

**DEPARTMENT OF ENGLISH**

**PROGRAMME:**

**B.A ENGLISH (MODEL II –VOCATIONAL) CAREERS & COMMUNICATION SKILLS**

**COURSE PLANS - SEMESTER VI**



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**B.A. English Language and Literature**

**EN6CB03**

**REGIONAL LITERATURES IN TRANSLATION**

**Semester 6**

Name of the Faculty : Sneha P. Kurian

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**Significance of the Course**

The course seeks to enable the students to be aware of the vernacular varieties translated into English. It also displays the modern trends in Regional literature. The collection is therefore warranted to sufficiently supplement a genuine desire for a serious study of Regional literature, in higher levels.

**Course Objectives**

On completion of the course, the students should be able to develop:

1. The notion of translation studies and its major thrust areas

2. An understanding of much discussed writers/literary pieces in various regions
3. Expose the literary landscape of our country so as to enable a better understanding of various facets of Indian culture

**Expected Course Outcomes:**

On completion of the Course, it is expected that the student will be able to:

ECO 1: **Recall** the literatures known to the students and place it in its regional context.

ECO 2: **Locate** the modern trends in regional literatures.

ECO 3: **Identify** the major writers/literary pieces in various regions

ECO 4: **Define** the basic terms associated with translation studies

ECO 5: **Explain** the plot, themes and literary techniques.

ECO 6: **Describe** the features of various translated works.

**Allocation of Sessions**

Module	1	2	3	4	5	Total
Sessions Allotted	12	15	15	15	15	72

**Session Plan**

Module	Topic	CO Linkage
1	Module 1 [Prose]  Susan Bassnett : Introduction to <i>Translational Studies</i>  Keya Majumdar : <i>Appropriating the Other – Some Challenges of Translation and its Theories</i>  Romila Thapar : ‘The Abhijnana-Sakuntalam of Kalidasa’ from <i>Shakuntala : Texts, Readings and History</i>	CO 1, 4, 5, 6

Learning Outcomes		Assessment
1. Recall the background and history of Translational Studies. 2. Analyse the prose in detail with reference to the trends in regional literature		1) Class test 2) Seminar 3) Assignment
Module	Topic	CO Linkage
2	<b>Module 2 [Poetry]</b>  Jibanananda Das: <i>Banalata Sen</i>  Kedarnath Agarwal : <i>Freedom of the Writer</i>  Amin Kamil : <i>Naked Thoughts</i>  P. Lankesh : <i>Mother (Avva)</i>  P.P. Ramachandran : <i>Iruppu</i>  S. Joseph : <i>Fish Monger</i>	CO 1, 2, 3, 4
Learning Outcomes		Assessment
1. Evaluate the background and history of the works 2. Apply in-depth textual analysis with stress on finding the agency, motifs and themes. 3. Compare/contrast the texts with special reference to the regions		1) Assignment 2) Class test
Module	Topic	CO Linkage
3	<b>Module 3 [Drama]</b>  C.J. Thomas: <i>Crime 27 in 1128</i>  Vijay Tendulkar : <i>Kanyadaan</i>	CO 1, 2, 3, 5, 6
Learning Outcomes		Assessment

<ol style="list-style-type: none"> <li>1. Locate the regional context of the stories.</li> <li>2. Evaluate the background and history of the stories.</li> <li>3. Apply in-depth textual analysis with stress on finding the regional context</li> </ol>	<ol style="list-style-type: none"> <li>1) Group Discussion</li> <li>2) Class Test</li> </ol>	
<b>Module</b>	<b>Topic</b>	<b>CO Linkage</b>
<b>4</b>	<b>Module 4 [Short Story]</b>  Saadat Hasan Manto: Toba Tek Singh  Amrita Pritam : The Weed  Annabhau Sathe : Gold from the Grave  Sujatha : Washing Machine  Devanuru Mahadeva : Tar Arrives	CO 1, 2, 3, 5, 6
<b>Learning Outcomes</b>		<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. Describe the background of the regional literature in the context of short stories</li> <li>2. Evaluate the intensive analysis of texts</li> <li>3. Apply the deep analysis of the regional short stories</li> </ol>		<ol style="list-style-type: none"> <li>1) Group discussion</li> <li>2) Class Test</li> <li>3) Seminar</li> </ol>

### Reference Books

1. Sujatha, K., *Rainbow Colours, an Anthology of Regional Literatures in Translation*, DC Books, Kottayam, 2017.

The students can refer any standard text books on Regional literature, in addition to the above set of reference.



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## **B.A. English Language and Literature**

### **EN6CRT10**

### **POSTCOLONIAL LITERATURES**

#### **Semester 6**

Name of the Faculty : Biby Moitheen

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#### **Significance of the Course**

To introduce the area of postcolonial literatures and to familiarise the students with the varied dimensions of post colonial subjectivity through new literatures.

#### **Course Objectives**

The course aims to equip the student:

1. To make the students aware of the social, political, cultural aspects of postcolonial societies.
2. To realize the impact of colonialism and imperialism on native culture identities.
3. To get an insight into the links between language, history and culture.

#### **Expected Course Outcomes:**

On completion of the Course, it is expected that the student:

ECO 1 : Acquiring knowledge about the basic concepts in Post colonial Literature

ECO 2 : Think critically about these texts in relation to postcolonial theory

ECO 3 : Compare and contrast ideas, representations, and strategies of political and cultural resistance with reference to the historical and social contexts

ECO 4: To evaluate how race, class, gender, history, and identity are presented in the literary texts

ECO 5: Analyse the psychological impact of the process of colonization

## Reference Books

Core text- *Post Colonial Literatures*, edited by MG University.

Athol Fugard, John Kani and Winston Ntshone *Siswe Bansi is Dead*

Jean Rhys, *Wide Sargasso Sea*

## Allocation of Sessions

Module	1	2	3	4	Total
Sessions Allotted	18	18	18	36	90

### Session Plan

Module	Topic	CO Linkage
The Domain	John Mc Leod: From Commonwealth to Postcolonial (chapter from <i>Beginning Postcolonialism</i> )	CO 1,3,5
<b>Learning Outcomes</b>		<b>Assessment</b>
1 Understand the basics of post colonial theory 2 Summarise the historical background 3 Analyse the impact of colonialism in literature and colonies 4 Identify the major writers and theoreticians		1) Class test 2) Discussion
Module	Topic	CO Linkage
2. Poetry	1. Faiz Ahmed Faiz – A Prison Evening 2. A K Ramanujan- Small Scale Reflections on a Great House 3. Davis Malouf – Revolving Days 4. Wole Soyinka – Civilian and Soldier 5. Margaret Atwood – Journey to the Interior	CO 1,2,3,4,5
<b>Learning Outcomes</b>		<b>Assessment</b>
1 Identify the major poets of postcolonial literature 2 Identify the major literary forms in postcolonial literature 3 Summarise the socio political events in colonies 4 Analyse critically about the texts from postcolonial perspective. 5 Develop interpretive skills of close learning 6 Offer nuanced interpretations of the text		3) Quiz 4) Class test 5) Recitation 6) Discussions 7) Assignments

<b>Module</b>	<b>Topic</b>	<b>CO Linkage</b>
<b>3 Drama</b>	Athol Fugard, John Kani and Winston Ntshone <i>Siswe Bansi is Dead</i>	CO 1,2,3,4,5,6
<b>Learning Outcomes</b>		<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. Identify the struggles of colonized in their own home land.</li> <li>2. To think critically regarding Apartheid.</li> <li>3. Analyse the impact of drama in postcolonial studies.</li> <li>4. Evaluate the racial and class struggles.</li> </ol>		<ol style="list-style-type: none"> <li>1) Group Discussion</li> <li>2) Role Play</li> </ol>
<b>Module</b>	<b>Topic</b>	<b>CO Linkage</b>
<b>4 Fiction</b>	Jean Rhys – <i>Wide Sargasso Sea</i>	CO 2, 3&4
<b>Learning Outcomes</b>		<b>Assessment</b>
<ol style="list-style-type: none"> <li>1 Analyze critically gender and class struggles in colonization.</li> <li>2 Evaluate colonisation from the coloniser’s perspective.</li> </ol>		<ol style="list-style-type: none"> <li>1) Seminar</li> <li>2) Class Test</li> </ol>



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**B.A. English Language and Literature**  
**EN6CRT11**

**WOMEN'S WRITING**

Semester: VI

Name of the Faculty : Ann Mary Jacob

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**Significance of the course**

Gender-based disparity being rampant in every arena of the world, it becomes mandatory to include discussions on this issue in the curriculum. Imparting an unbiased outlook irrespective of gender, class and caste is of paramount significance.

**Course Objectives**

At the end of the course,

1. The students will have an awareness of class, race and gender as social constructs and about how they influence women's lives.
2. The students will have acquired the skill to understand feminism as a social movement and a critical tool
3. They will be able to explore the plurality of female experiences
4. They will be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms

**Expected Course Outcomes:**

On completion of the Course, it is expected that the student will be able to:

ECO 1: **Recall** the various instances that they see, hear and experience in the society around them and recognize the fact that theory is after all an ideological representation of the very concrete instances that can be seen in the society around.



ECO 2: **Describe** the practice of different feminisms inclusive of the real idea that is still prevalent and a forceful truth that woman is forever a victim of social and culturally fixed norms

ECO 3: **Contrast** the essential differences between the western, eastern practice of feminist thought

ECO 4: **Illustrate**, from the prescribed works, various features and techniques employed in poetic art and fictional prose.

ECO 5: **Apply** the various theoretical elements of poetry to the prescribed samples of study.

ECO 6: **Compare/ Contrast** the skill and techniques employed by the various poets and fictional writers.

ECO 7: **Assess** the skill, powers of observation and total sensitivity of the theorists, prose writers and poet in conceiving ideas that are so socially, culturally and politically relevant.

ECO 8: **Construct** a series of poems and stories that mirror issues and raise questions pertinent to Feminist thought and practice.

### Allocation of Sessions

Module	1	2	3	4	5	Total
Sessions Allotted	18	18	18	18	18	90

### Session Plan

Module (1.0)	Topic	CO Linkage
1.1	The Point of View of historical Materialism by Simon de Beauvoir	ECO 1, ECO 2
1.2	The Problem That Has No Name by Betty Friedan	
1.3	The Spectacle is Vulnerable: Miss World, 1970 by Laura Mulvey	
<b>Learning Outcomes</b>		<b>Assessment</b>

<ol style="list-style-type: none"> <li>1. Analyze the evolution of patriarchy</li> <li>2. Evaluate how women frame concepts about their 'self'</li> <li>3. Describe the societal ways of objectifying women</li> </ol>	<ol style="list-style-type: none"> <li>1) Power point presentation</li> <li>2) Test</li> <li>3) Quiz</li> <li>4) Questionnaire</li> </ol>
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<b>Module 2 (2.0)</b>	<b>Topic</b>	<b>ECO linkage</b>
2.1	Lot's wife by Anna Akhmatova	ECO 3, ECO 4, ECO 5, ECO 6, ECO 7, ECO 8
2.2	Draupadi by Sutapa Bhattacharya	
2.3	Women's work by Julia Alvarez	
2.4	Lot's wife by Kristine Batey	
2.5	She Speaks; A School Teacher from South India by Meena Alexander	
2.6	After Eight Years of Marriage by Mamta Kalia	
2.7	Bhagavatha by Vijayalakshmi	

<b>Learning Outcomes</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. Compare the stylistic and thematic similarities of Eastern and Western poets</li> <li>2. Analyze the issues concerning women in a male-dominated world</li> </ol>	<ol style="list-style-type: none"> <li>1) Test</li> <li>2) Assignment</li> <li>3) Create a poem</li> </ol>

3. Construct a poem which bears feministic underpinnings		
<b>Module 3 (3.0)</b>	<b>Topic</b>	<b>CO Linkage</b>
<b>3.1</b>	Boys and Girls by Alice Munroe	ECO 6, ECO 7
<b>3.2</b>	And of Clay Are We Created by Isabel Allende	
<b>3.3</b>	Fragments from a Life by Sharifa al-Shamlan	
<b>3.4</b>	The Passion of Mary by Sarah Joseph	
<b>Learning Outcomes</b>		<b>Assessment</b>
1. Apply scanning to get required information from the given passage 2. Analyze the politics of narration 3. Critically evaluate the scriptures		1) Tests 2) Audiobook 3) Assignment 4) Case studies

<b>Module 4 (4.0)</b>		
<b>4.1</b>	The Truth That Never Hurts by Barbara Smith	ECO 7

<b>Learning outcomes</b>	<b>Assessment</b>
1) Compare and contrast the feministic articulations of various authors	1) Assignment 2) Interviews

2) Analyze the reception of various works on feminism and lesbianism		
<b>Module 5 (5.0)</b>		
<b>5.1</b>	The Colour Purple by Alice Walker	ECO 2, ECO 7

<b>Learning outcomes</b>	<b>Assessment</b>
1) Describe the emerging relationships among women with special reference to Lesbianism	1) Seminar 2) Test

**References**

**Core Text:** Women's Writing. Editors- Saji K.S, Jisha Elezaba



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## **BA English Careers and Communication Skills, Model II (Vocational)**

**EN6CRT12**

### **American Literature**

#### **Semester- 6**

Name of the Faculty : Mini Alex

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#### **Significance of the Course**

The course includes work from different periods of American Literature which serves to give the students the oeuvre of literacy styles that have been dominant throughout the ages. The works selected embody the dominant and the dormant trends of each period and also showcase the unique genius of the respective authors.

#### **Course Objectives**

At the end of the course, the student shall be:

1. Familiar with the evolution of various literary movements in American literature.
2. Acquainted with the major authors in American Literary History.

#### **Expected Course Outcomes:**

On completion of the Course, it is expected that the student will be able to:

ECO 1: **Recall** familiar texts, movements and authors.

ECO 2: **Recognise** specific historical markers that have influenced American Literature.

ECO 3: **Analyse** the socio-cultural impact on works belonging to different periods.

ECO 4: **Examine** the common threads of thoughts in American History.

ECO 5: **Examine** the concepts involved in staging the play.

ECO 6: **Illustrate** the various features in the novel.

ECO 7: **Assess** the texts as a cultural critique.

ECO 8: **Evaluate** the units of study against the standards of culture.

ECO 9: **Apply** the various theoretical elements on any given literary text.

ECO 10: **Recreate** dialogues from the text.

ECO 11: **Enact** parts from the text.

#### Allocation of Sessions

Module	1	2	3	4	5	Total
Sessions Allotted	18	18	18	18	18	90

#### Session Plan

Module	Topic	CO Linkage
1	Module1[Prose]  M. H Abrams: "Periods of American Literature"  Ralph Waldo Emerson:"Gifts"	CO 1, 2 &4

	James Baldwin: <i>“If Black English isn’t a Language, then Tell me, What is?”</i>	
<b>Learning Outcomes</b>		<b>Assessment</b>
1. Analyse and discuss works of American Literature from a range of genres. 2. Discuss the major critical approaches to literary interpretations.		1) Class test 2) Assignment
<b>Module</b>	<b>Topic</b>	<b>CO Linkage</b>
<b>2</b>	<b>Module2[Poetry]</b>  Walt Whitman: <i>I Hear America Singing</i>  Emily Dickinson: <i>I Dwell in Possibility</i>  Robert Frost: <i>Love and a Question</i>  E. E. Cummings: <i>Let’s Live Suddenly without Thinking</i>  Langston Hughes: <i>Let America be America Again</i>  Allen Ginsberg: <i>A Supermarket in California</i>  Adrienne Rich: <i>In a Classroom</i>  Marianne Moore: <i>Poetry</i>	CO 1, 8 & 9
<b>Learning Outcomes</b>		<b>Assessment</b>
1. Name the sound devices, meter and rhythm. 2. Recognises the elements of poetry. 3. Recognises the features of lyric poetry. 4. Locate the particular poem in its historical and social context.		1) Assignment 2) Class test 3) Seminar

5. Analyses different poems of various types of lyric poetry.	
6. Relates the poem to real life.	
7. Compare the particular poem with other poems.	

Module	Topic	CO Linkage
<b>3</b>	<b>Module3 [Short Story]</b>  Nathaniel Hawthorne: <i>My Kinsman, Major Molineux</i>  Edgar Allan Poe: <i>The Purloined Letter</i>  Mark Twain: <i>How I Edited an Agricultural Paper</i>  Leslie Marmon Silko: <i>Yellow Woman</i>  Kate Chopin: <i>A Respectable Woman</i>	CO 1, 3, 7, 8 & 9

Learning Outcomes	Assessment
1. Make character analysis. 2. Explain themes. 3. Explain the significance of the period, literary movements and the writer's background in short story analysis. 4. Analyse the underlying meaning of the short story. 5. Relate to the story in real life.	1) Group Discussion  2) Class Test  3) Assignment

Module	Topic	CO Linkage
<b>4</b>	<b>Module 4 [Drama]</b>  Arthur Miller: <i>The Crucible</i>	CO 2, 3, 4, 5, 7, 8, 9, 10 & 11

Learning Outcomes	Assessment



<ol style="list-style-type: none"> <li>1. Develop skills to think out of the box.</li> <li>2. Enact selected scenes from the play.</li> <li>3. Relate the theme to real life.</li> <li>4. Make character analysis.</li> </ol>	<ol style="list-style-type: none"> <li>1) Group discussion</li> <li>2) Class Test</li> <li>3) Seminar</li> <li>4) Enactment</li> </ol>	
Module	Topic	CO Linkage
5	<b>Module 5 [Novel]</b>  <i>Harper Lee: To Kill a Mockingbird</i>	CO 2, 3, 4, 6, 7, 8 & 9
Learning Outcomes		Assessment
<ol style="list-style-type: none"> <li>1. Develop concepts of civic responsibility and social justice.</li> <li>2. Relate the story to real life.</li> <li>3. Analyse how the plot was influenced by the cultural background of the period.</li> </ol>		<ol style="list-style-type: none"> <li>1) Group discussion</li> <li>2) Class Test</li> <li>3) Seminar</li> <li>4) Assignment</li> </ol>

### Reference Books

1. *An Anthology of American Literature* edited by Rohini Nair and Subin Varghese.
2. *The Crucible* by Arthur Miller.
3. *To Kill a Mockingbird* by Harper Lee.



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## **BA English Careers and Communication Skills, Model II (Vocational)**

**EN6CRT13**

### **Modern World Literature**

**Semester:-6**

Name of the Faculty : Shalabha Rachel Abraham

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### **Significance of the Course**

The course seeks to enable the students to be aware of the stupendous variety that resides in Literatures across the world. It displays how the notions of major and minor, central and peripheral literatures are a myth. The collection is therefore warranted to sufficiently supplement a genuine desire for a serious study in World literature, in higher levels.

### **Course Objectives**

On completion of the course, the students should be able to discern the following:

1. That the various literatures of the world, engage in very deep ways with the vicissitudes of life.
2. World literatures often defy genres/ regionalities and canonical assumptions to emerge as a platform where poetics and politics fuse.
3. The notion of Major and Minor, Central and Peripheral literatures is a myth.

### Expected Course Outcomes:

On completion of the Course, it is expected that the student will be able to:

ECO 1: **Recall** the literatures known to the students and place it in geographical context.

ECO 2: **Locate** the changing trends in modern world literatures.

ECO 3: **Identify/ Name** the major proponents and works of modern world literatures.

ECO 4: **Define** the basic tenets of modern world literatures.

ECO 5: **Contrast** the essential differences between literatures from different parts of the world.

ECO 6: **Explain** the plot, themes and literary techniques.

ECO 7: **Describe** the features of translated works.

ECO 8: **Illustrate**, from the prescribed works, various features and techniques employed in story making.

ECO 9: **Apply** the various theoretical elements on any given literary text.

ECO 10: **Compare/ Contrast** the differences in narrative pattern and characterization.

ECO 11: **Evaluate** the units of study against standards of literature and culture.

ECO 12: **Create** a dramatic representation.

### Allocation of Sessions

Module	1	2	3	4	5	Total
Sessions Allotted	18	18	18	18	18	90

### Session Plan

Module	Topic	CO Linkage
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1	<b>Module 1 [Poetry]</b>  <i>Meeting-</i> Marina Tsvetaeva  <i>New Heart-</i> Federico Garcia Lorca  <i>I'm Explaining a few Things-</i> Pablo Neruda  <i>Black Woman-</i> Leopold Sedar Senghor  <i>The Terrorist: He's Watching-</i> Wislawa Szymborska  <i>The Answer-</i> Bei Dao	CO 1, 2, 8, 7 &11
<b>Learning Outcomes</b>		<b>Assessment</b>
3. Recall the background and history of the poems. 4. Analyze the text in detail with stress on imagery, meter and tone. 5. Interpret the poem.		1) Class test 2) Seminar 3) Assignment
<b>Module</b>	<b>Topic</b>	<b>CO Linkage</b>
2	<b>Module 2 [Short Stories: European]</b>  <i>God Sees the Truth, But Waits-</i> Leo Tolstoy  <i>The Father-</i> Bjornstjerne Bjornson  <i>Before the Law-</i> Franz Kafka  <i>The Guest-</i> Albert Camus	CO 1, 2, 9, 10& 11
<b>Learning Outcomes</b>		<b>Assessment</b>
4. Identify the geographical context of the stories. 5. Evaluate the background and history of the stories 6. Apply in-depth textual analysis with stress on finding the agency, motifs and themes.		8) Assignment 9) Class test

7. Compare/contrast the texts.	
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<b>Module</b>	<b>Topic</b>	<b>CO Linkage</b>
<b>3</b>	<b>Module 3 [Short Stories: Non-European]</b>  <i>The Continuity of Parks</i> - Julio Cortazar  <i>In a Grove</i> - Ryunosuke Akutagawa  <i>Half a Day</i> - Nuguib Mahfouz  <i>The Garden of Forking Paths</i> -Jorge Luis Borges	CO 1, 2, 3, 8, 9&11

<b>Learning Outcomes</b>	<b>Assessment</b>
4. Locate the geographical context of the stories. 5. Evaluate the background and history of the stories. 6. Apply in-depth textual analysis with stress on finding the agency, motifs and themes. 7. Compare/contrast the texts.	1) Group Discussion 2) Class Test

<b>Module</b>	<b>Topic</b>	<b>CO Linkage</b>
<b>4</b>	<b>Module 4 [Drama]</b>  <i>The Chairs</i> - Eugene Ionesco	CO 1, 2, 7, 10, 11 & 12

<b>Learning Outcomes</b>	<b>Assessment</b>
4. Introduce drama as a genre. 5. Describe the background of the drama. 6. Evaluate the intensive scene-by-scene analysis. 7. Create a drama presentation.	1) Group discussion 2) Class Test 3) Seminar

<b>Module</b>	<b>Topic</b>	<b>CO Linkage</b>
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5	<b>Module 5 [Novel]</b>  <i>Chronicle of a Death Foretold</i> - Gabriel Garcia Marquez	CO 1, 2, 3, 8, 11&12
Learning Outcomes		Assessment
1. Illustrate the geographical context of the Novel. 2. Evaluate the background and history of the Novel. 3. Create an in-depth textual analysis with stress on finding the agency, motifs and themes.		1) Group discussion 2) Class Test 3) Seminar

### Reference Books

1. Anitha, R. Jimmy James, *Rubrics of the Mind: An Anthology of Modern World Literature*, mainSpring Publishers, Chennai.

2. Marquez, Gabriel Garcia, *Chronicle of a Death Foretold*, Penguin India, London.