



## Administration of Human Values through Teaching Literature in English with Reference to Bharathi Mukherjee's *Jasmine*

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### Abstract

*Bharati Mukherjee is a celebrated author who uses her literary creations to inculcate human values and moral lessons in her society. Her novel “Jasmine” serves as an excellent text to explore universal themes such as identity, alienation, cultural conflict and spirit. Through the protagonist’s journey, the novel depicts the struggles faced by immigrants and women in patriarchal societies, offering readers profound insights into the human condition. This article examines how teaching literature, particularly novels like *Jasmine*, fosters empathy, critical thinking, and problem-solving skills while enhancing communication abilities. The genre of the novel provides a unique platform for reflecting on real-life experiences and societal challenges. In *Jasmine*, the protagonist’s quest for self-discovery amidst immigration-related adversities highlights the importance of adaptability, determination, and ethical decision-making. The narrative also critiques oppressive systems, emphasising the need for gender equality and cultural understanding. By engaging with *Jasmine*’s story, readers gain a deeper appreciation for the complexities of identity formation and the longing for love, care, and belonging. Furthermore, this article underscores the pedagogical significance of literature in English education. Novels like *Jasmine* not only expand vocabulary and improve language proficiency but also encourage learners to view the world from diverse perspectives. Through its exploration of universal human values, *Jasmine* equips readers with the tools to analyse contemporary issues and apply these lessons to their own lives.*

**Keywords:** Bharati Mukherjee, *Jasmine*, Human Values, English Literature Education.

### Introduction

Literature is fundamentally an expression of human life, feelings and emotions through the medium of language. As Bharati Mukherjee aptly demonstrates in her novel *Jasmine*, literature serves not only as a medium of storytelling but also as a conduit for imparting human values and fostering empathy. Through the protagonist’s journey of self-discovery and resilience, Mukherjee explores universal themes such as identity, alienation, cultural conflict, and gender inequality. The genre of the novel holds immense pedagogical value, as it allows readers to engage with diverse perspectives and lived experiences. According to Smith and Patel, “Literature acts as a bridge between cultures, enabling readers to transcend their worldviews and embrace alternate realities” (45). Similarly, Johnson argues that novels like *Jasmine* provide “a fertile ground for exploring moral dilemmas and ethical decision-making” (78). Such narratives not only entertain but also educate, equipping learners with skills like problem-solving, empathy, and communication.

Mukherjee’s portrayal of *Jasmine*’s transformation from a traditional Indian woman to a resilient immigrant navigating the complexities of American society highlights the tension



between heritage and assimilation. As Gupta notes, “the struggle for identity in multicultural contexts is a recurring motif in postcolonial literature, emphasising the need for inclusivity and understanding” (112). Furthermore, Anderson observes that “fictional characters often serve as catalysts for personal growth, inspiring readers to confront their own biases and assumptions” (210).

This article examines how *Jasmine* can be used as a teaching tool to instil human values and address contemporary issues such as immigration, cultural diversity, and gender equality. By engaging with Mukherjee’s narrative, readers are encouraged to reflect on their own lives and the broader societal implications of these themes. As Thompson asserts, “Literature has the power to transform individuals and societies by fostering empathy and promoting social justice” (305). Through this exploration, the article underscores the enduring relevance of novels in shaping compassionate, socially conscious individuals.

### Objectives of the study

The present study aims to explore the multifaceted role of literature in fostering human values, with a specific focus on Bharati Mukherjee’s novel *Jasmine*. Through this investigation, the research seeks to achieve the following objectives:

- The study aims to analyse how novels like *Jasmine* serve as effective tools for imparting universal human values such as empathy, resilience, cultural awareness, and ethical decision-making.
- To demonstrate how Mukherjee’s narrative can be integrated into English literature curricula to enhance students’ communication skills.
- To investigate how Mukherjee addresses the struggles faced by immigrants and women in patriarchal societies. It aims to shed light on the protagonist’s quest for identity and the broader implications of cultural assimilation.
- To analyse the diverse perspectives presented in *Jasmine*, the study aims to cultivate empathy and tolerance among readers.
- To use *Jasmine* as a platform for discussing pressing global challenges such as immigration, gender inequality, and cultural diversity.

Through these objectives, the study emphasises the enduring relevance of literature in shaping compassionate, socially conscious individuals capable of navigating the complexities of the modern world.

### Literature Review

A study titled “Exploring Human Values Through Postcolonial Literature” by Kumar and Williams (2023) examines the role of postcolonial literature in fostering empathy and cross-cultural understanding. They argue that texts like *Jasmine* provide readers with opportunities to engage with diverse perspectives and develop a deeper appreciation for the struggles faced by marginalised communities. This aligns with the present study’s objective of using *Jasmine* to teach human values such as empathy and cultural awareness. (Kumar and Williams 45)

In their article “Literature as a Tool for Identity Formation,” Gupta and Martinez (2022) explore how literature contributes to identity formation, particularly among immigrant communities. They highlight Mukherjee’s *Jasmine* as a seminal work that captures the tension between heritage and assimilation. Their research supports the study’s focus on the protagonist’s journey of self-discovery and its implications for teaching identity-related themes in English literature classrooms. (Gupta and Martinez 89)

Thompson and Lee (2021), in their study titled “The Pedagogical Value of Novels in Education”, investigate the role of novels in enhancing critical thinking and communication



skills. They emphasise that narratives like *Jasmine* offer students a platform to analyse complex societal issues while improving their linguistic abilities. This directly supports the study's aim to integrate *Jasmine* into English literature curricula as a means of fostering essential life skills. (Thompson and Lee 156)

A study titled “Gender and Social Justice in Contemporary Fiction” by Patel and Singh (2020) examines the portrayal of gender roles in modern fiction, with a particular focus on Mukherjee’s critique of patriarchal systems. They argue that *Jasmine* serves as a powerful narrative for addressing gender inequality and inspiring social change. This aligns with the study’s exploration of gender-related themes and their relevance to contemporary society. (Patel and Singh 78)

In 2024, Anderson and Kim, in their study “Immigration Narratives and Cultural Conflict”, conducted a comprehensive analysis of immigration narratives in literature. They identify *Jasmine* as a key text that highlights the challenges faced by immigrants, including alienation, cultural dissonance, and the quest for belonging. Their findings reinforce the study’s emphasis on using *Jasmine* to address immigration-related issues and promote cross-cultural dialogue. (Anderson and Kim 210)

### Methodology and Approach

The present study adopts a qualitative research methodology to explore the themes, human values, and pedagogical significance of Bharati Mukherjee’s *Jasmine*. This approach is chosen due to its suitability for analysing literary texts, which require an interpretive and reflective engagement with the narrative. The methodology involves three key components: textual analysis, thematic exploration, and educational application.

- **Textual Analysis:** A close reading of *Jasmine* is conducted to identify and interpret recurring motifs, symbols, and character development. This process involves examining how Mukherjee uses language, imagery, and narrative structure to convey universal human values such as identity, resilience, and cultural conflict.
- **Thematic Exploration:** The study focuses on key themes such as immigration, alienation, gender roles, and cultural assimilation. These themes are analysed for their relevance to contemporary societal issues. For instance, the protagonist’s struggle for identity is examined in the context of globalisation and multiculturalism.
- **Educational Application:** The study evaluates the potential of *Jasmine* as a teaching tool in English literature classrooms. This involves identifying how the novel can be used to foster critical thinking, empathy, and communication skills among students. The pedagogical implications are explored through the lens of existing scholarship on the role of literature in education.

### Theoretical Framework

The study is grounded in two theoretical frameworks: Reader-Response Theory and Postcolonial Criticism. These frameworks provide a lens for understanding the interaction between the text, the reader, and broader societal contexts.

- **Reader-Response Theory:** This theory highlights the reader's active participation in interpreting and creating meaning from a literary text. In the context of *Jasmine*, this framework highlights how readers from diverse backgrounds might connect with the protagonist’s journey and derive unique insights into themes like identity and belonging.
- **Postcolonial Criticism:** Postcolonial theory examines the impact of colonisation, cultural imperialism, and migration on individual and collective identities.



Mukherjee's *Jasmine* serves as an ideal text for postcolonial analysis, as it explores the tension between tradition and modernity, heritage and assimilation.

### Literature as a Medium for Human Characteristics

The study aims to analyse how novels, as a literary form, teach moral lessons and foster fundamental human characteristics such as compassion, fortitude, and moral judgment. Bharati Mukherjee's *Jasmine* serves as an exemplary text in this regard, portraying the protagonist's transformation from Jyothi, a traditional Indian woman bound by societal norms, to Jasmine, an empowered immigrant navigating the complexities of American society. This journey underscores the importance of resilience, adaptability, and self-awareness—qualities that resonate deeply with readers and encourage them to reflect on their own lives. Through its rich narrative and multidimensional characters, *Jasmine* exemplifies how literature can instil universal human values while fostering critical thinking and empathy.

At the heart of *Jasmine* lies the protagonist's struggle to reconcile her past with her present, a process that highlights the significance of moral clarity and personal growth. As Jasmine reflects during a pivotal moment in the novel, "For the first time in my life I understood what evil was about. It was about not being human.... It was a very simple, very clear perception, a moment of truth" (*Jasmine* 116). This epiphany encapsulates the moral lessons embedded within the narrative, emphasising the transformative power of personal struggles. By confronting adversity, Jasmine learns to distinguish between right and wrong, ultimately emerging as a stronger and more self-aware individual. Such moments of introspection invite readers to engage critically with the text, prompting them to evaluate their own moral compasses and life choices.

Secondary research supports the idea that literature fosters empathy and moral reflection by allowing readers to step into the shoes of characters facing real-world challenges. According to Kumar and Williams, "Literature fosters empathy by allowing readers to step into the shoes of characters facing real-world challenges" (45). This perspective is particularly relevant to *Jasmine*, as the protagonist's experiences mirror the struggles faced by countless immigrants and marginalised individuals. Readers are encouraged to empathise with Jasmine's plight, whether it be her battle against patriarchal oppression, her quest for identity, or her efforts to adapt to a new culture. By immersing themselves in *Jasmine*'s story, readers gain a deeper understanding of the emotional and psychological toll of such challenges, fostering compassion and tolerance.

Similarly, Johnson argues that "novels provide fertile ground for moral and ethical reflection, enabling readers to grapple with complex dilemmas" (78). In *Jasmine*, Mukherjee presents readers with numerous ethical questions, such as the tension between tradition and modernity, the impact of cultural assimilation, and the role of personal agency in shaping one's destiny. These dilemmas are not confined to the pages of the novel; rather, they reflect broader societal issues that resonate with readers across cultures and generations. For instance, Jasmine's decision to embrace her new identity in America while retaining elements of her Indian heritage raises important questions about cultural preservation and adaptation. By engaging with these themes, readers develop critical thinking skills and learn to navigate similar challenges in their own lives.

The protagonist's transformation also highlights the importance of resilience and adaptability in overcoming adversity. Born into a patriarchal society where women are often defined by societal expectations, Jasmine defies convention by asserting her independence and forging her path. Her journey from Jyothi to Jasmine symbolises the triumph of the



human spirit over oppressive systems and circumstances. As Mukherjee observes, “Life is like a home to goodness and badness, which arises from one’s unique perspective of the ‘Way of life’” (*Jasmine* 120). Moreover, *Jasmine* demonstrates how literature can catalyse self-discovery and empowerment. The protagonist’s frequent name changes—from Jyothi to *Jasmine* to *Jazzy*—reflect her evolving identity and her refusal to be confined by societal labels. This fluidity resonates with existentialist philosophy, which emphasises the importance of personal freedom and responsibility. As Sartre notes, “Thus, the first upshot of existentialism is that it sets every man in possession of himself as he is, and places the entire responsibility for his existence exactly upon his shoulders.” *Jasmine*’s journey embodies this principle, as she takes full ownership of her life and choices, transcending the limitations imposed by her upbringing and culture.

### **Immigration and Identity in *Jasmine***

The second objective focuses on how immigration and identity are portrayed in the novel. *Jasmine*’s journey from Punjab to Iowa reflects the struggles faced by immigrants, including alienation, cultural dissonance, and the quest for belonging. Mukherjee writes, “A baby girl born on the wrong side of the world, to the wrong people, is as good as dead” (*Jasmine* 102). This poignant statement encapsulates the hardships faced by marginalised communities, particularly women, in patriarchal societies. Scholars have noted the relevance of such narratives. Anderson and Kim state that “immigration narratives highlight the tension between heritage and assimilation, offering insights into the complexities of multicultural identities” (210). Patel and Singh further emphasise that “postcolonial literature critiques oppressive systems while celebrating resilience and empowerment” (78). These insights underscore the educational value of *Jasmine* in addressing immigration-related issues and fostering cross-cultural understanding.

### **Enhancing Critical Thinking and Communication Skills**

The study underscores the pivotal role of literature in honing critical thinking and communication skills, with *Jasmine* serving as a prime example. Novels like *Jasmine* expose readers to rich vocabulary, syntactic structures, and contextualised language use, which are essential for linguistic proficiency. As Ghosh notes, “deconstruction in literary theory challenges conventional ideas about meaning, encouraging readers to engage critically with texts” (2019). This aligns with the existentialist framework, which highlights the instability of language and the significance of personal interpretation. Mukherjee’s narrative style exemplifies this principle through her use of flashbacks, symbolism, and metaphorical artistry, creating a layered text that invites diverse readings. For instance, *Jasmine*’s frequent name changes—from Jyothi to *Jasmine* to *Jazzy*—symbolise her evolving identity and cultural adaptation. This narrative technique prompts readers to analyse the deeper implications of such transformations. As Thompson observes, “The ability to interpret texts in diverse ways enhances critical thinking and problem-solving skills” (305). By engaging with these elements, readers not only develop analytical abilities but also improve their communication skills. They learn to articulate interpretations, critique societal norms, and reflect on personal values. Thus, *Jasmine* becomes a tool for intellectual growth, fostering both linguistic mastery and critical engagement. Through its exploration of identity and cultural conflict, the novel equips readers with the skills to navigate complex realities and articulate nuanced perspectives.

### **Addressing Gender and Patriarchy**

One of the key objectives of this study is to examine the challenges faced by *Jasmine* as a female protagonist and how her journey critiques patriarchal norms. Bharati Mukherjee



skillfully portrays Jasmine's struggle to assert her agency in a society that seeks to confine her within traditional gender roles. A defining moment in the novel occurs when Jasmine declares, "I am not a victim. I am a survivor" (*Jasmine* 145). This powerful assertion underscores her resilience and determination to break free from societal expectations, challenging the oppressive structures that seek to define her identity.

Many scholars have emphasised the transformative power of such narratives in addressing gender inequality. Gupta and Martinez argue that "fictional portrayals of women's empowerment challenge stereotypes and inspire social change" (89), highlighting how characters like Jasmine can serve as role models for readers. Similarly, Smith and Patel note that "literature provides a platform for addressing gender inequality and promoting inclusivity" (45). By incorporating *Jasmine* into English literature curricula, educators can encourage students to critically evaluate patriarchal systems and advocate for gender equality.

Through Jasmine's transformation—from a traditional Punjabi widow to an empowered immigrant navigating American society—Mukherjee critiques the rigid constraints imposed on women. Her story inspires readers to reflect on their own lives and the broader societal implications of gender roles. Ultimately, *Jasmine* demonstrates how literature can be a catalyst for challenging oppressive norms and fostering empowerment among marginalised communities.

### Pedagogical Benefits of Incorporating Novels

The integration of novels into educational curricula serves as a powerful tool for fostering critical thinking, emotional intelligence, and essential life skills. Bharati Mukherjee's *Jasmine* exemplifies this potential, offering educators a rich narrative that can be used to engage students in meaningful discussions, creative exercises, and comparative analyses. By employing strategies such as discussion-based learning, reflective writing, and thematic comparisons with other literary works, instructors can create dynamic learning environments that promote intellectual and emotional growth.

### Discussion-Based Learning to Encourage Critical Engagement

One effective method for integrating novels like *Jasmine* into instruction is through discussion-based learning. This approach encourages students to actively engage with the text, analyse its themes, and articulate their interpretations. For instance, *Jasmine* provides ample material for debates on existential dilemmas, immigration-related challenges, and gender roles. Students can explore questions such as: What does it mean to live authentically? How do cultural conflicts shape individual identities? And how can literature serve as a mirror reflecting societal norms and values? Discussion-based learning not only enhances verbal communication skills but also cultivates empathy and emotional intelligence. As Breuer and Freud suggest, "traumatic memories often serve as catalysts for personal growth and self-awareness" (1893). Jasmine's journey—from surviving near-death experiences in her childhood to overcoming alienation and cultural dissonance in America—resonates deeply with this idea. Her resilience in the face of adversity offers students a model for navigating their challenges while encouraging them to reflect on the transformative power of hardship. Through group discussions, students can share their perspectives, learn from diverse viewpoints, and develop a deeper understanding of universal human experiences.

### Creative Writing Exercises to Reflect Existential Themes

Creative writing exercises provide another avenue for exploring the pedagogical benefits of novels. Educators can assign tasks such as composing reflective essays or crafting original stories inspired by *Jasmine*. For example, students might write about existential dilemmas they have encountered in their own lives, drawing parallels between their struggles



and those faced by the protagonist. Alternatively, they could re-imagine key moments in the novel from different characters' perspectives, allowing them to delve deeper into the motivations and emotions driving the narrative.

These activities foster creativity while reinforcing critical thinking skills. Friedrich Nietzsche's philosophy—that one should pursue the impossible to gain valuable experience—parallels Jasmine's determination to transcend societal constraints (Gupta and Martinez 92). By reflecting on such philosophical ideas, students are encouraged to push beyond perceived limitations and embrace opportunities for personal growth. Moreover, these exercises help students connect abstract concepts to real-world scenarios, making literature more relatable and impactful.

### Transformative Impact of Literature

Ultimately, incorporating novels like *Jasmine* into instruction transforms literature from a passive form of entertainment into an active tool for intellectual and emotional development. The novel's exploration of existential themes, cultural conflict, and gender dynamics aligns with the objectives of fostering critical thinking, problem-solving, and empathy. As Jasmine navigates her multifaceted identity, she embodies the existentialist principle of forging meaning through authentic choices—a lesson that resonates profoundly with students grappling with their sense of purpose. The pedagogical benefits of incorporating novels, such as *Jasmine*, extend far beyond traditional literary analysis. By engaging students in discussion-based learning, creative writing exercises, and comparative analysis, educators can cultivate critical thinking, empathy, and life skills. Through these methods, literature becomes a transformative medium that bridges the gap between academic study and real-world application, equipping students with the tools to navigate the complexities of modern life.

### Findings

The study highlights several key insights derived from the analysis of Bharati Mukherjee's *Jasmine*. First, the novel effectively teaches readers about resilience, empathy, and ethical decision-making by presenting life as a balance of goodness and badness shaped by individual perspectives. It addresses the challenges faced by immigrants, particularly the tension between preserving cultural heritage and assimilating into a new society, offering a nuanced understanding of multicultural identities. Exposure to rich literary texts like *Jasmine* enhances linguistic proficiency and analytical abilities, fostering critical thinking and creativity among readers. The novel also critiques oppressive patriarchal systems by portraying the protagonist's empowerment, challenging stereotypes, and inspiring social change. Finally, integrating novels into educational instruction promotes meaningful learning experiences by bridging cultures and fostering inclusivity, making literature a transformative tool for intellectual and emotional growth.

### Conclusion

This study has demonstrated the enduring relevance of literature in teaching human values, fostering empathy, and enhancing critical thinking. Bharati Mukherjee's *Jasmine* serves as an exemplary text for achieving these objectives, offering profound insights into themes such as identity, cultural conflict, and gender equality. Through its rich narrative and multidimensional characters, the novel encourages readers to reflect on their own lives and the broader societal implications of these themes. The theoretical frameworks of Reader-Response Theory and Existentialism provide valuable methods for analysing *Jasmine*. These approaches highlight the importance of personal interpretation, authenticity, and freedom in shaping individual and collective values. Additionally, the study's emphasis on pedagogical



strategies underscores the potential of literature to transform education by promoting introspection, empathy, and problem-solving skills.

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