedipus the King* by Sophocles

Grade Level: College

Duration: 3 Sessions (50-60 minutes each)

Session 1: Introduction to Greek Tragedy and *Oedipus the King*

Objective:

- Understand the historical and cultural context of Greek tragedy and *Oedipus the King*.
- Introduce the key themes, characters, and structure of the play.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about Greek mythology or ancient Greek theater?*
- Briefly discuss the concept of Greek tragedy: tragic flaw (hamartia), fate, and catharsis.

2. Introduction to Sophocles and the Play:

- Provide a brief overview of Sophocles and his significance in Greek theater.
- Introduce *Oedipus the King* as one of his most well-known plays, part of the Theban Cycle.

3. Plot Overview:

- Summarize the main plot of *Oedipus the King*: Oedipus's rise to power, his search for the truth about his origins, and the tragic revelation.
- Introduce key characters: Oedipus, Jocasta, Tiresias, Creon, and others.

4. Reading Assignment:



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- Read the first scene of *Oedipus the King* aloud in class.
- Ask students to focus on the introduction of the plague in Thebes and Oedipus's actions to save his city.

5. Homework:

- Write a short reflection on Oedipus's initial character traits: What do his actions in this scene reveal about him?

Session 2: The Search for Truth and the Role of Fate

Objective:

- Analyze the theme of fate vs. free will and Oedipus's quest for truth.
- Discuss the role of prophecy and its impact on the characters.

Activities:

1. Review Homework:

- Discuss students' reflections on Oedipus's character, focusing on his determination and pride.
- Discuss the significance of the plague in Thebes and Oedipus's willingness to help.

2. Close Reading and Analysis:

- Read the next section of the play, where Oedipus begins investigating the murder of King Laius and the prophecy.
- Analyze the dramatic irony in Oedipus's search for the truth, knowing that he is unknowingly fulfilling the prophecy.

3. Group Activity:

- Divide the class into small groups to discuss the roles of Tiresias and the oracle in the play.



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- How do their prophecies shape the events? How do the characters respond to the truth?

4. Class Discussion:

- Discuss the tension between fate and free will in the play.
- How does Oedipus's search for truth demonstrate his tragic flaw (hubris)?

5. Homework:

- Read the scene where Oedipus confronts Jocasta about the prophecy. Reflect on her reaction and its significance.

Session 3: Tragic Revelation and Catharsis

Objective:

- Examine the emotional climax of the play and the concept of catharsis.
- Discuss the resolution of the play and its implications for Oedipus and the audience.

Activities:

1. Discussion of Homework:

- Review students' reflections on Jocasta's reaction and the growing sense of inevitability in the play.
- Discuss the role of dramatic irony and how the audience understands Oedipus's fate before he does.

2. Close Reading of the Climax:

- Read the final scenes, focusing on Oedipus's realization of the truth about his identity and his response.



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- Discuss the significance of the self-blinding and Oedipus's acceptance of his fate.

3. Class Discussion:

- What does Oedipus's downfall say about the nature of knowledge, power, and fate?
- How does the play invoke catharsis, or the emotional purging of fear and pity, in the audience?

4. Debate:

- Debate the concept of "tragic hero": Does Oedipus deserve sympathy, or is his fate the result of his own flaws?
- How does his character arc fit with Aristotle's definition of tragedy?

5. Homework:

- Write an essay on the following prompt: *How does Oedipus the King explore the tension between fate and free will?*

Assessment Methods:

- Participation in class discussions and group activities.
- Creative exercises such as the debate or role-play.
- Final essay on the themes of fate, free will, and tragic heroism.

Materials:

- Excerpts from *Oedipus the King*.
- Multimedia resources (clips from stage productions, visuals of Greek theater).
- Handouts on key characters, themes, and literary devices.



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Lesson Plan: *Paradise Lost* Book 1 by John Milton

Grade Level: College

Duration: 2 Sessions (50-60 minutes each)

Session 1: Introduction to *Paradise Lost* and Book 1 Overview

Objective:

- Understand the historical and literary context of *Paradise Lost*.
- Introduce the themes and characters of Book 1.
- Analyze the opening lines and the concept of the "fall" from Heaven.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about Paradise Lost and its themes?*
- Discuss briefly: What does the term “paradise lost” mean to you?
- Discuss Milton’s ambition in writing the epic: to "justify the ways of God to men."

2. Contextual Overview:

- Provide an introduction to John Milton, his background, and the religious and political climate during his time.
- Discuss the structure of *Paradise Lost*: an epic poem, written in blank verse, with a focus on the Biblical story of mankind's fall.



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- Explain the key themes: free will, obedience, pride, rebellion, and redemption.

3. Reading Assignment (Book 1):

- Read the first lines aloud in class. Discuss Milton's invocation to the "Heav'nly Muse" and the importance of divine inspiration in epic poetry.
- Summarize the events of Book 1: the rebellion of Satan and his followers, their expulsion from Heaven, and their arrival in Hell.

4. Character Introduction:

- Introduce key characters: Satan, Beelzebub, the fallen angels, and the image of Hell as a place of suffering and despair.
- Discuss Satan as the epic's central figure and his role as a tragic, complex character.

5. Homework:

- Read the rest of Book 1. Write a brief reflection on Satan's speech to the fallen angels after their fall. What does it reveal about his character?

Session 2: Themes, Characterization, and the Epic Structure of Book 1

Objective:

- Analyze the themes of rebellion, free will, and pride in *Paradise Lost* Book 1.
- Understand Milton's portrayal of Satan as a tragic hero.

Activities:

1. Review of Homework:

- Discuss students' reflections on Satan's character. How does he respond to his fall from Heaven?
- Explore the idea of pride and how it motivates Satan's rebellion.



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2. Close Reading and Analysis:

- Examine Satan’s famous lines from Book 1: “Better to reign in Hell than serve in Heaven.”
- Discuss how this statement reflects his internal struggle, pride, and desire for autonomy.
- Analyze how Satan presents his fall and how he inspires the other fallen angels.

3. Group Activity:

- Divide students into small groups to analyze Satan's character and his relationship with the other fallen angels (e.g., Beelzebub).
- Each group will focus on one of Satan’s speeches and present how it conveys his rebellious nature and leadership.

4. Class Discussion:

- Explore the themes of free will and obedience. How does Satan’s rebellion embody the consequences of exercising free will?
- What does Milton suggest about the nature of sin and disobedience in the universe?
- Compare Satan’s pride and ambition to other characters in literature or history who have rebelled against authority.

5. Conclusion and Reflection:

- Reflect on the literary and theological significance of Satan’s role in the epic. Is he purely evil, or does he have qualities that make him sympathetic?
- Discuss how *Paradise Lost* blends classical epic structure with Christian theology.

6. Homework:



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- Write an essay on the following prompt: *How does Satan's character in Book 1 of Paradise Lost reflect the themes of pride, free will, and rebellion?*
-

Assessment Methods:

- Participation in class discussions and group activities.
 - Homework reflections and analysis of key passages.
 - Final essay on Satan's character and the themes in Book 1.
-

Materials:

- Excerpts from *Paradise Lost* Book 1.
- Multimedia resources (clips from adaptations, illustrations of Hell and Satan).
- Handouts on the structure of *Paradise Lost*, key themes, and character summaries.



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Prepared by- The Faculty Members under the leadership of the Department Head, Dr.
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Lesson Plan: *The Rape of the Lock* by Alexander Pope

Grade Level: College

Duration: 2 Sessions (50-60 minutes each)

Session 1: Introduction to *The Rape of the Lock* and the Mock Epic Form

Objective:

- Understand the satirical nature and context of *The Rape of the Lock*.
- Introduce the concept of the mock epic and analyze the poem's structure and themes.

Activities:

1. Warm-up Discussion:

- Ask: *What do you understand by the term "satire"?*
- Discuss: *What does the phrase "mock epic" suggest about the poem's style and content?*

2. Contextual Overview:

- Introduce Alexander Pope, focusing on his life, literary career, and role in the Augustan Age of English literature.
- Discuss the social context of *The Rape of the Lock*—the 18th-century English aristocracy, fashion, and courtly life.



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- Explain what a mock epic is: a poem that imitates the style and conventions of epic poetry but treats trivial subjects in a humorous and satirical way.

3. Plot Summary of *The Rape of the Lock*:

- Provide a brief overview of the plot: the poem is based on a real incident where Lord Petre cut a lock of hair from the beautiful Arabella Fermor, leading to a bitter feud. Pope exaggerates the incident and transforms it into an epic battle between the sexes.

4. Reading Assignment (Cantos 1 and 2):

- Read aloud the first two cantos.
- As you read, ask students to note the use of epic conventions (e.g., invocation of the muse, heroic characters, supernatural intervention) and the way Pope uses these to elevate a trivial social conflict.

5. Homework:

- Write a reflection on how Pope uses the mock epic form to satirize the behavior of the aristocracy in the first two cantos.

Session 2: Satire, Themes, and Literary Devices in *The Rape of the Lock*

Objective:

- Analyze the use of satire, symbolism, and literary devices in *The Rape of the Lock*.
- Discuss the themes of vanity, gender, and social values presented in the poem.

Activities:

1. Review of Homework:

- Discuss students' reflections on the mock epic form and its satirical purpose in *The Rape of the Lock*.



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- Explore how Pope mocks the behavior of the upper classes while simultaneously using grandiose language and structure.

2. Close Reading of Cantos 3-5:

- Read the remaining cantos aloud in class, focusing on the mock battle between the sylphs and the nymphs, the cutting of the lock, and the aftermath.
- Discuss Pope's use of supernatural elements, such as the sylphs (airy spirits) who protect Belinda's hair.
- Analyze key passages, particularly the use of epic-style descriptions for mundane actions (e.g., Belinda's toilette, the cutting of the lock).

3. Group Activity:

- Break the class into groups to analyze different parts of the poem's satirical elements:
 - Group 1: Analyze the depiction of the heroine, Belinda.
 - Group 2: Examine the portrayal of the male character, Lord Petre.
 - Group 3: Focus on the symbolism of the lock of hair and the supernatural beings.
 - Group 4: Explore Pope's critique of vanity and superficiality.
- Each group will present their findings to the class.

4. Class Discussion:

- Discuss the central themes of *The Rape of the Lock*:
 - **Vanity and Superficiality:** How does Pope portray the values of the aristocracy as shallow and trivial?
 - **Gender Roles:** What is the significance of the male and female characters in the poem? How does Pope's portrayal of gender reflect societal expectations of the time?



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- **The Role of the Supernatural:** How do the sylphs and other supernatural elements mock epic conventions?

5. Conclusion and Reflection:

- Discuss the ending of the poem. Does Pope suggest that the trivial conflict between Belinda and Lord Petre can be resolved, or does it highlight the ongoing absurdity of high society?
- How does the poem function as both a mockery and a critique of its social context?

6. Homework:

- Write an essay: *How does Pope use the conventions of epic poetry to satirize the behavior of the 18th-century aristocracy in The Rape of the Lock?*

Assessment Methods:

- Participation in class discussions and group activities.
- Reflection and close reading assignments.
- Final essay on satire and social critique in the poem.

Materials:

- Excerpts from *The Rape of the Lock* (Cantos 1-5).
- Handouts on the history of satire and mock epics.
- Multimedia resources (visuals of 18th-century aristocratic society, illustrations of Pope's works).



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Prepared by- The Faculty Members under the leadership of the Department Head, Dr.
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Lesson Plan: *The Rover* by Aphra Behn

Grade Level: College/Advanced High School

Duration: 2 Sessions (50-60 minutes each)

Session 1: Introduction to Aphra Behn and the Restoration Comedy

Objective:

- Understand the historical, literary, and cultural context of *The Rover* and Aphra Behn's role in Restoration literature.
- Analyze the structure, key themes, and characters of *The Rover*.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about the Restoration period in England?*
- Discuss the significance of women writers during the period and Aphra Behn's pioneering role as one of the first professional female playwrights in England.

2. Contextual Overview:

- Provide a background on the Restoration period (1660-1700), focusing on the return of Charles II and the re-establishment of theater and comedy after the Puritan era.



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- Discuss the characteristics of Restoration comedies, including sexual innuendo, witty dialogue, complex plots, and themes of social conventions and gender roles.
- Briefly introduce Aphra Behn: her life, career, and how *The Rover* (1677) fits into her body of work.

3. Plot Overview of *The Rover*.

- Summarize the main plot: *The Rover* follows a group of Englishmen and women in Naples, focusing on the romantic escapades and mistaken identities, all set against a backdrop of social and political conflict.
- Introduce the central characters: Willmore (the rover), Hellena, Angellica, Blunt, and others.

4. Reading Assignment:

- Read Act 1 aloud in class.
- Encourage students to focus on the opening scenes that establish the characters' personalities, motivations, and relationships.

5. Homework:

- Write a brief reflection on Willmore's character based on his interactions in the first act. How does he embody the characteristics of the "rake" hero in Restoration comedy?

Session 2: Themes, Gender, and Social Commentary in *The Rover*

Objective:

- Analyze the themes of love, gender, and social conventions in *The Rover*.
- Examine Behn's subversion of traditional gender roles and her critique of 17th-century social norms.

Activities:



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1. Review of Homework:

- Discuss students' reflections on Willmore's character. What traits make him both likable and problematic?
- Focus on how he represents the typical "rake" figure in Restoration comedy—charming, but morally questionable.

2. Close Reading and Character Analysis:

- Read Act 2 aloud, paying special attention to the interactions between Hellena, Willmore, and Angellica.
- Analyze Hellena's character as an assertive woman who challenges traditional gender roles and her strategic use of her beauty to secure a marriage.
- Discuss Angellica's role as a courtesan, her romantic ideals, and her rejection of Willmore.

3. Class Discussion on Gender and Social Commentary:

- Discuss the portrayal of women in *The Rover*. How do Hellena and Angellica challenge or conform to the expectations of women in the Restoration period?
- What role does social class play in the romantic relationships? How are women's sexual agency and autonomy portrayed?
- Explore the theme of deception and mistaken identity in the play. How do these elements comment on societal expectations of gender and love?

4. Group Activity:

- Divide the class into small groups to analyze specific scenes (e.g., Hellena's interactions with Willmore, Angellica's confrontation with Willmore, or Blunt's mistaken romantic pursuit).
- Each group will present how the scenes reflect the play's treatment of love, honor, and gender dynamics.



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5. Conclusion and Reflection:

- Discuss how *The Rover* both adheres to and subverts the conventions of Restoration comedy. How does Behn use humor and satire to critique gender roles, societal expectations, and romantic ideals?

6. Homework:

- Write an essay on the following prompt: *In what ways does Aphra Behn use the characters of Hellena and Angellica in The Rover to challenge or reinforce gender stereotypes of the Restoration period?*

Assessment Methods:

- Participation in class discussions and group activities.
- Homework reflections and close reading assignments.
- Final essay analyzing gender and social commentary in the play.

Materials:

- Excerpts from *The Rover* (Acts 1-3).
- Handouts on the history of Restoration theater and Aphra Behn's life and works.
- Multimedia resources (clips from stage productions, images of 17th-century costume and society).



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Lesson Plan: *Tintern Abbey* by William Wordsworth

Grade Level: College

Duration: 2 Sessions (50-60 minutes each)

Session 1: Introduction to Wordsworth, Romanticism, and *Tintern Abbey*

Objective:

- Understand the historical, literary, and philosophical context of *Tintern Abbey* and its place in Romanticism.
- Analyze the structure, themes, and key ideas in the poem.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about the Romantic period in literature? What are its key characteristics?*
- Discuss: *How do you think nature and emotion might be portrayed in literature during this time?*

2. Contextual Overview:

- Provide a brief introduction to William Wordsworth: his life, career, and his role as a central figure in the English Romantic movement.



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- Introduce the key tenets of Romanticism: a focus on nature, emotion, individual experience, imagination, and a reaction against the Enlightenment's emphasis on reason.
- Discuss the significance of *Tintern Abbey* (1798) within the context of Wordsworth's career. Emphasize the poem's reflection on memory, nature, and the passage of time.

3. Overview of *Tintern Abbey*:

- Briefly summarize the poem's content: Wordsworth returns to the Wye Valley and the ruins of Tintern Abbey after five years. He reflects on his past experiences with nature, his evolving understanding of its power, and the relationship between nature and spirituality.

4. Reading of *Tintern Abbey* (Lines 1-40):

- Read aloud the first half of the poem. Encourage students to note Wordsworth's depiction of nature and his personal reflections.
- Discuss the mood in the opening lines: a sense of calm and reverence for the natural landscape.
- Focus on key phrases such as "the sentiment of being," "a living soul," and Wordsworth's use of vivid nature imagery.

5. Homework:

- Ask students to read the remainder of the poem (lines 41 to the end).
- Reflect on how Wordsworth's view of nature evolves over the course of the poem. How does he relate his past experience to his present state of mind?

Session 2: Themes, Imagery, and Interpretation in *Tintern Abbey*

Objective:



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- Explore the central themes of *Tintern Abbey* such as memory, the power of nature, and spiritual connection.
- Analyze Wordsworth's use of imagery, language, and structure to communicate his ideas.

Activities:

1. Review of Homework:

- Discuss students' reflections on the evolution of Wordsworth's relationship with nature and how the poem shifts from a focus on external nature to the internal, spiritual connection to nature.
- Explore the idea of nature as a source of renewal and peace. How does Wordsworth express this in the latter half of the poem?

2. Close Reading of Key Passages:

- Analyze the following key sections of the poem:
 - *"These beauteous forms / Through a long absence, have not been to me / As is a landscape to a blind man's eye"* (lines 23-25).
 - *"For I have learned / To look on nature, not as in the hour / Of thoughtless youth; but bearing oftentimes / The still, sad music of humanity"* (lines 39-42).
 - *"The feeling of the past"* (line 51), and Wordsworth's reference to the emotional power of memory.
- Discuss how Wordsworth uses nature imagery to convey ideas about the passing of time, emotional growth, and the development of a more spiritual, mature connection with nature.

3. Class Discussion on Themes:

- Explore the themes of memory and time:



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- How does the speaker reflect on his past and present relationship with nature?
- What is the role of memory in shaping the speaker's current sense of peace and spirituality?
- Discuss the theme of nature as a moral and spiritual guide:
 - How does Wordsworth view nature as a source of inner peace, renewal, and wisdom?
 - In what ways does nature serve as a vehicle for transcendence in the poem?

4. Group Activity:

- Divide the class into small groups, each assigned to analyze one of the following elements of the poem:
 - Group 1: Memory and the passage of time.
 - Group 2: The spiritual and moral power of nature.
 - Group 3: The role of personal reflection and change in Wordsworth's work.
- Each group will present their findings and interpret the significance of their assigned theme or element in the context of the poem.

5. Conclusion and Reflection:

- Discuss the overall impact of *Tintern Abbey* as a meditation on nature, memory, and personal growth.
- How does Wordsworth balance the personal with the universal in the poem?
- Reflect on the poem's relevance to contemporary concerns about the environment, spirituality, and the human connection to nature.

6. Homework:



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- Write an essay on the following prompt: *How does Wordsworth's portrayal of nature in Tintern Abbey reflect Romantic ideals, and how does it compare to earlier, more classical depictions of nature in literature?*

Assessment Methods:

- Participation in class discussions and group activities.
- Reflection on the themes and imagery in the poem.
- Final essay analyzing *Tintern Abbey's* depiction of nature, memory, and spirituality.

Materials:

- Full text of *Tintern Abbey* (printed or digital).
- Handouts on Romanticism and Wordsworth's biography.
- Multimedia resources (visuals of Tintern Abbey, nature imagery).



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Lesson Plan: *Kubla Khan* by Samuel Taylor Coleridge

Grade Level: College

Duration: 2 Sessions (50-60 minutes each)

Session 1: Introduction to Samuel Taylor Coleridge and *Kubla Khan*

Objective:

- Understand the historical, literary, and philosophical context of *Kubla Khan* and Coleridge's role in Romanticism.
- Analyze the poem's structure, themes, and central images.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about the Romantic movement in literature?*
- Discuss: *What comes to mind when you hear the name "Kubla Khan"?*
- Introduce Samuel Taylor Coleridge as a key figure in the Romantic movement alongside William Wordsworth.

2. Contextual Overview:



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- Provide background on Coleridge's life, his friendship with Wordsworth, and the Romantic ideals of imagination, nature, and the sublime.
- Discuss the significance of *Kubla Khan* (1797-1798): Coleridge's composition of the poem in an opium-induced dream and the resulting unfinished nature of the poem.
- Explain the influence of Eastern themes and exoticism, and the connection between *Kubla Khan* and the idea of the "sublime" in Romantic poetry.

3. Overview of the Poem:

- Summarize the plot: the poem describes the construction of the pleasure dome of Kubla Khan in the Mongolian city of Shangdu and explores a vision of a dreamlike, supernatural landscape.
- Discuss how the poem evokes a mystical, sensuous atmosphere and blends fantasy with reality.

4. Reading Assignment (Lines 1-30):

- Read aloud the first half of the poem.
- Focus on Coleridge's use of vivid, sensory language and rich imagery to describe the palace and the surrounding landscape.
- Discuss the idea of the "sublime" as it appears in the poem, considering the awe-inspiring and terrifying nature of the descriptions.

5. Homework:

- Read the second half of the poem (lines 31-54).
- Reflect on the change in tone and imagery in the latter part of the poem. How does the speaker transition from describing the palace to his musings on the creative power of the imagination?

Session 2: Themes, Imagery, and Interpretation in *Kubla Khan*



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Objective:

- Explore the central themes of *Kubla Khan*, including imagination, creativity, and the sublime.
- Analyze Coleridge's use of vivid imagery, meter, and structure in conveying the poem's themes.

Activities:

1. Review of Homework:

- Discuss students' reflections on the change in tone in the second half of the poem.
- How does the transition from describing the palace to Coleridge's personal reflection on the creative process add depth to the poem?

2. Close Reading of Key Passages (Lines 31-54):

- Examine the final stanzas: "*A damsel with a dulcimer / In a vision once I saw*" and the poet's lament on the loss of the vision.
- Discuss the speaker's yearning for the ability to recapture the creative vision and his frustration with the limitations of the human mind and senses.

3. Class Discussion on Themes and Imagery:

- **The Sublime:** How does Coleridge depict the sublime, and how does it contrast with human understanding or control?
- **Imagination and Creativity:** What is the role of imagination in the poem? How does the speaker view the act of creation and the limitations of human artifice?
- **Nature and the Supernatural:** How do nature and supernatural imagery intertwine in the descriptions of the landscape and palace? Discuss the significance of the river, the caverns, and the sacred river Alph.



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4. Group Activity:

- Divide the class into groups to analyze different aspects of the poem:
 - Group 1: The imagery of the pleasure dome and the river.
 - Group 2: The role of the poet and the creative process.
 - Group 3: The contrast between the constructed palace and the untamed nature surrounding it.
- Each group will present their findings and interpretations.

5. Class Discussion on Structure and Form:

- Analyze the poem's structure: Why might Coleridge have chosen a lyrical ballad form for this work?
- Discuss the use of rhyme, meter, and repetition. How do these contribute to the dreamlike, flowing quality of the poem?

6. Conclusion and Reflection:

- Reflect on the meaning of the unfinished nature of the poem. How does the sense of incompleteness affect the overall message or atmosphere of *Kubla Khan*?
- Discuss the role of dreams and visions in the poem, and how they relate to the act of poetic creation.

7. Homework:

- Write an essay on the following prompt: *How does Kubla Khan explore the tension between imagination and reality, and what does this reveal about Coleridge's Romantic ideals?*

Assessment Methods:

- Participation in class discussions and group activities.



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- Reflection on key passages and their interpretations.
 - Final essay analyzing the themes and literary techniques in *Kubla Khan*.
-

Materials:

- Full text of *Kubla Khan* (printed or digital).
- Handouts on Romanticism, Coleridge's biography, and the concept of the sublime.
- Multimedia resources (visuals of Kubla Khan's palace, nature imagery, opium use in Romantic literature).



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Lesson Plan: *Ode to the West Wind* by Percy Bysshe Shelley

Grade Level: College

Duration: 2 Sessions (50-60 minutes each)

Session 1: Introduction to Percy Bysshe Shelley and *Ode to the West Wind*

Objective:

- Understand the historical, literary, and philosophical context of *Ode to the West Wind* and Percy Bysshe Shelley's role in Romanticism.
- Analyze the poem's structure, themes, and central imagery.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about the Romantic movement in literature? What are some key themes you might expect in Romantic poetry?*
- Introduce Percy Bysshe Shelley as one of the major Romantic poets, known for his focus on nature, idealism, and political themes.

2. Contextual Overview:



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- Provide background on Shelley's life, his political and philosophical beliefs, and his relationships with other Romantic poets like Lord Byron and John Keats.
- Discuss the significance of *Ode to the West Wind* (1819): written during a period of political unrest in Europe, the poem reflects Shelley's revolutionary spirit and his belief in the power of nature and the human imagination.

3. Overview of the Poem:

- Summarize the content: *Ode to the West Wind* is a lyrical poem in which the speaker addresses the West Wind, asking it to act as a catalyst for change and transformation. The speaker reflects on the power of the wind to destroy and renew, as well as the poet's own role in bringing about change.

4. Reading Assignment (Stanzas 1-3):

- Read aloud the first three stanzas of the poem.
- Focus on Shelley's vivid imagery of the wind as both a destructive and regenerative force.
- Discuss how the wind is personified, and what it symbolizes in the context of the poem.

5. Homework:

- Read the final three stanzas of the poem (Stanzas 4-6).
- Reflect on how the tone and themes evolve throughout the poem. How does the speaker's relationship with the West Wind change as the poem progresses?

Session 2: Themes, Imagery, and Interpretation in *Ode to the West Wind*

Objective:



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- Explore the central themes of *Ode to the West Wind*, including nature, transformation, and the poet's role in social change.
- Analyze Shelley's use of imagery, form, and structure to convey his ideas.

Activities:

1. Review of Homework:

- Discuss students' reflections on the final stanzas of the poem.
- How does the speaker's appeal to the wind change in tone or focus throughout the poem? Discuss the shift from destruction to renewal.

2. Close Reading of Key Passages:

- Examine important lines from the final stanzas:
 - "Make me thy Lyre, even as the foresaid lute, / With the wind, or let me die" (Stanza 5).
 - "O, lift me as a wave, a leaf, a cloud!" (Stanza 6).
- Discuss the imagery of the poet as a vehicle for change and the idea of the poet's voice being powerful like the wind.

3. Class Discussion on Themes and Imagery:

- **Nature as a Force of Destruction and Renewal:** How does Shelley portray the West Wind as both a force of destruction (the storms, dead leaves) and renewal (the seeds carried to new lands)? What does this dual nature symbolize?
- **Transformation and Change:** What role does the wind play in the theme of transformation? How does the speaker view the wind's power to bring about both personal and political change?
- **The Poet's Role in Society:** Discuss the speaker's desire to become like the wind, carrying the potential for change. What does this suggest about



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the role of poets or artists in society? How does the speaker's appeal to the wind reflect Shelley's own ideals?

4. Group Activity:

- Divide the class into small groups, with each group focusing on one of the following aspects:
 - Group 1: The symbolism of the wind in the poem (both literal and metaphorical).
 - Group 2: The themes of change and transformation (political, personal, or natural).
 - Group 3: Shelley's use of imagery and metaphor (waves, leaves, clouds, etc.).
- Each group will present their analysis to the class.

5. Class Discussion on Structure and Form:

- Analyze the poem's structure: *Ode to the West Wind* is composed of five cantos (stanzas).
- Discuss the use of terza rima (a rhyme scheme of aba, bcb, cdc, etc.). How does the form contribute to the movement and rhythm of the poem? What effect does the rhyme scheme have on the reader's experience?
- Consider the tone of the poem. How does Shelley shift from despair to hope as the poem progresses?

6. Conclusion and Reflection:

- Reflect on the power of nature in the poem. How does Shelley use nature as a metaphor for personal or social transformation?
- How does the poem reflect Shelley's belief in the power of the individual (especially the poet) to bring about change?



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7. Homework:

- Write an essay on the following prompt: *In Ode to the West Wind, how does Shelley use the imagery of the West Wind to explore themes of transformation, both in nature and in human society?*

Assessment Methods:

- Participation in class discussions and group activities.
- Reflection on key passages and their interpretations.
- Final essay analyzing the themes and literary techniques in *Ode to the West Wind*.

Materials:

- Full text of *Ode to the West Wind* (printed or digital).
- Handouts on Romanticism, Percy Bysshe Shelley's biography, and themes of the poem.
- Multimedia resources (visuals of natural elements like wind, storms, and waves).



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Lesson Plan: *Hard Times* by Charles Dickens

Grade Level: College

Duration: 2 Sessions (50-60 minutes each)

Session 1: Introduction to Charles Dickens and *Hard Times*

Objective:

- Understand the historical, social, and literary context of *Hard Times*.
- Analyze the themes of utilitarianism, industrialization, and social class in the novel.
- Examine the first chapters to set the stage for the novel's central concerns.

Activities:



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1. Warm-up Discussion:

- Ask: *What do you know about Victorian society and its concerns?*
- Discuss: *How do you think industrialization and urbanization impacted people during the Victorian era?*
- Introduce Charles Dickens as one of the most famous Victorian novelists known for addressing social issues such as poverty, class inequality, and education.

2. Contextual Overview:

- Provide a brief overview of Charles Dickens' life and his role in Victorian literature. Highlight his focus on social justice and his critique of the harsh realities of industrial life, especially concerning the working class.
- Explain the significance of *Hard Times* (1854) as a critique of the rise of utilitarianism, industrialization, and the dehumanizing effects of factory life in 19th-century England.
- Discuss utilitarianism, focusing on figures like Jeremy Bentham and John Stuart Mill. Utilitarianism emphasized rationality, efficiency, and the greatest good for the greatest number, but Dickens criticizes its cold, emotionless approach to human life.

3. Overview of the Novel:

- Summarize the plot of *Hard Times*: The novel follows the lives of several characters in the industrial town of Coketown, including Thomas Gradgrind, a strict utilitarian educator, and the lives of his students, especially the two key characters: Louisa and Tom Gradgrind. The novel explores the consequences of applying rigidly utilitarian philosophies to personal, social, and emotional matters.



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- Introduce key themes: the conflict between reason and imagination, the role of education in shaping individuals, class inequality, and the nature of industrial society.

4. Reading of Chapter 1: “The One Thing Needful”

- Read aloud the first chapter.
- Discuss the character of Mr. Thomas Gradgrind, his emphasis on "facts," and how his philosophy shapes the lives of those around him.
- Discuss the tone of the chapter, the cold, mechanical attitude towards children, and the contrast between “facts” and imagination/emotion.

5. Class Discussion:

- How does Dickens introduce the central tension of the novel in this opening chapter?
- What is Dickens’ critique of the education system and the emphasis on facts over creativity and emotion?
- Discuss the opening description of Coketown: how does the setting symbolize the industrial revolution and its effects on people?

6. Homework:

- Read Chapters 2-4.
- Reflect on the relationship between Mr. Gradgrind and his students, especially his treatment of the children’s emotions and imagination.

Session 2: Themes, Characters, and Social Criticism in *Hard Times*

Objective:

- Deepen the analysis of the central themes of *Hard Times*, focusing on social class, industrialization, and the emotional and moral consequences of utilitarianism.



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- Analyze the development of key characters and their responses to the rigid society they inhabit.

Activities:

1. Review of Homework:

- Discuss students' reflections on Chapters 2-4.
- How does Mr. Gradgrind continue to emphasize facts, and how does this affect the students, particularly Louisa and Tom?
- Explore the emotional impact on Louisa, who is raised with no room for imagination or emotional growth. What do these early chapters tell us about her inner life?

2. Close Reading of Key Passages:

- Analyze the dialogue between Mr. Gradgrind and his students, focusing on how Gradgrind's insistence on "facts" stifles creativity and personal expression.
- Discuss Louisa's response to Gradgrind's method and the idea that "facts" alone cannot form the foundation for a healthy or fulfilling life.
- Discuss the implications of Louisa's marriage to Mr. Bounderby. How does her father's utilitarian approach affect her decisions and happiness?

3. Class Discussion on Major Themes:

- **Utilitarianism and its Impact on Society:** How does the novel criticize the utilitarian philosophy? How does it manifest in the characters' lives?
 - Discuss the mechanization of life in Coketown. How does Dickens depict the negative impact of industrialization on people's relationships, emotions, and personal fulfillment?



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- **Class Inequality:** Analyze the portrayal of the wealthy factory owner Mr. Bounderby and the working-class characters like Stephen Blackpool. How does Dickens criticize the social divide?
 - Discuss the theme of social mobility and the difficulty of escaping one's class position in industrial society.
- **Imagination vs. Reason:** How does the novel contrast the value of imagination and emotion with the rigid focus on reason and "facts"? Why does Dickens believe this contrast is important for human development?

4. Group Activity:

- Divide the class into small groups, each assigned to analyze one of the following themes:
 - Group 1: The role of education in *Hard Times*.
 - Group 2: Social class and the critique of industrial capitalism.
 - Group 3: The contrast between imagination and reason.
- Have each group present their findings to the class, providing textual evidence and analysis to support their ideas.

5. Class Discussion on Characters and Development:

- **Tom Gradgrind:** How does Tom's character evolve throughout the novel? Discuss the effects of his upbringing and the role of rebellion in his life.
- **Louisa Gradgrind:** Discuss Louisa's internal conflict and emotional struggle. How does she respond to the constraints placed on her by her father and society?
- **Stephen Blackpool and the Working Class:** Explore Stephen's character and his perspective on work, love, and class. What does



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Dickens suggest about the lives of the working poor in industrial England?

6. Conclusion and Reflection:

- Reflect on the novel's critique of Victorian society, particularly the effects of industrialization on human relationships and individual development.
- How does Dickens use satire to convey his social criticisms, and what are his solutions to the problems raised in the novel?
- Discuss how *Hard Times* remains relevant today in discussions about education, social inequality, and the impact of economic systems on human well-being.

7. Homework:

- Write an essay on the following prompt: *In Hard Times, Dickens critiques the philosophy of utilitarianism and its dehumanizing effects on individuals. Discuss how Dickens uses characters, setting, and narrative techniques to challenge this philosophy and suggest a more humane approach to life.*

Assessment Methods:

- Participation in class discussions and group activities.
- Reflection on key passages and their interpretations.
- Final essay analyzing the themes and social critiques in *Hard Times*.

Materials:

- Full text of *Hard Times* (printed or digital).
- Handouts on Victorian society, Charles Dickens' biography, and the key themes of the novel.



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- Multimedia resources (visuals of Victorian England, the industrial revolution, etc.).

Lesson Plan: *The Lady of Shalott* by Alfred, Lord Tennyson

Grade Level: College

Duration: 2 Sessions (50-60 minutes each)



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Prepared by- The Faculty Members under the leadership of the Department Head, Dr.
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Session 1: Introduction to Alfred, Lord Tennyson and *The Lady of Shalott*

Objective:

- Understand the historical, social, and literary context of *The Lady of Shalott*.
- Explore the central themes of isolation, love, and fate within the poem.
- Analyze the first half of the poem, focusing on setting, tone, and the role of imagery.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about Arthurian legends and their significance in literature?*
- Discuss: *What do you think of the idea of a woman who is isolated from the world? How might this theme relate to modern society?*
- Introduce Alfred, Lord Tennyson, as a key figure in Victorian poetry. Discuss his exploration of themes such as the ideals of beauty, love, and tragedy in his work.

2. Contextual Overview:

- Provide background on Tennyson's life, particularly his role as Poet Laureate of the United Kingdom, and his contributions to the Victorian literary scene.
- Discuss the historical and literary context of *The Lady of Shalott* (1832). The poem was inspired by Arthurian legend, specifically the tale of Elaine of Astolat. It explores themes of isolation, art, and the consequences of disobedience.
- Briefly explain the Victorian era's emphasis on social constraints and the ideal of the "angel in the house" for women, which will inform the poem's themes of duty and freedom.



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3. Overview of the Poem:

- Summarize the plot: *The Lady of Shalott* is an allegorical poem about a woman who is cursed to weave a tapestry in a tower without looking directly at the world outside. She can only view life through a mirror. The lady becomes captivated by the sight of Sir Lancelot and disobeys the curse, leading to her tragic death.
- Introduce key themes: isolation, the tension between life and art, the desire for freedom, love, and the idea of fate.

4. Reading of Part 1 and Part 2 (Stanzas 1-24):

- Read aloud the first two parts of the poem (Stanzas 1-24).
- Focus on the description of the Lady's isolation, her weaving, and the mirror through which she observes the world.
- Discuss the setting of Shalott—an isolated, mysterious place—and its significance in relation to the Lady's life and fate.

5. Class Discussion:

- How does the Lady's isolation in the tower symbolize a larger theme in the poem?
- What is the significance of the mirror she uses to view the world? How does it reflect the idea of indirect knowledge or perception?
- Discuss the role of fate in the poem: Does the Lady have any control over her destiny? Why is she confined to the tower?
- Explore the imagery in the poem, particularly the contrast between the Lady's passive existence and the vibrant life outside her tower.

6. Homework:

- Read Part 3 and Part 4 (Stanzas 25-44).



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- Reflect on the transformation in the Lady's behavior as she sees Lancelot and chooses to disobey the curse. How does her defiance change the course of the poem?
-

Session 2: Themes, Imagery, and Interpretation in *The Lady of Shalott*

Objective:

- Deepen the analysis of the themes of love, fate, and artistic creation.
- Analyze the shift in tone and the consequences of the Lady's defiance.
- Explore the use of imagery, symbolism, and structure in the poem.

Activities:

1. Review of Homework:

- Discuss students' reflections on Part 3 and Part 4.
- How does the Lady's encounter with Lancelot change her perception of the outside world? What does her decision to leave the tower represent?
- How does the final image of the Lady's death relate to the theme of fate?

2. Close Reading of Key Passages (Stanzas 25-44):

- Analyze the moment when the Lady leaves the tower: "*She left the web, she left the loom, / She made three paces through the room.*"
- Discuss her reaction to seeing Lancelot in the mirror and her decision to disobey the curse. What does this act of defiance signify?
- Explore the imagery of the Lady's death: "*The web was woven curiously, / The mirror cracked from side to side.*" What does the broken mirror symbolize in this context?

3. Class Discussion on Major Themes:



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- **Isolation vs. Freedom:** How does the Lady's isolation in the tower relate to the Victorian concept of women's roles in society? How does her decision to leave the tower reflect her desire for freedom, even at the cost of her life?
- **Love and Desire:** Explore the theme of love in the poem. How does the Lady's infatuation with Lancelot propel the narrative? How does love, in this case, become a force that both empowers and destroys her?
- **Art and Fate:** How does the Lady's weaving symbolize her passive existence? What role does art play in her life, and how does it contrast with the active, worldly life outside the tower? What does her fate suggest about the consequences of choosing to engage with life outside the confines of duty and art?

4. Group Activity:

- Divide the class into small groups, each assigned to analyze one of the following aspects:
 - Group 1: The symbolism of the Lady's isolation and the tower.
 - Group 2: The role of Lancelot and his symbolic meaning in the Lady's story.
 - Group 3: The symbolism of the mirror and the broken loom.
- Have each group present their analysis to the class.

5. Class Discussion on Structure and Form:

- Discuss the poem's structure: *The Lady of Shalott* is a lyrical ballad, and it follows a clear narrative structure.
- How does Tennyson's use of rhyme, rhythm, and repetition contribute to the poem's haunting, musical quality?
- What is the effect of the alternating quatrains and the refrain? How does it build tension throughout the poem?



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6. Conclusion and Reflection:

- Reflect on the Lady's tragic end: How does her death relate to the poem's broader themes of fate, art, and freedom?
- How does the poem use the Lady's story to comment on the roles of women in society and the consequences of breaking from societal norms?
- Discuss Tennyson's portrayal of the tension between passivity (art) and action (life). What does the poem suggest about the role of imagination and creativity in shaping one's destiny?

7. Homework:

- Write an essay on the following prompt: *In The Lady of Shalott, Tennyson explores the consequences of isolation and the desire for freedom. How does the Lady's journey from the tower reflect these themes, and what is the significance of her tragic fate?*

Assessment Methods:

- Participation in class discussions and group activities.
- Reflection on key passages and their interpretations.
- Final essay analyzing the themes and literary techniques in *The Lady of Shalott*.

Materials:

- Full text of *The Lady of Shalott* (printed or digital).
- Handouts on Victorian society, Tennyson's biography, and the themes of the poem.
- Multimedia resources (visuals of Arthurian legends, the Lady of Shalott in art).



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Lesson Plan: *Swami and Friends* by R.K. Narayan

Grade Level: College

Duration: 2 Sessions (50-60 minutes each)

Session 1: Introduction to R.K. Narayan and *Swami and Friends*

Objective:

- Introduce R.K. Narayan's life and literary contributions.
- Understand the social and historical context of *Swami and Friends* in pre-independence India.
- Analyze the main characters and the setting of the novel, focusing on the first few chapters.

Activities:

1. Warm-up Discussion:

- Ask: *What do you know about childhood experiences and friendships?*
- Discuss: *How do childhood experiences shape our identities? What is the role of friendship in a child's life?*
- Introduce R.K. Narayan as one of India's most prominent English-language writers. Discuss his distinct style of writing, which often focuses on the lives of ordinary people in small Indian towns.

2. Contextual Overview:

- Provide a brief biography of R.K. Narayan, highlighting his contributions to Indian literature in English and his role in introducing Indian fiction to a global audience.
- Discuss the setting of *Swami and Friends* in the fictional town of Malgudi, which is symbolic of small-town India during British colonial rule.



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- Discuss the social and political context of the novel, which is set in the 1930s, a time when India was struggling with colonial rule, yet marked by a sense of innocence and simplicity in the lives of children.

3. Overview of the Novel:

- Summarize the plot of *Swami and Friends*: The story revolves around a young boy, Swaminathan (Swami), and his adventures with his friends in Malgudi. The novel focuses on his school life, his relationships with his friends, teachers, and family, and his experiences navigating the social norms and pressures of colonial India.
- Introduce key themes: friendship, childhood, social conformity, the tension between tradition and modernity, and the coming-of-age process.

4. Reading of Chapter 1 and Chapter 2:

- Read aloud the first two chapters of *Swami and Friends* to introduce the main characters: Swami, his friends (Rajam, Mani, and others), and Swami's family.
- Discuss the initial portrayal of Swami as an innocent and somewhat rebellious child. Explore the relationship between Swami and his father, as well as his school life and interactions with authority figures like his headmaster.

5. Class Discussion:

- How does Narayan introduce Swami's character in the first chapters? What are some key traits of Swami?
- Discuss the significance of Swami's friendship with Rajam and Mani. What does this reveal about childhood relationships?
- How does Swami view school and authority figures like his teachers and headmaster?



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- Discuss the setting of Malgudi: How does Narayan use the town to reflect the simplicity and complexities of life in colonial India?

6. Homework:

- Read Chapters 3-6.
- Reflect on Swami's experiences with his friends and family in the next chapters. How do these relationships develop, and what new themes or conflicts arise?

Session 2: Themes, Characters, and Social Critique in *Swami and Friends*

Objective:

- Deepen the analysis of the themes of childhood, friendship, authority, and social norms in *Swami and Friends*.
- Analyze the development of characters and their responses to social pressures.
- Discuss the novel's portrayal of British colonial rule and the complexities of growing up in such a society.

Activities:

1. Review of Homework:

- Discuss students' reflections on Chapters 3-6.
- How do Swami's relationships with his friends evolve?
- What new conflicts arise, especially between Swami and authority figures like his teachers and the headmaster?
- Explore the character of Rajam and how his arrival changes Swami's life.

2. Close Reading of Key Passages:



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- Analyze the moment when Swami feels the pressure of growing up and the expectations of society, particularly from his father and the school authorities.
- Discuss the significance of Swami's relationship with Rajam. How does Rajam influence Swami, and how do their differences affect their friendship?
- Explore the character of Mani and his role as Swami's loyal and mischievous friend. How does Mani contrast with Swami?

3. Class Discussion on Major Themes:

- **Childhood and Friendship:** How does Narayan depict childhood as a time of innocence, conflict, and emotional growth? How do Swami's friendships shape his identity?
- **Authority and Rebellion:** Analyze Swami's relationship with authority figures. How does his attitude toward school, discipline, and the headmaster reflect broader tensions in colonial India?
- **Social Conformity and Rebellion:** How does Swami respond to societal expectations? Discuss the pressures he faces in terms of family, school, and community norms. How do these pressures influence his actions?

4. Group Activity:

- Divide the class into small groups, each assigned to analyze one of the following aspects:
 - Group 1: Swami's relationship with his family and its impact on his character.
 - Group 2: Swami's friendships and the dynamics between him, Rajam, and Mani.
 - Group 3: The portrayal of school and authority in the novel.



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- Have each group present their analysis to the class.

5. Class Discussion on Social Context:

- **Colonial India and British Influence:** How does the novel subtly critique the effects of British colonial rule on Indian society? Discuss the portrayal of British teachers and the impact of British education on the students.
- **Social Hierarchy and Class:** How does Narayan use the characters of Swami's friends to explore class divisions in Malgudi? What role does class play in Swami's friendships and interactions with others?

6. Conclusion and Reflection:

- Reflect on the coming-of-age aspect of the novel: How does Swami navigate the transition from childhood innocence to the complexities of adulthood?
- How does Narayan use humor and simplicity in his writing to convey deeper social and political issues?
- Discuss the lasting appeal of *Swami and Friends*. What universal themes does the novel address, and why do they continue to resonate with readers today?

7. Homework:

- Write an essay on the following prompt: *In Swami and Friends, R.K. Narayan uses childhood experiences to critique societal expectations, authority, and class divisions. Discuss how the novel explores the tensions between innocence and the pressures of growing up.*

Assessment Methods:

- Participation in class discussions and group activities.
- Reflection on key passages and their interpretations.



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- Final essay analyzing the themes and social critique in *Swami and Friends*.
-

Materials:

- Full text of *Swami and Friends* (printed or digital).
- Handouts on R.K. Narayan's biography and the historical context of colonial India.
- Multimedia resources (images of Malgudi, India during the colonial era).



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Lesson Plan: *Fire on the Mountain* by Anita Desai

Grade Level: College

Duration: 2 Sessions (50-60 minutes each)

Session 1: Introduction to Anita Desai and *Fire on the Mountain*

Objective:

- Introduce Anita Desai's life and literary style.
- Understand the social, cultural, and historical context of *Fire on the Mountain*.
- Analyze the opening chapters to understand the central themes, characters, and setting.

Activities:

1. Warm-up Discussion:

- Ask: *What does the image of a mountain evoke? How might it relate to personal or emotional challenges?*
- Discuss: *What do you think of when you imagine life in the mountains, far from urban centers?*
- Introduce Anita Desai as a prominent Indian author who explores themes of alienation, identity, and the inner lives of her characters. Mention her exploration of family dynamics and the complexities of relationships in contemporary India.



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2. Contextual Overview:

- Provide a brief biography of Anita Desai, highlighting her contributions to Indian literature and her exploration of psychological realism in her novels.
- Discuss the setting of *Fire on the Mountain*, which takes place in a remote Himalayan village. Highlight the importance of the natural landscape in Desai's writing and how it reflects the inner turmoil of the characters.
- Explain the socio-cultural context: the novel is set in post-independence India, and it explores the lives of women, the complex roles they play in society, and the shifting dynamics of modern India.

3. Overview of the Novel:

- Summarize the plot of *Fire on the Mountain*: The story revolves around Nanda Kaul, an elderly widow who retreats to the mountains for solitude. Her peaceful life is disrupted by the arrival of her young granddaughter, Raka, who has a complex and distant relationship with her. The novel explores themes of isolation, the generational gap, and the search for identity in the face of social and personal struggles.
- Introduce key themes: solitude, alienation, generational conflict, identity, and the psychological impact of place.

4. Reading of Chapter 1 and Chapter 2:

- Read aloud the first two chapters of *Fire on the Mountain* to introduce Nanda Kaul's character, her retreat to the mountains, and her inner struggles with her past life.
- Discuss the contrasting characters of Nanda Kaul and Raka, and the significance of Nanda's decision to live in isolation.
- Explore the symbolism of the mountain setting and how it reflects the psychological landscape of the characters.

5. Class Discussion:



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- How does Desai introduce Nanda Kaul's character? What is her attitude toward life and her surroundings?
- What is the significance of Nanda's decision to live in isolation? How does this decision relate to her past experiences and the societal pressures she faces?
- Discuss the character of Raka: How does she differ from Nanda, and what might her arrival signify in the context of the novel?
- How does the setting of the mountain village enhance the novel's themes of solitude and alienation?

6. Homework:

- Read Chapters 3-6.
- Reflect on Nanda Kaul and Raka's developing relationship. How do their differences affect their interactions, and what new tensions emerge?

Session 2: Themes, Characters, and Psychological Exploration in *Fire on the Mountain*

Objective:

- Deepen the analysis of the novel's themes of isolation, generational conflict, and identity.
- Examine the characters' psychological struggles and their relationship with the environment.
- Explore the impact of setting and narrative structure in conveying the inner lives of the characters.

Activities:

1. Review of Homework:

- Discuss students' reflections on Chapters 3-6.



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- How has the relationship between Nanda and Raka developed? What are the key moments in their interactions?
- How does Raka's arrival disrupt Nanda's sense of peace and solitude? What emotions or thoughts does this trigger in Nanda?

2. Close Reading of Key Passages:

- Analyze the passages that describe Nanda Kaul's memories of her past life and her struggles with her identity. How do these memories influence her current state of mind?
- Discuss the interaction between Nanda and Raka in Chapter 4 (where Raka's behavior challenges Nanda's expectations). What does this interaction reveal about their characters and their relationship?
- Explore the use of nature and setting as symbols of psychological states. For example, how does the mountain reflect Nanda's emotional isolation and alienation?

3. Class Discussion on Major Themes:

- **Isolation and Alienation:** How do both Nanda and Raka experience isolation, though in different ways? How does their isolation from society impact their inner lives?
- **Generational Conflict:** Explore the generational gap between Nanda and Raka. How do their perspectives on life, relationships, and societal roles differ? What does this tension reveal about broader social changes in post-independence India?
- **Identity and Selfhood:** How does the novel explore the theme of personal identity? Discuss how Nanda Kaul's retreat to the mountains represents a search for self-understanding. How does Raka's presence challenge Nanda's understanding of herself?

4. Group Activity:



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- Divide the class into small groups, each assigned to analyze one of the following aspects of the novel:
 - Group 1: The theme of solitude and the psychological impact of isolation in Nanda's life.
 - Group 2: The relationship between Nanda and Raka and the generational differences in their characters.
 - Group 3: The role of nature and the mountain setting in shaping the characters' emotions and experiences.
- Have each group present their analysis to the class.

5. Class Discussion on Psychological Exploration:

- **Narrative Structure and Point of View:** Discuss Desai's use of narrative structure, particularly her shifting focus between Nanda's memories and her present interactions with Raka. How does the point of view contribute to the psychological depth of the characters?
- **The Impact of Place:** How does the mountain setting reflect the psychological isolation of the characters? What role does the physical environment play in shaping their emotions and actions?

6. Conclusion and Reflection:

- Reflect on the character of Nanda Kaul: What does her retreat to the mountains say about the human desire for solitude and self-exploration? How does her psychological journey unfold throughout the novel?
- Discuss the role of Raka as a catalyst for change. How does her presence force Nanda to confront her own past and present?
- How does the novel's exploration of identity, memory, and generational conflict relate to broader societal themes in India during the time period?

7. Homework:



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- Write an essay on the following prompt: *In Fire on the Mountain, Anita Desai explores themes of isolation, identity, and generational conflict through the relationship between Nanda and Raka. Discuss how these themes are developed in the novel and what they reveal about the characters' psychological states and the broader social context.*

Assessment Methods:

- Participation in class discussions and group activities.
- Reflection on key passages and their interpretations.
- Final essay analyzing the themes and psychological exploration in *Fire on the Mountain*.

Materials:

- Full text of *Fire on the Mountain* (printed or digital).
- Handouts on Anita Desai's biography, literary style, and the socio-cultural context of the novel.
- Multimedia resources (images of the Himalayan landscape and post-independence India).



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Prepared by- The Faculty Members under the leadership of the Department Head, Dr.
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Lesson Plan: Kamala Das - "*My Grandmother's House*"

Grade Level: College

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce Kamala Das as a poet and her contribution to Indian English literature.
- To analyze the poem "*My Grandmother's House*" focusing on its themes, structure, and emotional depth.
- To understand the personal and cultural elements embedded in the poem, such as memory, loss, and longing.

Materials:

- Printed copies of Kamala Das's poem "*My Grandmother's House*" (or displayed on a projector/screen).
 - Whiteboard/Markers.
-

Introduction (10 minutes):



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1. Warm-Up Discussion:

- Ask the class: *What role do memories of childhood or family play in shaping our identity?*
- Follow-up with: *How do physical spaces like a house or a place of childhood affect our emotional connection to the past?*
- Discuss briefly about the universal experience of nostalgia and how it can evoke strong emotions when we remember a place or person from the past.

2. Introduction to Kamala Das:

- Briefly introduce Kamala Das as one of the most prominent Indian poets writing in English.
- Highlight her themes of love, longing, female sexuality, and the exploration of identity. Discuss how her work often reflects personal experiences and emotional struggles.
- Mention that “*My Grandmother’s House*” is a poem in which she explores feelings of nostalgia, loss, and the deep emotional connections tied to family and childhood.

Reading and Analysis of the Poem (30 minutes):

1. Reading the Poem Aloud (5 minutes):

- Have the class listen to or read the poem aloud. Ask them to note any emotional responses or strong images that stand out to them while reading.

2. First Impressions (5 minutes):

- Ask students for their initial reactions to the poem. What emotions or images does the poem evoke for them?



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- Encourage students to reflect on how the poet uses the house and the grandmother to symbolize emotional attachment and loss.

3. Close Reading and Analysis (20 minutes):

○ **Stanza 1:**

- *“There is a house now far away where once / I received love.”*
- Discuss the significance of the house as a symbol of safety, love, and nurturing. How does the use of "far away" emphasize the emotional distance and loss of that love?
- What emotions does the speaker associate with the house? How is love described?

○ **Stanza 2:**

- *“I was a child, and she was old / And she was like a mother to me.”*
- Discuss the relationship between the speaker and her grandmother. How does the description of the grandmother as "like a mother" highlight the nurturing role she played in the speaker's life?
- Explore the contrast between the speaker's youth and the grandmother's age. What does this contrast suggest about the passing of time and the generational bond?

○ **Stanza 3:**

- *“Her house was a shrine, / Where I was loved. / The doors and windows were wide open.”*
- Discuss the symbolism of the house as a "shrine" and how it represents reverence, safety, and affection. What does the openness of the doors and windows symbolize in the context of the relationship between the speaker and her grandmother?

○ **Stanza 4:**



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- *“Now I have lost / All the love I had from her.”*
- Discuss the sense of loss expressed in these lines. How does the speaker express the emotional void left after her grandmother’s death or departure? How does the poem transition from nostalgia to grief?
- **Stanza 5:**
 - *“And I have lost / All the love I had for her.”*
 - How does the repetition of “lost” emphasize the sense of absence and sorrow? Discuss the emotional complexity of loss, both of love and the ability to love, that the speaker is experiencing.

4. Theme Discussion (10 minutes):

- **Nostalgia and Longing:** Discuss how the poem conveys a deep sense of nostalgia for the speaker’s childhood home and the unconditional love of her grandmother. How does the speaker’s return to the house in memory reflect her longing for the past?
- **Memory and Loss:** Explore how the poem reflects the poet's emotional journey from a sense of security and love to grief and the realization of the impermanence of life.
- **Generational Bond:** Analyze the relationship between the speaker and her grandmother. What does it reveal about the roles of family and tradition in the speaker’s life? How does the speaker view the passage of time and the changes it brings?
- **Symbolism of the House:** Discuss the house as a symbol. What does it represent in terms of the speaker’s emotional life? How does the house contrast the past (a place of love and security) with the present (emptiness and loss)?

Class Discussion (10 minutes):



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1. Guided Questions:

- How does Kamala Das use simple, yet powerful language to evoke emotions of love and loss?
- What role does the house play in the poem? Is it just a physical space, or does it hold deeper symbolic meaning?
- How does the tone of the poem shift from the beginning to the end? What are the emotional shifts that occur throughout the poem?

2. Cultural and Personal Connection:

- Ask students: *Do you have a place or memory from your childhood that evokes similar feelings of love, nostalgia, or loss?*
- How does Kamala Das's personal experiences, as seen through her poetry, resonate with universal human emotions?

Conclusion (5 minutes):

1. Wrap-Up Discussion:

- Summarize the key points discussed: the themes of nostalgia, love, loss, and memory in *"My Grandmother's House"*.
- Emphasize how Kamala Das uses vivid imagery and a personal tone to create an emotional connection with the reader.

2. Homework/Reflection:

- Ask students to write a short reflection on how the poem made them feel. They can consider the following questions in their response:
What memory or person from your past do you feel a similar sense of longing for?
How do you understand the relationship between memory and identity through this poem?



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Assessment Methods:

- Participation in class discussion.
 - Analysis of the poem's themes and imagery.
 - Reflection/response writing on the emotional impact of the poem.
-

Materials:

- Copy of "My Grandmother's House" by Kamala Das.
- Handouts on Kamala Das's literary style and the themes she explores in her poetry.

Lesson Plan: Mulk Raj Anand – "Two Lady Rams"

Grade Level: College

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce Mulk Raj Anand as a significant writer in Indian English literature.
- To analyze the story "Two Lady Rams", focusing on its themes, characters, and narrative techniques.
- To understand the socio-political critique in the story and its exploration of class, identity, and human emotions.

Materials:

- Printed copies of "Two Lady Rams" (or displayed on a projector/screen).
- Whiteboard/Markers.



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- Handouts on Mulk Raj Anand's biography and social themes in his works.
-

Introduction (10 minutes):

1. Warm-Up Discussion:

- Ask the students: *How do you think the relationships between humans and animals reflect larger social or cultural issues?*
- Follow up: *What do you think a "lady ram" could symbolize in a story, and why might a writer like Mulk Raj Anand choose such a title?*

2. Introduction to Mulk Raj Anand:

- Provide a brief biography of Mulk Raj Anand, focusing on his contributions to Indian literature, particularly his exploration of social issues like poverty, caste, and the struggles of the marginalized.
 - Mention how his works often reflect human compassion and critique of social injustice, highlighting his focus on class inequality, human suffering, and moral dilemmas.
-

Reading and Analysis of the Story (30 minutes):

1. Reading the Story Aloud (10 minutes):

- Have the class read "*Two Lady Rams*" aloud or display it for the class to follow along.
- While reading, ask students to note down any emotions, symbols, or lines that seem significant or thought-provoking.

2. First Impressions (5 minutes):

- Ask students for their first impressions of the story: *What are the central ideas? What emotions or reactions did the story evoke?*

3. Close Reading and Analysis (15 minutes):



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- **Character Analysis:**
 - Discuss the characters of the two "Lady Rams" (the female characters) and their roles in the story. What do they symbolize? How are their actions and attitudes contrasted with one another?
 - Explore the protagonist's relationship with the lady rams: How does his perspective on the animals reveal his personality, social status, or views on human relationships?
- **Theme of Class and Social Structure:**
 - Discuss the social and economic contexts in which the characters operate. How do class differences play a role in their relationships with one another and the lady rams?
 - Explore how Anand uses the lady rams as a metaphor to highlight the themes of gender, power, and inequality in society.
- **Symbols and Imagery:**
 - Discuss the symbolic significance of the "Lady Rams" in the story. How do the animals represent the larger struggles faced by women and marginalized individuals in society? What do the rams symbolize in terms of social and personal identity?
 - Explore Anand's use of imagery, especially in describing the contrasting attitudes toward the lady rams and how they relate to the overall message of the story.
- **Narrative Technique:**
 - Discuss Anand's narrative style and point of view. How does the use of the first-person perspective influence the emotional depth of the story?
 - How does the tone of the story shift between compassion, humor, and critique?



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Class Discussion (10 minutes):

1. Guiding Questions:

- What do the "Lady Rams" symbolize in this story? How do they represent broader social themes like class inequality or gender roles?
- How does the protagonist's relationship with the animals reflect his own personal conflicts or societal status?
- What is the significance of the ending, and what message do you think Anand is trying to convey through it?
- How does the story critique social norms, particularly the treatment of women and the lower classes?

2. Class Debate:

- Engage the students in a debate on the following: *Is the story about the rams' symbolic role, or does it focus more on the human characters' internal struggles and perceptions?*
 - Encourage students to explore different perspectives on how the narrative's focus can be interpreted.
-

Conclusion (5 minutes):

1. Summary and Reflection:

- Summarize the main themes discussed: class struggle, social inequality, the symbolism of the lady rams, and the portrayal of human emotions through the lens of animals.
- Highlight how Mulk Raj Anand uses everyday interactions with animals to raise profound questions about human relationships, societal structures, and individual morality.



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2. Homework/Reflection:

- Ask students to write a short reflection or essay on the following prompt:

In "Two Lady Rams", Mulk Raj Anand uses symbolism to highlight the complexity of human relationships and social inequalities. Discuss the role of the lady rams as symbols in the story and analyze how they contribute to the overall message of the narrative.

Assessment Methods:

- Participation in class discussion and debate.
- Reflection/essay writing on the symbolism and social critique in the story.
- Analytical responses to guided questions.

Materials:

- Copy of "Two Lady Rams" by Mulk Raj Anand.
- Handouts on Mulk Raj Anand's literary style and his engagement with social issues in his works.



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Lesson Plan: Salman Rushdie – "*The Free Radio*"

Grade Level: College

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce Salman Rushdie as a prominent Indian-English author and his literary style.
- To analyze "*The Free Radio*", focusing on its themes of identity, media, and personal transformation.
- To examine the story's social, political, and cultural contexts, and explore its relevance to contemporary issues.

Materials:



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- Printed copies of "*The Free Radio*" (or displayed on a projector/screen).
- Whiteboard/Markers.
- Handouts on Salman Rushdie's biography, themes, and literary techniques.

Introduction (10 minutes):

1. Warm-Up Discussion:

- Ask students: *How does the media, especially radio or television, influence our daily lives and perceptions of the world?*
- Follow-up: *What role does the media play in shaping the identity of individuals and communities?*

2. Introduction to Salman Rushdie:

- Briefly introduce Salman Rushdie, focusing on his contributions to Indian and global literature. Mention his major works, including *Midnight's Children* and *The Satanic Verses*, and his exploration of themes such as identity, migration, and the intersections of East and West.
- Discuss his narrative style, characterized by magical realism, rich cultural references, and the blending of historical and personal narratives.
- Mention that "*The Free Radio*" is a short story that captures Rushdie's style of examining complex themes through simple yet profound narratives.

Reading and Analysis of the Story (30 minutes):

1. Reading the Story Aloud (10 minutes):

- Have students read "*The Free Radio*" aloud or display it for the class to follow along.



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- While reading, encourage students to note key passages or moments that seem particularly symbolic or emotionally impactful.

2. First Impressions (5 minutes):

- Ask students for their initial reactions to the story: *What are the main emotions or thoughts that come to mind after reading? What did you think of the protagonist and the radio?*

3. Close Reading and Analysis (15 minutes):

- **Character Analysis:**

- Discuss the protagonist, the man who finds the free radio. How is he depicted in the story? What does his desire for the radio symbolize?
- How does the radio serve as a catalyst for his transformation, both in terms of his personal life and his understanding of society?
- Explore the themes of disillusionment and yearning for change in the character's actions. What does the radio represent in his life?

- **Theme of Identity:**

- Analyze how the story explores the theme of identity. How does the radio influence the protagonist's sense of self, and what does it suggest about the role of external influences (like media) on personal identity?
- Discuss the protagonist's desire to change his life and his relationship with the radio as a symbol of that transformation. How does the story critique the ways in which individuals rely on external sources (like media) for their sense of purpose or identity?

- **The Role of Media:**



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- Discuss the central role of the radio in the story. How does the radio, which is supposed to bring entertainment and joy, serve as both a symbol of freedom and a form of control?
 - Explore the tension between freedom and manipulation in the story. Is the radio truly a symbol of liberation, or does it ultimately represent another form of societal control?
 - **Social and Political Context:**
 - Discuss the social, political, and cultural contexts within which the story is set. How does the story reflect issues such as class, migration, and the search for meaning in a postcolonial society?
 - How does Rushdie critique the role of media in shaping both individual and collective identities, especially in a changing postcolonial world?
-

Class Discussion (10 minutes):

1. Guiding Questions:

- How does the protagonist's relationship with the free radio evolve throughout the story? What does this transformation suggest about the role of external influences on personal identity?
- How is the radio both a symbol of freedom and a form of control? Do you think the protagonist ultimately finds freedom, or does he become further trapped by his desires?
- How does Rushdie use humor and irony in the story to comment on societal issues, such as the media's influence on individuals?
- Discuss the story's broader implications. How does it relate to contemporary issues such as the rise of social media, the impact of the internet, and the way people seek external validation in today's world?



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2. Class Activity:

- Divide the class into small groups, each tasked with discussing one of the following aspects of the story:
 - Group 1: The symbolism of the free radio and its role in shaping the protagonist's identity.
 - Group 2: The social critique embedded in the story—what does it say about media, societal control, and freedom?
 - Group 3: How does the protagonist's internal conflict mirror larger societal struggles in postcolonial India (or in any context of change)?
 - Have each group present their analysis to the class.
-

Conclusion (5 minutes):

1. Summary and Reflection:

- Summarize the key themes of the story: identity, media's role in personal transformation, freedom versus control, and social critique.
- Emphasize the complexity of the protagonist's relationship with the radio and how it reflects larger societal issues of the time.

2. Homework/Reflection:

- Ask students to write a short essay or reflection on the following prompt:
In "The Free Radio", Salman Rushdie uses the symbol of the radio to explore themes of identity, media influence, and societal control. Discuss how the protagonist's interaction with the radio represents larger cultural and social issues in the story, and reflect on the relevance of these issues today.
-

Assessment Methods:



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- Participation in class discussion and group activity.
 - Analytical responses to guided questions.
 - Reflection/essay writing on the themes and symbolism in "*The Free Radio*".
-

Materials:

- Copy of "*The Free Radio*" by Salman Rushdie.
- Handouts on Salman Rushdie's literary style, themes, and the socio-political contexts in his work.

Lesson Plan: Tennessee Williams – *The Glass Menagerie*

Grade Level: College

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce Tennessee Williams and his contribution to American drama.
- To analyze *The Glass Menagerie*, focusing on its themes, characters, and dramatic techniques.
- To understand the symbolic meaning of the glass menagerie and its relevance to the characters' lives.



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- To explore the play's exploration of memory, family dynamics, and individual dreams.

Materials:

- Printed copies of *The Glass Menagerie* (or displayed on a projector/screen).
- Whiteboard/Markers.
- Handouts on Tennessee Williams' biography, the play's historical context, and its themes.

Introduction (10 minutes):

1. Warm-Up Discussion:

- Ask the students: *How do dreams and memories shape our sense of identity?*
- Follow-up: *What role does family play in our personal growth and sense of self-worth?*

2. Introduction to Tennessee Williams:

- Provide a brief biography of Tennessee Williams, focusing on his major works such as *A Streetcar Named Desire*, *The Glass Menagerie*, and *Cat on a Hot Tin Roof*.
- Highlight Williams' exploration of human emotions, family struggles, and societal pressures, particularly within the context of post-Depression America.
- Mention that *The Glass Menagerie* is one of his most famous plays and is often considered a memory play, where the narrative is shaped by the recollections of the protagonist.

Reading and Analysis of the Play (30 minutes):

1. Overview of the Play (5 minutes):



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- Briefly summarize the plot of *The Glass Menagerie*: The play revolves around Amanda Wingfield, a Southern matriarch, and her two children, Tom and Laura. Amanda is obsessed with finding a suitor for Laura, who is physically and emotionally fragile. Tom, the narrator, yearns for escape from his family and his duties.
- Mention the play's central themes: memory, illusion versus reality, family obligations, and the pursuit of dreams.

2. Character Analysis (10 minutes):

- **Amanda Wingfield:** Discuss Amanda as a symbol of the past and lost dreams. What does her obsession with her daughter's future reveal about her own unfulfilled aspirations? How does her behavior influence Tom and Laura?
- **Tom Wingfield (the narrator):** Analyze Tom as both a character and a narrator. How does his role as the storyteller influence the way the story is told? What is his internal conflict between duty and desire for escape?
- **Laura Wingfield:** Discuss Laura's fragility, both physically and emotionally. What does her glass menagerie symbolize in the play? How does her character reflect the theme of illusion versus reality?
- **Jim O'Connor:** Though not as prominent in the play, Jim represents the outside world and the potential for Laura's escape from her isolation. Discuss his role in the narrative and how his visit shapes the events of the play.

3. Symbolism and Imagery (10 minutes):

- **The Glass Menagerie:** Explore the symbolism of the glass menagerie as both a literal object and a metaphor for Laura's fragile world. How does the glass represent the fragility of the characters' dreams and desires?



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- **The Fire Escape:** Discuss the fire escape as a symbol of Tom's desire for freedom and escape. How does it represent both an escape route and an unattainable goal?
- **The Gentleman Caller (Jim):** Analyze Jim's role as a symbol of hope and possibility. How does his presence highlight the contrast between reality and illusion in the lives of the Wingfield family?

4. Themes (10 minutes):

- **Memory and Illusion:** Discuss how the play is structured as a memory play, with Tom narrating the events and offering his reflections. How does this shape the audience's understanding of the characters' experiences? How does memory influence the way the characters perceive themselves and each other?
- **Dreams and Disillusionment:** Explore the theme of dreams, especially as it relates to Tom's desire for adventure and escape, Amanda's obsession with a better future for Laura, and Laura's wish for acceptance. How do these dreams ultimately lead to disappointment?
- **Family and Sacrifice:** Analyze the dynamics within the Wingfield family. How do the characters' relationships with one another reflect their personal sacrifices and struggles? What does the play suggest about the complexities of familial love and responsibility?

Class Discussion (10 minutes):

1. Guiding Questions:

- How does Tom's role as narrator influence the audience's perception of the events in the play? Do you think he is an unreliable narrator?
- What does the glass menagerie symbolize in Laura's life? How does it reflect her emotional and physical fragility?



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- How do Amanda's dreams for Laura contrast with the reality of Laura's situation? What does this say about the theme of illusion versus reality in the play?
- In what ways does the play explore the tension between responsibility to family and the desire for personal freedom?

2. Group Activity:

- Divide the class into small groups and assign each group one of the following themes to discuss and present:
 - Group 1: The role of memory in the play and how it affects the characters' lives.
 - Group 2: The symbolism of the glass menagerie and other objects in the play.
 - Group 3: Tom's struggle between family obligations and his desire for freedom.
- Have each group present their analysis to the class.

Conclusion (5 minutes):

1. Wrap-Up Discussion:

- Summarize the key themes of *The Glass Menagerie*: the power of memory and illusion, the fragility of dreams, and the complexities of family dynamics.
- Discuss the emotional impact of the play and how it portrays the universal struggle for personal fulfillment and escape from one's circumstances.

2. Homework/Reflection:

- Ask students to write a reflection on the following prompt:
In The Glass Menagerie, Tennessee Williams explores the tension between memory,



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illusion, and reality. How do the characters' dreams and illusions shape their lives and relationships? Reflect on a moment in the play when reality clashes with a character's dream or desire.

Assessment Methods:

- Participation in class discussion and group activity.
 - Analysis of the play's themes, symbols, and characters.
 - Reflection/essay writing on the role of memory and illusion in the play.
-

Materials:

- Copy of *The Glass Menagerie* by Tennessee Williams.
- Handouts on Tennessee Williams' literary style, themes, and the socio-political contexts in his work.



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Lesson Plan: Toni Morrison – *Beloved*

Grade Level: College/Advanced High School

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce Toni Morrison and her significant contribution to African-American literature.
- To analyze *Beloved* in terms of its themes, characters, and narrative techniques.
- To understand the historical and social contexts of slavery and its aftermath, as depicted in the novel.
- To examine the symbolic meaning of *Beloved* and its impact on memory, trauma, and identity.

Materials:

- Printed copies of *Beloved* (or selected excerpts).
 - Whiteboard/Markers.
 - Handouts on Toni Morrison's biography, historical context of slavery, and key themes in *Beloved*.
-

Introduction (10 minutes):

1. Warm-Up Discussion:

- Ask the students: *How do you think trauma and history affect individuals and communities?*
- Follow-up: *Can a person truly escape their past, or does it always haunt them in some way?*

2. Introduction to Toni Morrison:



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- Briefly introduce Toni Morrison, focusing on her significance as an African-American writer. Mention her major works, including *Song of Solomon*, *Sula*, and *Beloved*.
- Discuss how Morrison's writing explores themes of race, identity, and history, particularly focusing on the legacy of slavery and the African-American experience in post-Civil War America.
- Mention that *Beloved* is one of her most acclaimed works, which won the Pulitzer Prize for Fiction in 1988. It delves into the complex emotional and psychological trauma caused by slavery.

Reading and Analysis of the Novel (30 minutes):

1. Overview of the Novel (5 minutes):

- Provide a brief summary of *Beloved*: Set after the Civil War, the novel follows Sethe, an escaped slave, and her family in Cincinnati. Sethe's life is haunted by the ghost of her dead daughter, Beloved, and the novel explores Sethe's painful past, her struggles with identity, and her attempt to escape the trauma of slavery. The plot is non-linear, and the supernatural elements of the ghost and Beloved's return create a dreamlike atmosphere.

2. Character Analysis (10 minutes):

- **Sethe:** Discuss Sethe's role as the protagonist and how her experiences of slavery shape her identity. Explore her actions, especially her killing of her daughter, and how it reflects the psychological effects of slavery on former slaves.
- **Beloved:** Discuss the character of Beloved, who represents the embodiment of Sethe's guilt and trauma. How does Beloved's presence serve as a metaphor for the past that cannot be escaped?



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- **Denver:** Analyze Denver's role in the story as Sethe's surviving daughter. How does she act as a bridge between the past and the future, trying to navigate her own identity while dealing with the family's legacy of trauma?
- **Paul D:** Discuss Paul D's role as a man who tries to love Sethe but is also haunted by his own experiences as a slave. How does he struggle with his emotions and his need to establish a sense of manhood and identity after slavery?

3. Themes (15 minutes):

- **The Legacy of Slavery:** Discuss how the novel addresses the enduring impact of slavery on individuals and families. Explore Sethe's relationship with her past and how the trauma of slavery affects her ability to move forward.
- **Memory and Trauma:** Analyze how the novel portrays memory and trauma as central to the characters' lives. How do the characters grapple with their memories of slavery, and how do these memories shape their identities and relationships?
- **Motherhood and Sacrifice:** Explore the theme of motherhood in the novel, particularly Sethe's extreme act of killing her child to prevent her from being recaptured into slavery. How does Sethe's maternal love challenge conventional notions of sacrifice and protection?
- **Identity and Reclamation:** Discuss how the characters seek to reclaim their identities after slavery. How does Sethe's struggle to define herself and her family reflect the broader struggle of African-Americans in post-slavery America to forge new identities in a world that still carries the weight of racial oppression?

4. Symbolism (5 minutes):



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- **Beloved as a Symbol:** Discuss *Beloved* as a symbolic representation of the past—both the trauma and the history of slavery. How does her return challenge Sethe’s ability to move forward and confront her past?
- **The House:** The house, 124, is significant in the novel as a symbol of haunted memories. Discuss the symbolism of the house and its connection to the characters’ past.
- **The Color Red:** Examine the recurring motif of the color red in the novel and its symbolic connection to both life and death, as well as love and violence.

Class Discussion (10 minutes):

1. Guiding Questions:

- How does Sethe’s relationship with her children and with her past shape the way she lives her life? Do you think her actions are justified, or are they an example of the deep psychological damage caused by slavery?
- What does *Beloved* represent, both in terms of Sethe’s personal trauma and the collective memory of African-Americans post-slavery? How do the characters respond to her presence?
- In what ways does *Beloved* address the theme of memory? How do the characters deal with their past, and is it possible to ever fully escape it?
- How does the non-linear structure of the novel influence the reader’s understanding of time, memory, and trauma?

2. Small Group Activity:

- Divide the class into small groups and assign each group a specific theme or character to analyze. They should discuss and prepare a brief presentation that includes textual evidence, symbols, and how the theme or character contributes to the novel’s central messages.



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- Possible topics:
 - Group 1: The legacy of slavery in *Beloved*.
 - Group 2: The role of memory and trauma.
 - Group 3: Sethe's maternal love and sacrifice.
 - Group 4: The significance of *Beloved* as a character.
-

Conclusion (5 minutes):

1. Wrap-Up Discussion:

- Summarize the key themes of *Beloved*: memory, trauma, motherhood, and the legacy of slavery.
- Discuss how the novel's structure and use of symbolism deepen its exploration of these themes.

2. Homework/Reflection:

- Ask students to write a short essay or reflection on the following prompt:
In Beloved, Toni Morrison explores the complexities of identity and memory in the aftermath of slavery. How do the characters in the novel grapple with their past, and in what ways does the novel suggest that the past cannot be fully escaped or forgotten?
-

Assessment Methods:

- Participation in class discussion and group activity.
 - Analysis of the novel's themes, characters, and symbols.
 - Reflection/essay writing on the themes of memory and trauma in the novel.
-

Materials:



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- Copy of *Beloved* by Toni Morrison.
- Handouts on Toni Morrison's literary style, historical context of slavery, and key themes in *Beloved*.



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Lesson Plan: Henrik Ibsen – *Ghosts*

Grade Level: College/Advanced High School

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce Henrik Ibsen and his contribution to modern drama.
- To analyze *Ghosts*, focusing on its themes, characters, and dramatic techniques.
- To explore the themes of morality, social conventions, and generational conflict in *Ghosts*.
- To understand how Ibsen uses symbolism and realism to critique societal norms.

Materials:

- Printed copies of *Ghosts* (or selected excerpts).
 - Whiteboard/Markers.
 - Handouts on Henrik Ibsen's biography, the social and historical context of *Ghosts*, and its themes.
-

Introduction (10 minutes):

1. Warm-Up Discussion:

- Ask students: *How do societal expectations shape individual actions?*
- Follow-up: *Can an individual's past mistakes affect future generations? How can guilt and secrecy influence a person's life?*

2. Introduction to Henrik Ibsen:



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- Provide a brief biography of Henrik Ibsen, focusing on his contributions to modern theater. Discuss his role in the development of realism and his controversial themes related to societal norms, family, and individual freedom. Mention some of his major works, including *A Doll's House*, *Hedda Gabler*, and *Ghosts*.
- Explain that *Ghosts* was first performed in 1881 and is one of Ibsen's most controversial plays, dealing with issues like venereal disease, heredity, and moral hypocrisy.

Reading and Analysis of the Play (30 minutes):

1. Overview of the Play (5 minutes):

- Summarize the plot of *Ghosts*: The play follows the story of Mrs. Alving, a widow, who is preparing to dedicate a house to her deceased husband, Captain Alving, a respected man in the community. However, she reveals that her husband was morally corrupt and that their son, Oswald, has inherited his father's vices, including a devastating illness. The play delves into the consequences of past sins, the burden of secrecy, and the generational impact of unresolved guilt.

2. Character Analysis (10 minutes):

- **Mrs. Alving:** Discuss Mrs. Alving's internal conflict as a mother and wife. How does her past experience with her husband shape her decisions regarding her son? How does her character represent the themes of repression, guilt, and the desire for truth?
- **Oswald Alving:** Analyze Oswald as the tragic character caught in the consequences of his parents' actions. Discuss his idealistic views on life and art, contrasted with the tragic reality of his inheritance. How does his illness symbolize the impact of past sins?



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- **Pastor Manders:** Discuss Pastor Manders as a symbol of societal and religious hypocrisy. How does his attitude towards morality and duty contribute to the play's critique of societal norms?
- **Regina Engstrand:** Analyze Regina's character as a reflection of the tension between social class and personal aspirations. How does she struggle with her own desires and the revelation of her parentage?

3. Themes (10 minutes):

- **The Consequences of the Past:** Discuss the central theme of the play: the inescapability of the past and how the actions of previous generations shape future generations. How do the secrets surrounding Captain Alving's life affect his family?
- **Hypocrisy and Morality:** Explore Ibsen's critique of societal and religious hypocrisy. How does Pastor Manders embody the moral conventions of the time, and how do they contribute to the characters' suffering?
- **Inherited Guilt:** Discuss the idea of hereditary guilt and how Oswald's illness symbolizes the passing on of moral and physical consequences from one generation to the next. How does this theme challenge the notion of personal responsibility?
- **Freedom and Repression:** Analyze how characters like Mrs. Alving struggle with societal expectations, particularly regarding women's roles. How does Ibsen critique the role of women in society through Mrs. Alving's character?

4. Symbolism and Dramatic Techniques (5 minutes):

- **The "Ghosts" of the Title:** Discuss the symbolic meaning of the ghosts in the play. How do they represent the haunting presence of past sins, unresolved guilt, and societal repression?
- **The House:** The house that Mrs. Alving is constructing is symbolic of the facade of respectability and the concealment of the family's dark



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secrets. How does it contrast with the underlying truths that the characters are forced to confront?

- **Realism in the Play:** Explain how Ibsen's use of realistic dialogue and settings contrasts with the symbolic themes. How does Ibsen's style highlight the tension between social conventions and individual truth?

Class Discussion (10 minutes):

1. Guiding Questions:

- How do Mrs. Alving's decisions about her son's future reflect the tension between personal desires and societal expectations? Do you think her actions are justified or harmful?
- How does the character of Pastor Manders represent societal attitudes towards morality? How does his hypocrisy affect the other characters?
- Do you think Oswald's illness is a result of his inherited guilt, or is it a tragic consequence of his family's secrets? What does this say about the connection between personal freedom and the past?
- How do the ghosts in the play function as symbols of repressed truths? In what ways does Ibsen use them to comment on the societal pressure to conform?

2. Group Activity:

- Divide the class into small groups and assign each group one of the following themes to discuss and prepare a brief presentation:
 - Group 1: The theme of inherited guilt in *Ghosts*.
 - Group 2: Pastor Manders as a symbol of societal and religious hypocrisy.
 - Group 3: The role of repression in shaping the characters' lives.



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- Group 4: The symbolism of the “ghosts” and their effect on the characters.
 - After discussion, have each group present their analysis to the class.
-

Conclusion (5 minutes):

1. Wrap-Up Discussion:

- Summarize the key themes of *Ghosts*: the haunting presence of the past, the critique of societal morality, and the consequences of repression.
- Discuss the impact of Ibsen’s work on modern drama and how *Ghosts* challenges the conventions of 19th-century theater by addressing taboo subjects like venereal disease, family secrets, and moral corruption.

2. Homework/Reflection:

- Ask students to write a reflection or short essay on the following prompt:

In Ghosts, Henrik Ibsen critiques societal norms and the repression of uncomfortable truths. How do the characters’ interactions with their past shape their present lives? In your opinion, is Ibsen’s portrayal of these issues still relevant today?

Assessment Methods:

- Participation in class discussion and group activity.
 - Analysis of themes, characters, and symbols in the play.
 - Reflection/essay writing on the themes of repression, guilt, and societal norms in the play.
-

Materials:

- Copy of *Ghosts* by Henrik Ibsen.



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- Handouts on Henrik Ibsen's literary style, historical context, and key themes in *Ghosts*.



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Lesson Plan: Bertolt Brecht – *The Good Woman of Szechuan*

Grade Level: College/Advanced High School

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce Bertolt Brecht and his contributions to the theater, particularly his development of Epic Theater.
- To analyze *The Good Woman of Szechuan* in terms of its themes, characters, and Brecht's distinctive theatrical techniques.
- To understand how Brecht uses the play to critique social and economic systems, particularly the tension between morality and survival.
- To explore the concept of the "alienation effect" and its purpose in engaging the audience critically.

Materials:

- Printed copies of *The Good Woman of Szechuan* (or selected excerpts).
 - Whiteboard/Markers.
 - Handouts on Bertolt Brecht's biography, his concept of Epic Theater, and key themes in *The Good Woman of Szechuan*.
-

Introduction (10 minutes):

1. Warm-Up Discussion:

- Ask students: *Can someone be truly "good" in a world that rewards selfishness?*
- Follow-up: *How do you think people make moral decisions in difficult circumstances?*

2. Introduction to Bertolt Brecht:



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- Briefly introduce Bertolt Brecht, focusing on his influence on modern theater and his development of Epic Theater. Discuss Brecht's emphasis on social change, the alienation effect, and his use of theater as a tool for critical thinking.
- Mention some of Brecht's key works, such as *Mother Courage and Her Children*, *The Threepenny Opera*, and *The Good Woman of Szechuan*.
- Explain that *The Good Woman of Szechuan*, first performed in 1943, blends humor with a critique of social and economic systems, exploring the difficulty of living morally in an immoral world.

Reading and Analysis of the Play (30 minutes):

1. Overview of the Play (5 minutes):

- Summarize the plot of *The Good Woman of Szechuan*: The play tells the story of Shen Te, a poor prostitute in a Chinese city, who is rewarded for her kindness by the gods with money to open a tobacco shop. However, her generosity leads to exploitation, and she is forced to create a male alter ego, Shui Ta, to maintain order and success in her business. The play explores themes of morality, survival, and the tension between selflessness and self-preservation in an unjust society.

2. Character Analysis (10 minutes):

- **Shen Te/Shui Ta:** Discuss the duality of Shen Te and Shui Ta. How do these two personas reflect the conflict between Shen Te's innate goodness and the harsh reality of the world around her? What does each character represent in the context of the play's themes?
- **The Gods:** Explore the role of the gods in the play. How do they represent the abstract concept of justice and morality? Why do they ultimately leave Shen Te in a state of moral confusion?



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- **The Landlord and Other Minor Characters:** Analyze the role of the landlord, the shopkeeper, and other characters who exploit Shen Te. How do they represent the social and economic forces that create a cycle of inequality and exploitation?

3. Themes (10 minutes):

- **Morality vs. Survival:** Discuss how the play addresses the tension between being morally "good" and the necessity of survival in an immoral society. How does Shen Te's character embody this struggle, and how does she evolve throughout the play?
- **The Role of Capitalism:** Examine how Brecht critiques capitalism through the character of Shui Ta. How does the capitalist system demand ruthlessness and self-interest, and how does this conflict with the ideals of social justice?
- **Social Injustice and Inequality:** Discuss how the play critiques societal structures that perpetuate poverty and inequality. How does the play reflect Brecht's Marxist views on class struggle and the role of the individual within an unjust system?
- **The Alienation Effect (Verfremdungseffekt):** Explain Brecht's concept of the alienation effect, where the audience is made to remain critically detached from the emotional content of the play in order to think more deeply about its themes. How does Brecht use techniques like direct address, visible scene changes, and fragmented storytelling to prevent emotional immersion?

4. Brecht's Dramatic Techniques (5 minutes):

- **Breaking the Fourth Wall:** Discuss Brecht's technique of breaking the fourth wall, where actors address the audience directly to encourage critical reflection. How is this used in *The Good Woman of Szechuan* to engage the audience in a discussion of the play's themes?



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- **Music and Song:** Explain how Brecht uses music and songs as a form of commentary in his plays. How do the songs in *The Good Woman of Szechuan* help convey the moral and political messages of the play?
- **Non-Realistic Staging:** Discuss Brecht's use of non-realistic staging, such as minimal sets and actors playing multiple roles. How does this contribute to the play's goal of prompting critical thought rather than emotional identification?

Class Discussion (10 minutes):

1. Guiding Questions:

- How do the characters of Shen Te and Shui Ta represent different responses to the pressures of society? Can we say that one is "better" than the other, or do both represent necessary strategies for survival in an unjust world?
- How do the gods in the play serve as both moral arbiters and ineffective enforcers of justice? What is Brecht suggesting about the role of divine or societal authority in human affairs?
- What role does the capitalist system play in *The Good Woman of Szechuan*? How does Brecht critique capitalism through the character of Shui Ta and the treatment of Shen Te?
- How does Brecht's use of the alienation effect alter your perception of the play's themes? How does it encourage critical engagement rather than emotional immersion?

2. Group Activity:

- Divide the class into small groups and assign each group one of the following topics for discussion:
 - Group 1: The tension between morality and survival in the play.



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- Group 2: The role of the gods and the critique of religion in *The Good Woman of Szechuan*.
 - Group 3: The function of the alienation effect in Brecht's play.
 - Group 4: How Brecht uses humor and irony to convey serious social critiques.
- After discussion, have each group present their analysis to the class.
-

Conclusion (5 minutes):

1. Wrap-Up Discussion:

- Summarize the key themes of *The Good Woman of Szechuan*: morality vs. survival, social injustice, and the critique of capitalism.
- Discuss how Brecht's use of alienation effects and non-realistic staging creates a unique theatrical experience aimed at prompting social and political change rather than simply providing entertainment.

2. Homework/Reflection:

- Ask students to write a reflection or short essay on the following prompt:

In The Good Woman of Szechuan, Brecht explores the conflict between personal morality and the demands of society. How does the play suggest that individuals can navigate this conflict in an unjust world? Do you think Brecht's ideas are still relevant in contemporary society?

Assessment Methods:

- Participation in class discussion and group activity.
- Analysis of themes, characters, and Brecht's techniques in the play.
- Reflection/essay writing on the play's themes and its critique of society.



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Materials:

- Copy of *The Good Woman of Szechuan* by Bertolt Brecht.



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Prepared by- The Faculty Members under the leadership of the Department Head, Dr.
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Lesson Plan: Bernard Shaw – *Arms and the Man*

Grade Level: College/Advanced High School

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce George Bernard Shaw and his role in the development of modern drama.
- To analyze *Arms and the Man* in terms of its themes, characters, and dramatic techniques.
- To explore Shaw's critique of romanticism, war, and social class in *Arms and the Man*.
- To understand how Shaw uses humor and satire to convey serious social and political messages.

Materials:

- Printed copies of *Arms and the Man* (or selected excerpts).
 - Whiteboard/Markers.
 - Handouts on Bernard Shaw's biography, the historical context of *Arms and the Man*, and key themes in the play.
-

Introduction (10 minutes):

1. Warm-Up Discussion:

- Ask students: *What are some common stereotypes about soldiers and war heroes? Do you think these portrayals are accurate?*
- Follow-up: *How do you think romantic notions about war affect our perception of it?*



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2. Introduction to George Bernard Shaw:

- Provide a brief biography of Bernard Shaw, focusing on his impact on modern theater and his role as a social critic. Discuss his relationship with the Fabian Society and his critique of social issues, including class, war, and morality.
- Mention some of Shaw's major works, such as *Pygmalion*, *Man and Superman*, and *Arms and the Man*. Explain that *Arms and the Man* (1894) is a comedic play that satirizes the romanticized views of war and heroism, contrasting them with the realities of battle and human nature.

Reading and Analysis of the Play (30 minutes):

1. Overview of the Play (5 minutes):

- Summarize the plot of *Arms and the Man*: The play is set during the Serbo-Bulgarian War and follows the interactions between the romantic and idealistic Raina Petkoff and the pragmatic and cynical soldier, Captain Bluntschli. When Bluntschli, a Swiss mercenary, takes refuge in Raina's bedroom during the war, his views on war and heroism clash with Raina's naïve beliefs. The play explores themes of love, war, social class, and the difference between idealism and reality.

2. Character Analysis (10 minutes):

- **Raina Petkoff:** Discuss Raina's character as a romantic idealist. How does she initially view the concept of war and heroism? How does her perception of Bluntschli challenge her beliefs? What does Raina's transformation in the play reveal about her understanding of love and heroism?
- **Captain Bluntschli:** Analyze Bluntschli as an anti-hero. How does he contrast with the typical war hero? Discuss his pragmatism, cynicism, and disillusionment with the ideals of heroism. How does Bluntschli's



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practical, often humorous approach to war challenge traditional notions of bravery and heroism?

- **Sergeant Saranoff:** Examine the character of Saranoff, Raina's fiancé, who is portrayed as a typical romanticized war hero. How does his behavior and attitude toward war contrast with Bluntschli's more realistic view of it? What does this contrast suggest about Shaw's views on war and heroism?
- **Major Petkoff and Louka:** Discuss the roles of Raina's father, Major Petkoff, and the servant Louka. How do they embody different social classes and expectations in the play? What role does class play in their interactions, particularly between Raina and Bluntschli?

3. Themes (10 minutes):

- **Romanticism vs. Realism:** Discuss Shaw's critique of romanticism, particularly the romanticized view of war. How does Bluntschli's practical approach to war challenge Raina's idealized view of it? How does Shaw use humor to deconstruct the glorification of war?
- **War and Heroism:** Explore the play's treatment of war. How does Shaw portray the reality of war, particularly through the characters of Bluntschli and Saranoff? What message does Shaw convey about the nature of bravery and heroism?
- **Class and Social Expectations:** Discuss how the play addresses social class, particularly in the relationships between the characters. How does Raina's evolving view of Bluntschli challenge her class-based expectations? What is Shaw suggesting about the role of class in shaping people's identities and relationships?
- **Love and Marriage:** Examine how the play explores the theme of love. How does the relationship between Raina and Bluntschli evolve throughout the play? How does Shaw challenge traditional notions of romantic love and marriage?



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4. Shaw's Use of Satire and Humor (5 minutes):

- Discuss how Shaw uses humor, wit, and irony to expose the contradictions and absurdities in societal views on war, heroism, and class. How does Shaw's use of satire allow him to address serious social issues in a comedic way? How do the comedic elements in the play enhance its critique of social norms?

Class Discussion (10 minutes):

1. Guiding Questions:

- How does Captain Bluntschli's view of war differ from the romanticized image held by Raina and Saranoff? What does this reveal about the nature of heroism and war?
- In what ways does Raina's character change throughout the play? How does her relationship with Bluntschli challenge her previous views on love and heroism?
- What is the significance of Bluntschli's pragmatism and disillusionment in relation to Shaw's critique of war and social expectations?
- How does Shaw use humor and satire to make serious points about social issues like class, war, and love? Can you think of any modern examples where humor is used to critique social norms?

2. Group Activity:

- Divide the class into small groups and assign each group one of the following themes to discuss and prepare a brief presentation:
 - Group 1: The contrast between romanticism and realism in *Arms and the Man*.
 - Group 2: The portrayal of war and heroism in the play.
 - Group 3: The role of social class and its impact on relationships.



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- Group 4: Shaw's use of satire and humor to critique social conventions.
 - After discussion, have each group present their analysis to the class.
-

Conclusion (5 minutes):

1. Wrap-Up Discussion:

- Summarize the key themes of *Arms and the Man*: the deconstruction of romanticism, the critique of war and heroism, and the exploration of love and class.
- Discuss how Shaw uses humor and satire to engage the audience in critical thought about these themes. How does the play challenge traditional views on heroism, war, and romance?

2. Homework/Reflection:

- Ask students to write a reflection or short essay on the following prompt:
In Arms and the Man, Bernard Shaw critiques the idealization of war and romantic love. How do the characters of Raina and Bluntschli embody these critiques? Do you think Shaw's ideas are still relevant today?
-

Assessment Methods:

- Participation in class discussion and group activity.
 - Analysis of themes, characters, and Shaw's use of satire and humor.
 - Reflection/essay writing on the play's critique of social norms and war.
-

Materials:

- Copy of *Arms and the Man* by Bernard Shaw.



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- Handouts on Shaw's biography, the historical context of the play, and key themes in *Arms and the Man*.

Lesson Plan: Bernard Shaw – *Arms and the Man*

Grade Level: College/Advanced High School

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce George Bernard Shaw and his role in the development of modern drama.
- To analyze *Arms and the Man* in terms of its themes, characters, and dramatic techniques.
- To explore Shaw's critique of romanticism, war, and social class in *Arms and the Man*.
- To understand how Shaw uses humor and satire to convey serious social and political messages.

Materials:

- Printed copies of *Arms and the Man* (or selected excerpts).
 - Whiteboard/Markers.
 - Handouts on Bernard Shaw's biography, the historical context of *Arms and the Man*, and key themes in the play.
-

Introduction (10 minutes):

1. Warm-Up Discussion:

- Ask students: *What are some common stereotypes about soldiers and war heroes? Do you think these portrayals are accurate?*



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- Follow-up: *How do you think romantic notions about war affect our perception of it?*

2. Introduction to George Bernard Shaw:

- Provide a brief biography of Bernard Shaw, focusing on his impact on modern theater and his role as a social critic. Discuss his relationship with the Fabian Society and his critique of social issues, including class, war, and morality.
- Mention some of Shaw's major works, such as *Pygmalion*, *Man and Superman*, and *Arms and the Man*. Explain that *Arms and the Man* (1894) is a comedic play that satirizes the romanticized views of war and heroism, contrasting them with the realities of battle and human nature.

Reading and Analysis of the Play (30 minutes):

1. Overview of the Play (5 minutes):

- Summarize the plot of *Arms and the Man*: The play is set during the Serbo-Bulgarian War and follows the interactions between the romantic and idealistic Raina Petkoff and the pragmatic and cynical soldier, Captain Bluntschli. When Bluntschli, a Swiss mercenary, takes refuge in Raina's bedroom during the war, his views on war and heroism clash with Raina's naïve beliefs. The play explores themes of love, war, social class, and the difference between idealism and reality.

2. Character Analysis (10 minutes):

- **Raina Petkoff:** Discuss Raina's character as a romantic idealist. How does she initially view the concept of war and heroism? How does her perception of Bluntschli challenge her beliefs? What does Raina's transformation in the play reveal about her understanding of love and heroism?



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- **Captain Bluntschli:** Analyze Bluntschli as an anti-hero. How does he contrast with the typical war hero? Discuss his pragmatism, cynicism, and disillusionment with the ideals of heroism. How does Bluntschli's practical, often humorous approach to war challenge traditional notions of bravery and heroism?
- **Sergeant Saranoff:** Examine the character of Saranoff, Raina's fiancé, who is portrayed as a typical romanticized war hero. How does his behavior and attitude toward war contrast with Bluntschli's more realistic view of it? What does this contrast suggest about Shaw's views on war and heroism?
- **Major Petkoff and Louka:** Discuss the roles of Raina's father, Major Petkoff, and the servant Louka. How do they embody different social classes and expectations in the play? What role does class play in their interactions, particularly between Raina and Bluntschli?

3. Themes (10 minutes):

- **Romanticism vs. Realism:** Discuss Shaw's critique of romanticism, particularly the romanticized view of war. How does Bluntschli's practical approach to war challenge Raina's idealized view of it? How does Shaw use humor to deconstruct the glorification of war?
- **War and Heroism:** Explore the play's treatment of war. How does Shaw portray the reality of war, particularly through the characters of Bluntschli and Saranoff? What message does Shaw convey about the nature of bravery and heroism?
- **Class and Social Expectations:** Discuss how the play addresses social class, particularly in the relationships between the characters. How does Raina's evolving view of Bluntschli challenge her class-based expectations? What is Shaw suggesting about the role of class in shaping people's identities and relationships?
- **Love and Marriage:** Examine how the play explores the theme of love. How does the relationship between Raina and Bluntschli evolve



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throughout the play? How does Shaw challenge traditional notions of romantic love and marriage?

4. Shaw's Use of Satire and Humor (5 minutes):

- Discuss how Shaw uses humor, wit, and irony to expose the contradictions and absurdities in societal views on war, heroism, and class. How does Shaw's use of satire allow him to address serious social issues in a comedic way? How do the comedic elements in the play enhance its critique of social norms?
-

Class Discussion (10 minutes):

1. Guiding Questions:

- How does Captain Bluntschli's view of war differ from the romanticized image held by Raina and Saranoff? What does this reveal about the nature of heroism and war?
- In what ways does Raina's character change throughout the play? How does her relationship with Bluntschli challenge her previous views on love and heroism?
- What is the significance of Bluntschli's pragmatism and disillusionment in relation to Shaw's critique of war and social expectations?
- How does Shaw use humor and satire to make serious points about social issues like class, war, and love? Can you think of any modern examples where humor is used to critique social norms?

2. Group Activity:

- Divide the class into small groups and assign each group one of the following themes to discuss and prepare a brief presentation:
 - Group 1: The contrast between romanticism and realism in *Arms and the Man*.



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- Group 2: The portrayal of war and heroism in the play.
 - Group 3: The role of social class and its impact on relationships.
 - Group 4: Shaw's use of satire and humor to critique social conventions.
- After discussion, have each group present their analysis to the class.

Conclusion (5 minutes):

1. Wrap-Up Discussion:

- Summarize the key themes of *Arms and the Man*: the deconstruction of romanticism, the critique of war and heroism, and the exploration of love and class.
- Discuss how Shaw uses humor and satire to engage the audience in critical thought about these themes. How does the play challenge traditional views on heroism, war, and romance?

2. Homework/Reflection:

- Ask students to write a reflection or short essay on the following prompt:

In Arms and the Man, Bernard Shaw critiques the idealization of war and romantic love. How do the characters of Raina and Bluntschli embody these critiques? Do you think Shaw's ideas are still relevant today?

Assessment Methods:

- Participation in class discussion and group activity.
 - Analysis of themes, characters, and Shaw's use of satire and humor.
 - Reflection/essay writing on the play's critique of social norms and war.
-



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Materials:

- Copy of *Arms and the Man* by Bernard Shaw.
- Handouts on Shaw's biography, the historical context of the play, and key themes in *Arms and the Man*.



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Lesson Plan: T.S. Eliot – “The Love Song of J. Alfred Prufrock”

Grade Level: College/Advanced High School

Duration: 1 Session (50-60 minutes)

Objective:

- To introduce T.S. Eliot and his contributions to modernist poetry.
- To analyze *The Love Song of J. Alfred Prufrock* in terms of its themes, structure, and poetic techniques.
- To explore the poem's depiction of alienation, self-doubt, and modern existential crises.
- To examine the use of stream of consciousness, fragmented imagery, and other modernist features in the poem.

Materials:

- Printed copies of *The Love Song of J. Alfred Prufrock* (or selected excerpts).
 - Whiteboard/Markers.
 - Handouts on T.S. Eliot's biography, the context of modernism, and key themes in *The Love Song of J. Alfred Prufrock*.
-

Introduction (10 minutes):

1. Warm-Up Discussion:

- Ask students: *What does it mean to feel disconnected or alienated from others? Have you ever felt like an outsider in a social setting or situation?*
- Follow-up: *What kind of internal struggles might someone experience when they feel disconnected from society?*

2. Introduction to T.S. Eliot:



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- Briefly introduce T.S. Eliot, focusing on his role in the modernist movement and his influence on 20th-century literature. Discuss his use of fragmented narrative, complex imagery, and exploration of modern psychological and existential themes.
- Mention Eliot's major works, such as *The Waste Land*, *The Hollow Men*, and *The Love Song of J. Alfred Prufrock*. Explain that *Prufrock* (1915) is considered one of Eliot's most important early works and a defining piece of modernist poetry.

Reading and Analysis of the Poem (30 minutes):

1. Overview of the Poem (5 minutes):

- Summarize the plot and content of the poem: *The Love Song of J. Alfred Prufrock* is a dramatic monologue in which the speaker, J. Alfred Prufrock, addresses himself and, at times, an unnamed listener. The poem reflects Prufrock's inner turmoil, his feelings of alienation, and his self-doubt, particularly in the context of his inability to act on his desires and engage with others. The poem explores themes of isolation, the passage of time, and the failure of romantic and social ideals.

2. Reading the Poem (10 minutes):

- Read *The Love Song of J. Alfred Prufrock* aloud in class, either by the teacher or by volunteers. Encourage students to read sections aloud as well.
- Ask students to annotate the poem as they read, marking lines or phrases that stand out or seem particularly important.

3. Character Analysis (5 minutes):

- **J. Alfred Prufrock:** Discuss Prufrock as the speaker of the poem. What do his internal monologues reveal about his personality and worldview? How does he struggle with feelings of inadequacy, fear of judgment, and



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alienation? How does his self-doubt affect his ability to connect with others?

- **The Unnamed Listener:** Discuss the role of the implied listener in the poem. What does the “you” in the poem represent? How does this character affect Prufrock’s self-reflection and the tone of the poem?

4. Themes and Motifs (10 minutes):

- **Alienation and Isolation:** Discuss how Prufrock’s feelings of alienation are portrayed throughout the poem. What kind of social or emotional isolation does he experience? How do images like “The yellow fog” and “the mermaids singing” reflect his inability to connect with others?
- **Self-Doubt and Insecurity:** Explore Prufrock’s constant questioning of himself and his place in society. How does his inability to act, to love, or to communicate reflect his self-doubt? What do the repeated questions like “Do I dare?” and “Do I dare disturb the universe?” reveal about his indecisiveness and fear of failure?
- **Time and Mortality:** Discuss how the theme of time is presented in the poem. What is Prufrock’s relationship with time? How does the passage of time heighten his anxiety and inability to make decisions? How does the poem reflect modernist concerns with the fragmentation of time and identity?
- **Modern Alienation:** Consider how the poem captures the alienation and confusion of modern life. How does Eliot portray the complexities of modern existence, particularly in terms of the speaker’s inability to engage with others or express himself fully?

5. Modernist Techniques (5 minutes):

- **Stream of Consciousness:** Discuss Eliot’s use of stream-of-consciousness technique to reveal Prufrock’s inner thoughts and anxieties. How does this technique help convey the fragmented and disordered nature of Prufrock’s mind?



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- **Imagery and Symbolism:** Analyze the vivid and often unsettling imagery in the poem, such as the yellow fog, the “mermaids,” and the “streets that follow like a tedious argument.” What do these images symbolize, and how do they contribute to the overall meaning of the poem?
- **Allusions and References:** Explain how Eliot uses allusions to other literary and cultural works, such as Dante’s *Inferno* and the Bible, to deepen the poem’s complexity. Discuss how these references create layers of meaning and enhance the themes of the poem.

Class Discussion (10 minutes):

1. Guiding Questions:

- How does Prufrock’s self-doubt and fear of rejection prevent him from taking action in the poem? What does this suggest about the nature of desire and hesitation?
- What role does time play in *The Love Song of J. Alfred Prufrock*? How does Prufrock’s relationship with time reflect modern existential concerns?
- How does the imagery of the yellow fog and the mermaids contribute to the overall tone of the poem? What do they reveal about Prufrock’s state of mind?
- How does *The Love Song of J. Alfred Prufrock* reflect the modernist break from traditional forms and ideas? In what ways does it challenge conventional narrative and poetic structures?

2. Group Activity:

- Divide the class into small groups and assign each group a different aspect of the poem to analyze:
 - Group 1: Analyze Prufrock’s feelings of alienation and how they are expressed through imagery and language.



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- Group 2: Examine the theme of time and its connection to Prufrock’s indecision and existential anxiety.
 - Group 3: Discuss the significance of the “love song” in the title. What is the irony in calling this poem a “love song,” and how does it reflect Prufrock’s inability to connect romantically with others?
- After discussion, have each group present their analysis to the class.
-

Conclusion (5 minutes):

1. Wrap-Up Discussion:

- Summarize the main themes of *The Love Song of J. Alfred Prufrock*: alienation, self-doubt, time, and modern existential crises.
- Discuss how Eliot’s use of modernist techniques—stream of consciousness, fragmented imagery, and allusions—shapes the meaning of the poem and reflects the disillusionment of the modern world.

2. Homework/Reflection:

- Ask students to write a reflection or short essay on the following prompt:

In The Love Song of J. Alfred Prufrock, T.S. Eliot explores the inner turmoil of a man who is paralyzed by self-doubt and existential anxiety. How does Prufrock’s inability to act reflect larger themes of modernity and alienation? How does Eliot’s modernist style contribute to these themes?

Assessment Methods:

- Participation in class discussion and group activity.
- Analysis of the poem’s themes, imagery, and techniques.



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- Reflection/essay writing on the poem's exploration of alienation and modern existential crises.
-

Materials:

- Copy of *The Love Song of J. Alfred Prufrock* by T.S. Eliot.
- Handouts on Eliot's biography, modernist techniques, and themes in *The Love Song of J. Alfred Prufrock*.

