

SARDAR PATEL UNIVERSITY
 Vallabh Vidyanagar, Gujarat
 (Reaccredited with 'A' Grade by NAAC)
 Syllabus with effect from the Academic Year 2026-2027

M.A. Gujarati Semester: I

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSC-1	P2A01NCGUJ01	Arvachin Gujarati Kavitanovikas (Development of Modern Gujarati Poetry)	4-0-1	120	04

Course Learning Outcomes (CLOs)

Having completed this Course, the Learners will be able to

<p>CLO1 - Define the aesthetic value of Medieval and Modern Gujarati poetry by comparing and evaluating the literature from both periods. -compare the poetic works to real-life experiences and enrich their socio-cultural understanding and appreciation in a meaningful way.</p>
<p>CLO2 -Explain the development of modern Gujarati poetry. - Describe and distinguish the features of poetry from different eras, and compare the development of various genres and forms, incorporating critical approaches alongside ethical, social, cultural, and environmental awareness.</p>
<p>-CLO3 Evaluate literary works spanning various periods, including the Sudharak Yug, Pandit Yug, Gandhi Yug, and Anu Gandhi Yug, utilising a comparative perspective.</p>
<p>CLO4 -create a sense of artistry through various poetic devices—such as the rhythmic interplay of meter, the melodic flow of rhythm, and the harmonious echo of rhyme—can enrich literary expression in profound ways.</p>
<p>CLO5 -Develop analytical and expressive skills through the study of poetry, which can also lead to professional opportunities. -construct design of research project focused on the historical evolution and cultural significance of Gujarati poetry, and explore its rich traditions, prominent poets, and thematic diversity throughout the ages.</p>

Course Content

Unit	Description	Learning Pedagogy	CLOs
1	<p>-m@ykal In gjuratl kivta AneAvaRIn gjuratl kivta vCcal w@re qano Allyas</p> <p>1:1 The Study of the Discrimination between Modern and Medieval Gujarati Poetry - AvaRIn gjuratl kivitane@givwaj n</p> <p>I:2 The division of Modern Gujarati Poetry by era - AvaRIn gjuratl kivitane@Dnara>pirb50 Anel 9` 0 llsDarkyg, piDtyg, ga2lyg, Anga2lyg sdwR</p> <p>1:3 The Development Factors and traits of Modern Gujarati Poetry (in reference to Sudharak Yug, Pandityug, Gandhiyug, Aadhunikyug)</p>	<p>Classroom lecture</p> <p>Group Discussion</p> <p>Digital learning</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO5</p>

2	<p>આવન ગુજરાતી કવિતાની વિકાસરૂઢી સૂઢારકયુગ, પંડિતયુગ, ગાંઢીયુગ, આંગાંઢીયુગ સઢવરૂઢી Development of Modern Gujarati Poetry in reference to - Sudharak Yug, -Pandit Yug -Gandhi yug - Anugandhi yug)</p>	<p>Classroom lecture Seminar Collaborative Task Self-Directed Learning</p>	<p>CLO1 CLO2 CLO5</p>
3	<p>સૂઢારકયુગની કિતનો સઢન આલ્યસઢી ઢી પત્રામ સપાઢક : ઢી કાલિત સોપલવાસા ડીપાઢવપીઢી કાઢન, Amdavad, p/Aa.v8 Study of the textbook of Sudharak Yug: poems of Dalpatram, ed. Chandrakant Topivala આ ઢી પત્રામના કાલ્યોના વાવસવઢી, આલ્યિકત્રિલિત, સવરૂઢી , વાઢકામઢી ડી વઢાઢોનો-મ્યાઢાઢોનો આલ્યસઢી કાલ્યસઢીને આઢારે કિવના સઢી કામઢી સમઢી 91 આલ્યસઢી પેઢી ઢી નિઢાઢા કાલ્યોનો સઢન આલ્યસઢી - મકીતકો - } 3 khe - વઢી 5ના ડી ઢી - આઢી x r` a {va50 - સીટાપિટાઢી જ ઢી ઢી - વસઢી 1 તઢાઢી R - fU` +nl grbl - Aઢી ઢી - ઢી ઢી - ‘fab ઢી ઢી’નો આઢી</p>	<p>Classroom Lecture Seminar Recitation & dramatization of Poetry</p>	<p>CLO2 CLO3 CLO4 CLO5</p>
4	<p>પંડિતયુગની કિતનો સઢન આલ્યસઢી : કિવ કાલિત કઢી ‘ પઢી ઢી’ – સપાઢકઢી : ra. iv. pa#k Study of the textbook of Pandit Yug: Kavi kant krut Purvalapby R.V.Pathak આ ઢી કાલિતના કાલ્યોના વાવસવઢી, આલ્યિકત્રિલિત, સવરૂઢી , વાઢકામઢી ડી વઢાઢોનો-મ્યાઢાઢોનો આલ્યસઢી કાલ્યસઢીને આઢારે કિવના સઢી કામઢી સમઢી 91 આલ્યસઢી પેઢી ઢી કાલિતના કાલ્યો વસઢી ઢી ઢી, ઢી ઢી (Ait) an, ઢી ઢી સઢન આલ્યસઢી કઢી ઢી phar, ઢી ઢી ઢી, ઢી ઢી ઢી ઢી, ઢી ઢી ઢી, ઢી ઢી પાઢી ઢી સઢન આલ્યસઢી</p>	<p>Classroom lecture Digital learning</p>	<p>CLO2 CLO3 CLO4 CLO5</p>

Assessment Methodology

A) Internal Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- Assignment/Project on comparison of the poetry of two eras, thematic exploration of poetry, various characteristics of language style, etc)
- Seminar: concept-based seminar and Paper Presentation/poster presentation
- Collection of poetry /poetry recitation/dramatisation

B) External Assessment: 50 Marks

Common Rubric for Continuous Academic Tasks (10 Marks)

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates comprehensive, accurate, and in-depth understanding of concepts; integrates multiple ideas and perspectives	Demonstrates a clear understanding with minor conceptual gaps	Shows basic understanding with limited depth; some misconceptions	Shows superficial or incorrect understanding of concepts	/2
Analytical & Critical Thinking	Provides insightful analysis, comparison, and critical evaluation; demonstrates independent thinking and interpretation	Shows good analysis with some critical reflection	Limited analysis; mostly descriptive with minimal critical insight	Lacks analysis; purely descriptive or irrelevant	/2
Application to Educational Context	Effectively applies concepts to real classroom/school contexts with relevant examples and justification	Applies concepts with some relevant examples	Limited or generic application; weak linkage to practice	No meaningful application to the educational context	/2
Organization & Communication	Highly organised, logical, and coherent; ideas are clearly articulated with appropriate academic language and flow	Generally well-organised with minor issues in clarity or flow	Some disorganisation; ideas lack clarity and coherence	Poor organisation; unclear and difficult to follow	/2
Creativity, Originality & Use of Evidence	Demonstrates originality, innovative ideas, and effective use of examples/evidence with proper referencing	Some originality with relevant examples	Limited originality; minimal use of supporting examples	No originality; lacks supporting evidence or examples	2

(A.2) Summative Assessment

(a) Mid-term test: 20 marks

(A) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO 1, CLO 2, CLO 5	30	1	1	11	13
II	CLO1 CLO 2 CLO 5	30	1	1	10	12
III	CLO 2, CLO3 CLO 4 CLO5	30	1	1	11	13
IV	CLO 2, CLO3 CLO 4, CLO 5	30	1	1	10	12
		120	04	04	42	50

• **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Projects, Class Regularity	50%
2	End-Semester Examination	Written Exam Viva/ Project Presentation	50%

• **CLOs – PLOs Matrix**

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	1	1	3	3	1	1	1	1	2	1	3
CLO2	2	3	3	2	3	3	2	-	2	2	2	3
CLO3	1	3	3	1	2	2	1	1	3	3	3	3
CLO4	2	1	3	2	1	3	3	2	3	2	3	3
CLO5	3	3	2	2	1	1	1	1	2	3	3	3

Values to the CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Suggested Learning Materials

Sr.No	Title	Author	Edition/year	Publication
1	Arvachin Gujarati Sahityani Vikasrekha, Bhag 2,3,4	Dhirubhai Thakar	1956	Popular book store, Surat
2	Arvachin Gujarati Sahityana Prerakbalo, Gandhakshat	Anantray Raval	1949	Gurjar granthratna karyalay
3	Arvachin kavita	Sundaram	1946	Gurjar granthratna karyalay
4	Arvachin kalysaihiyana	ramnaray`iv.pa#k	1938,1947	Bharti sahityasangh limited
5	5 U d T = ` _] j h U ` g a O] >	Balvantray Thakor	1931,1954	M.S. University, Baroda
6	Kiv dl ptram Ak A@yyn	Hist bd	1955	M.S. University, Baroda
7	kiv&vr dl ptram	Nhanal al	1933,34,40,41	Nhanalal Dalpatram Kavi, Ellis bridge, A'bad
8	kallt. wartly saihlyna inma	Ca>kallt x#	1990	Sahitya Akademi, New Delhi
9	Kant Shatabdi Visheshank granth	Ed. Yashvant Doshi	Octo 1967	'Granth' Magazine
10	Kushumraj (kavi kant Shatabdi granth)	Ed. Bhruguray Anjaria	1982	R.R.sheth co. Mumbai
11	Gujarati sahityano Ithas- Granth 1&8	Gujarati sahitya Parishad	1967-81	Gujarati sahitya Parishad, A'bad
12	Manishankar Bhatt 'Kant'	Aniruddh Brahmhatt	1971	Navbharat sahitya Mandir - Bombay
13	Saathina sahityanu Digdarshan	Dahyabhai Derasari	1911	Gujarat Vidyashabha - Ahmedabad
14	Sahityavichar	Anandshankar Dhruv	1957	Gujarat Varnakular Society, A'bad
15	Vivechana	Vishnuprasad Trivedi	1964	Gurjar Granthratna Karyalay, A'bad

Online resources to be used if available as reference materials

ujaratisahityaparishad.com

vspc.org/admin/lib_uploads/Gujarati Books in VSPC Library.pdf · PDF file

<https://www.carlyoshea.com/gujarati-literature-arvachin-gujarati...>

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Syllabus with effect from the Academic Year 2026-27

M.A. Gujarati Semester: I

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSC -2	P2A01NCGUJ02	Aadhunik Gujarati Sahitya	4-0-1	120	04

Course Learning Outcomes (CLOs)

Having completed this Course, the Learners will be able to	
CLO1	- Understand and explain the various artistic movements referred to as "isms." - Demonstrate the global movements in art. - Define the concepts of Modernism, Modernity, and Modern Literature from both Indian and Western perspectives. - Identify the impacts of the post-war period on the world.
CLO2	Analyse and interpret the thematic and linguistic changes in Gujarati Literature. Understand the post-independence effects on human existence through this literature. Create awareness of ethical, social, and environmental issues.
CLO3	- Cultivate the ability for critical reading by exploring various literary elements such as form, structure, and style. Engage with literary texts by dramatizing their narratives, which enhances comprehension of the material. - Evaluate the intrinsic human values represented within these texts to gain a deeper understanding of their thematic relevance and significance to the human condition.
CLO4	-Utilise poetic, narrative, and dramatic techniques for composition. -Create innovative writing styles and set new literary trends.
CLO5	Develop expressive skills by engaging in discussions, performing, reciting, and conducting literary research.

Course Content

Unit	Description		
1	Aadhunik Gujarati Sahitya: Term, Definition, Traits, Factors, and Movements in Art	Classroom lecture Symposium	CLO1 CLO2 CLO3
2	Development Factors and Characteristics of Gujarati Literature, Modern Gujarati Poetry, Modern Gujarati, Narrative literature, Modern Gujarati Drama (including Absurd drama)	Classroom lecture Seminar	CLO2 CLO3 CLO4
3	Modern Gujarati Drama (including Absurd drama)	Classroom lecture	CLO2

	<p>kalysēy 7ēl, ENT0, E0E0 Aa2ink kalysēy trike 'Agt'no AWyas, Aa2ink kiv h f = _ Y ' f U j - žnyā Bāho AWyas. = '] g] > 'Agt' na>A0ads kalyo, 'Agt'na>glto, 'Agt'na> p7 y, pKit, mTykalyo, 'Agt'ma>ptIk-kLpn</p> <p>'Angat' Collection of Poems by Ravji Patel, ed Raghuvir Chaudhri, Aadarsh Prakashan, 1970, 2020</p>	<p>Multimedia learning Task Assign: Poetry Collection</p>	<p>CLO3 CLO4 CLO5</p>
4	<p>Navl xa hlr+ ūna3kŷ icnumodl, ENĪĪ, Asa{t saihŷswa]za 'ara pKaixt Aa2ink na3k trlkenvl sxa hlr+ na3kno smg/9l AWyas. ŭk4ank, pati'ct7, swadkl a, na3ypŷiktA0, s68Rvge00 s6n AWyasŷ</p> <p>Navalsha Hirji (Drama) Chinu Modi (The Study of plot, characterisation, dialogue, Dramatic Techniques, other techniques, etc.)</p>	<p>Classroom Lecture Institutional visit (Natya Sanstha)</p> <p>Task Assign: Dramatization</p>	<p>CLO2 CLO3 CLO4 CLO5</p>

Assessment Methodology

B) Internal Assessment: 50 Marks

B) External Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- d) Assignment on comparison of the various literary Forms, thematic exploration of literature, various characteristics of language style, etc)
- e) Seminar: concept-based seminar and Paper Presentation/Project
- f) Collection of poetry/recitation /Dramatization

Common Rubric for Continuous Academic Tasks (10 Marks)

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Conceptual Understanding	Demonstrates comprehensive, accurate, and in-depth understanding of concepts; integrates multiple ideas and perspectives	Demonstrates a clear understanding with minor conceptual gaps	Shows basic understanding with limited depth; some misconceptions	Shows superficial or incorrect understanding of concepts	2
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(A.2) Summative Assessment

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(B) Weightage of Learning Efforts for External Assessment

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2	End-Semester Examination	Written Exam/ Project evaluation/viva	50%

CLOs – PLOs Matrix

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CLO1	3	3	1	2	3	3	2	1	1	2	1	3
CLO2	3	3	3	3	3	2	2	1	2	2	2	3
CLO3	1	2	3	3	3	3	1	1	3	3	3	3
CLO4	2	1	3	2	1	3	3	2	3	2	3	3
CLO5	3	3	2	2	3	1	3	3	2	3	3	3

CLO in relation to the **PLOs**.

Values to the **CLO-PLO** matrix are assigned by **judging the importance of the particular**

CLO in relation to the

PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Sr.no	Title	Author's Name	year	Publication
1	Addhyatan Kavita	Raghuvir Chaudhari	1976	Rangdwar Prakashan – Ahmedabad
2	Adhuna	Bholabhai Patel	1973	Vora & Co.. - Ahmedabad
3	Anggat Chhabi	Jayendra Shekhdivala	2009	Devine Publication
4	Aadhunikta ane Gujarati Kavita	Bholabhai Patel	1987	R.R. sheth ni Company - Mumbai
5	Aadhunik Gujarati Kavita Ane Sarjak Chetna	Suman Shah	1988	Parshava Prakashan – Ahmedabad
6	Aadhunik Kavita Ketlak Prashno	Niranjan Bhagat	1972	Vora & Co.. - Ahmedabad
7	Aadhunikta: Ek Sankul Sampratyay	Bipin Ashar	2007	Parshava Prakashan – Ahmedabad
8	Anubhavan	Pramodkumar patel	1984	Pramodkumar patel.v.v.nagar
9	Arvachin Gujarati Sahityano Itihas,(Aadhunik Ane AnuAadhunikyug)	Prasad Brahmhatt	2010	Parshava Prakashan – Ahmedabad
10	Arvachin Gujarati Sahityani Vikasrekha bhag-4	Dhirubhai Thakar	1995	Gurjar granthratna karyalay – Ahmedabad
11	Gujarati Sahityano Itihas	Gujarati Sahitya Parishad	1981	Gujarati Sahitya Parishad – Ahmedabad
12	Kavyacharcha	Suresh Joshi	1971	R.R.shethni co.Mumbai
13	Ravji Patel	Satish Danak	2017	Aadarsh Prakashan
14	Sahityama Aadhunikta	Suman Shah	1988	Parshava Prakashan, A'bad
15	Sartrano Astitvavad	Madhusudan Baxi	1967	Sannishth Prakashan, A'bad
16	Sarjak Ravji Patel	Manilal H.Patel,	2004	Parshava Prakashan, A'bad
17	Samkalin kaviao	Dhiru Parikh	1983	Kumkum Prakashan, A'bad
18	Swatantryotar Gujarati Kavita: Paridarshan	Daxa Vyas	1981	Parshava Prakashan, A'bad

SARDAR PATEL UNIVERSITY

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Syllabus with effect from the Academic Year 2026-2027

M.A. Gujarati Semester: 1

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSC-3	P2A01NCGUJ03	Bhartiya Sahitya Mimansa	4-0-1	120	04

Course Outcomes: Having completed this Course, the Learner will be able to

CLO1

-Recognize the study of Bhartiya Sahitya Mimamsa (Indian Literary Criticism) as an integral part of The Indian knowledge system.

-Discuss the aesthetic, emotional, and philosophical richness of Indian literature through literary theories such as Ras Siddhant, Dhvani Siddhant, and Vakrokti Siddhant, all of which are deeply rooted in ancient traditions.

CLO2

-Relate Indian philosophy, ethics, and spirituality to purify emotions and gain a deeper understanding of human life.

-Develop an authentic, culturally rooted understanding of Indian literary works by employing traditional analytical techniques while maintaining historical continuity and depth.

CLO3

- Apply critical theories to examine Modern Gujarati thoughtfully.

-Demonstrate meaningful connections between Tradition and Modernity.

CLO4

-Analyse the significance of Indian literary theory and compare it with Western literary criticism.

- Explore how Indian criticism challenges Western interpretations and enriches modern literature.

CLO5

-Compare various aesthetic theories and apply them in research.

-Define the concept of 'Sahridaya' in literary appreciation.

-Invent a new theoretical framework and apply it to literary texts.

Course Content

Unit	Description	Learning Pedagogy	CIOs
1	<p>વર્તમાન ભારતીય મિમંસાના ક્ષેત્રનો પરિચય.</p> <p>રિતિ, આચિત્ય અને મિત્યનો પરિચય</p> <p>The domain of Indian Criticism.</p> <p>Brief Introduction of Indian Criticism from Acharya Bharat to Pandit Jagannath, Special Introduction of Riti, Aachitya, And Ramaniyata.</p>	<p>Classroom lecture</p> <p>Seminar</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO4</p> <p>CLO5</p>
2	<p>રસ સિદ્ધાંતનો પરિચય.</p> <p>રસ સિદ્ધાંતનાં પ્રકારો અને તેમની વિશેષતાઓ.</p> <p>રસ સિદ્ધાંતનાં ઇતિહાસિક વિકાસ અને તેની સંસ્કૃતિ.</p> <p>ગુજરાતી સાહિત્યનાં રસ સિદ્ધાંતનાં અભ્યાસ.</p> <p>Ras Siddhant:</p>	<p>Classroom lecture</p> <p>Group Discussion</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p> <p>CLO4</p> <p>CLO5</p>

	Introduction of 'NatyaShastra' (Bharat). Various interpretations of RasSutra by Bhatt Lollat, Shri Shankuk, Bhatt Nayak, and Abhinav Gupt in Special Reference. Discussion on the relevance of Ras Siddhant in the Contemporary era, with examples from Gujarati Literature.		
3	4 j] b ' :] @gyl U 2 h pircy @vin: s>a, ivwavn, @vin ivro2l mto @vinna pKaro: p'lyman A4RAnexBdxiktna Aa2are 4 j] b ' :] g > U 2 h b = ' 5 U ^ Y ' d # ccaRAiwp#. Dhvani Siddhant: Introduction of 'Dhvanyalok.' Dhvani: Term, definitions, opposite opinion on Dhvani Siddhant. Kinds of Dhvani: by Pratiyman Artha And Shabdshakti. Discussion on Relevancies of Dhvani Siddhant in the contemporary era with examples of Gujarati Literature.	Classroom lecture task Assign:(finding Gujarati examples) Self-directed learning	CLO1 CLO2 CLO3 CLO4 CLO5
4	j _ # c] _ h v k i k t g i v t u 2 h n o p i r c y v k i k t : s > a , i v w a v n a , p k a r o , k i v S v w a v A n s a r m a g R v c a r ` a , j _ # c] _ h '] g > U 2 h b = ' 5 U t o r n Y ' d # ccaRAiwp#. Vakrokti Siddhant: Introduction of the 'Vakroktijivitam' text. Vakrokti: Term, Definition, Kinds of Vakrokti. Concept of Marg by the Nature of the Poet. Discussion on Relevancies of Vakrokti Siddhant in the contemporary era with examples of Gujarati Literature.	Classroom lecture Seminar Discussions Digital Learning	CLO1 CLO2 CLO3 CLO4 CLO5

Assessment Methodology

C) Internal Assessment: 50 Marks

B) External Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- g) Assignment on literary theory
- h) Seminar: concept-based seminar and Paper Presentation
- i) Quiz

Common Rubric for Continuous Academic Tasks (10 Marks)

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates comprehensive, accurate, and in-depth understanding of concepts; integrates multiple ideas and perspectives	Demonstrates a clear understanding with minor conceptual gaps	Shows basic understanding with limited depth; some misconceptions	Shows superficial or incorrect understanding of concepts	/2

Analytical & Critical Thinking	Provides insightful analysis, comparison, and critical evaluation; demonstrates independent thinking and interpretation	Shows good analysis with some critical reflection	Limited analysis; mostly descriptive with minimal critical insight	Lacks analysis; purely descriptive or irrelevant	/2
Application to Educational Context	Effectively applies concepts to real classroom/school contexts with relevant examples and justification	Applies concepts with some relevant examples	Limited or generic application; weak linkage to practice	No meaningful application to the educational context	/2
Organization & Communication	Highly organised, logical, and coherent; ideas are clearly articulated with appropriate academic language and flow	Generally well-organised with minor issues in clarity or flow	Some disorganisation; ideas lack clarity and coherence	Poor organisation; unclear and difficult to follow	/2
Creativity, Originality & Use of Evidence	Demonstrates originality, innovative ideas, and effective use of examples/evidence with proper referencing	Some originality with relevant examples	Limited originality; minimal use of supporting examples	No originality; lacks supporting evidence or examples	2

(A.2) Summative Assessment

(c) Mid-term test: 20 marks

(C) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO 1, CLO 2, CLO 5	30	1	1	11	13
II	CLO1 CLO 2 CLO 5	30	1	1	10	12
III	CLO 2, CLO3 CLO 4 CLO5	30	1	1	11	13
IV	CLO 2, CLO3 CLO 4, CLO 5	30	1	1	10	12
		120	04	04	42	50

• **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightag (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quiz,Class Regularity	50%
2	End-Semester Examination	Written Exam/Project Evaluation/ Viva)	50%

CLOs – PLOs Matrix

CLO	PLO										PLO11	PLO12
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10		
CLO1	3	1	1	3	3	1	1	1	1	2	1	3
CLO2	2	3	3	2	3	3	2	-	2	2	2	3
CLO3	1	3	3	1	2	2	1	1	3	3	3	3
CLO4	2	1	3	2	1	3	3	2	3	2	3	3
CLO5	3	3	2	2	1	1	1	1	2	3	3	3

Values to the CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2

Sr. No.	Title	Author	year	Publication
1	Abhinav no rasvichar ane bija lekho	Parekh Nagindas,	2011	Gurjar Granthratna Karyalay,A'bad
2	Bhartiy ane Paschatya Mimansa	Ramesh Trivedi	2020	Aadarsh Prakashan
3	Bhartiya Kavya Sidhant	Jayant Kothari, Natubhai Rajapara	1960,2016	Gurjar Granthratna Karyalay , A'bad
4	Bhartiya Sahityavichar Manjusha Vol.-1, (Bharat thi Abhinavgupt sudhi)	Ramesh Betai	2021	University Granthnirman Board
5	Bhartiya Sahityashashtra ni Vichar Paramparao	Tapasvi Nandi,	1998	University Granthnirman Board A'bad
6	Dvanyalok : Aanandvardhan no DDwanivichar	Nagandas Parekh	1985	Gujarati Sahitya Parishad
7	kavyavivechan	Dolarray Mankad	1949	Charutar Prakashan, Vallabh Vidhyanagar
8	Vakrokatijivit: Kuntak no kavya vichar	Nagindas Parekh	1988	Gujarat Sahitya Akademi,Gandhinagar

Online resources to be used if available as reference materials

on-line Resources

<https://www.44books.com> f g] g d f B s biddhant P.D.F.
[bhartiashodh.com](https://www.bhartiyashodh.com)
https://ebooks.lpude.in/arts/ma_hindi
<https://archive.org/details/Dhvanyalokah>
<https://nivedita2015.wordpress.com> @/lyal ok s i t ,Audio form
[shodhganga.inflibnet.ac.in/bitstream/10603/644/8/08_chapter3.pdf](https://www.shodhganga.inflibnet.ac.in/bitstream/10603/644/8/08_chapter3.pdf)
<https://www.sanskritfromhome.in/course/sahityadarpana4>
 (Dhvani Siddhanta)
www.bahecharbhaipatel.com

SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC
Syllabus with effect from the Academic Year 2026-2027

M.A. Gujarati Semester: 1

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSE-1 (1)	P2A01NEGJ01	Madhyakalin Gujarati Sahitya	4-0-1	120	04

Course Outcomes: Having completed this Course, the Learner will be able to

<p>CLO1</p> <ul style="list-style-type: none"> - Demonstrate the historical development of Gujarati literature and strive to preserve our cultural heritage. - Interpret manuscripts to enhance awareness of the Indian Knowledge System and promote Gujarat's cultural identity, ensuring the language is accessible from academic settings to people. - Support efforts in the digitisation of manuscripts and the editing of Medieval Gujarati literature.
<p>CLO2</p> <ul style="list-style-type: none"> -Explain and discuss the two paths of spirituality: Gyan Marg and Bhakti Marg. - Understand humanitarian love, ethical devotion, and transcending moral values through the poetry of poets like Narsinh Mehta, Akha Bhagat, Mirabai, and others.
<p>CLO3</p> <ul style="list-style-type: none"> -Create awareness of the manuscript form, and provide a comprehensive understanding of the foundational aspects of the medieval Gujarati language.
<p>CLO4</p> <ul style="list-style-type: none"> -Differentiate the various forms, including Bhajan, pada, rasa, Aakhyan, Fagu, Prabandh -Apply writing styles, as well as the unique Performance Art Style that emerged during that era. -compose traditional forms and styles in new ways.
<p>CLO5</p> <ul style="list-style-type: none"> -- Analyse the differences between Medieval Gujarati Literature and Pre-Medieval Gujarati Literature. - Assess the connections between cultural and religious identities across various societies. - explore comprehensive literary research within the realm of Medieval Gujarati Literature.

Course Content			
Unit	Description	Learning Pedagogy	CLOs
1	Madhyakalin Gujarati Sahitya : An Introduction to the Study of Medieval Gujarati Literature: Problem of Research, Editing and Reception	Classroom lecture Visit to Manuscript Museum Workshop on manuscript reading	CLO1 CLO3 CLO4

2	məykal In gjuratl)anmaglRAnewiktmaglRkivtano Allyas the Study of Medieval Gujarati Gyanmargi and Bhaktimargi Poetry.	Classroom lecture Multimedia Sources	CLO1 CLO2 CLO4
3	məykal In gjuratl saihlySvrpbno Allyas: ras, pḅḅ, Aadyan, p- vataFagu The Study of Medieval Gujarati Literary Forms such as: Ras, Akhyan, Prabandh, Padyavarta, Fagu	Classroom lecture Multimedia Resources	CLO1 CLO2 CLO4
4	kit Allyas: ij nh8Rkḅ ‘Aaramxowaras’ spadk: j yḅ ko#arl, klitḅ xah the Study of Medieval Gujarati Text: ‘ Jinharsh krut Aaramshobha ’ edited by Jayant Kothari and Kirtida Shah	Classroom lecture Seminar Discussions	CLO1 CLO3 CLO4 CLO5

Assessment Methodology

D) Internal Assessment: 50 Marks

B) External Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- j) Assignment on Manuscript Reading, thematic exploration of texts, various characteristics of language style, etc)
- k) Seminar: concept-based seminar and Paper Presentation
- l) Review of books /poster Presentation

Common Rubric for Continuous Academic Tasks (10 Marks)

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates comprehensive, accurate, and in-depth understanding of concepts; integrates multiple ideas and perspectives	Demonstrates a clear understanding with minor conceptual gaps	Shows basic understanding with limited depth; some misconceptions	Shows superficial or incorrect understanding of concepts	2
Analytical & Critical Thinking	Provides insightful analysis, comparison, and critical evaluation; demonstrates independent thinking and interpretation	Shows good analysis with some critical reflection	Limited analysis; mostly descriptive with minimal critical insight	Lacks analysis; purely descriptive or irrelevant	2
Application to Educational Context	Effectively applies concepts to real classroom/school contexts with relevant examples and justification	Applies concepts with some relevant examples	Limited or generic application; weak linkage to practice	No meaningful application to the educational context	2

Organization & Communication	Highly organised, logical, and coherent; ideas are clearly articulated with appropriate academic language and flow	Generally well-organised with minor issues in clarity or flow	Some disorganisation; ideas lack clarity and coherence	Poor organisation; unclear and difficult to follow	2
Creativity, Originality & Use of Evidence	Demonstrates originality, innovative ideas, and effective use of examples/evidence with proper referencing	Some originality with relevant examples	Limited originality; minimal use of supporting examples	No originality; lacks supporting evidence or examples	2

(A.2) Summative Assessment

(d) Mid-term test: 20 marks

(D) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO 1, CLO 2, CLO 5	30	1	1	11	13
II	CLO1 CLO 2 CLO 5	30	1	1	10	12
III	CLO 2, CLO3 CLO 4 CLO5	30	1	1	11	13
IV	CLO 2, CLO3 CLO 4, CLO 5	30	1	1	10	12
		120	04	04	42	50

• **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Projects, Class Regularity	50%
2	End-Semester Examination	Written Exam/Project Evaluation (Report, Presentation, Viva)	50%

• CLOs – PLOs Matrix

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	1	3	1	3	3	1	1	1	2	1	3
CLO2	3	2	2	2	3	3	2	-	2	3	3	3
CLO3	1	1	3	1	2	3	1	2	3	3	2	3
CLO4	2	1	3	3	1	3	2	2	3	3	3	3
CLO5	3	3	2	3	3	3	3	1	2	3	3	3

Values to the CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Suggested learning resources

Sr.no.	Title	Author	year	publication
1	Aapna kaviao.	Shastri, Keshavram K.	1942	Gujarat Varnakyular society, A'bad
2	Aaramshobha Rasmala, 'Aaramshobha'	Jayant Kothari Jayant Kothari & Kirtida Joshi	1998 1983	Prakrut Jain Vidhya Vikas, Pashva Publication A'bad
3	Bruhat Kavya Dohan parts 1 to 8	Ed.Desai, Ichchharam New edition ed.by Balvant Jani	1908	Gujarati Press Mumbai
4	Classical Poets of Gujarat	Tripathi, Goverdhanram.M.	1916	. N.M & Co. Mumbai
5	Gujarati Sahityakosh, Part 1	Ed.Kothari, Jayant and others	1989	Gujarati sahitya Parishad.
6	Gujarat and its literature	Munshi, Kanaiyalal M.	1940	Longmans, Green & co. Bombay
7	Gujarati Sahitya (madhyakalin)	Raval, Anantray	1963	Gurjar Granthratna Karyalay, A'bad
8	Gujarati Sahityani Ruprekha 1&2	Vaidya, Vijayray	1949	N.M. Tripathi – Mumbai
9	Gujarati Sahityano Itihas, Granth:2, Khand: 1	Gujarati Sahitya Parishad	2003	Gujarati Sahitya Parishad
10	Gujarati Sahityana Swarupo (Padhya vibhag)	Majmudar,Manjulal	1954	Aacharya Book Depo. Vadodara
11	Gujarati Kavyaprakaro.	Mankad, Dolarray	1964	Gangajala Prakashan. Aliabada.

12	Gujarati language and literature	Divetiya, Narsinhav	1929	Forbes Gujarati Sabha Mumbai.
13	Kavicharit 1-2.	Shastri, Keshavram K.	1952	Gujarat Vidyashabha,A'bad
14	Milestones in Gujarati Literature,	Jhaveri, Krushnalal Mohanlal.	1914	Gujarati Press, Mumbai
15	Madyakalna Sahityaprakaro.	Mehta, Chandrakant	1958	N.M. Tripathi Pri.LTD, Mumbai

online Resources

https://en.wikisource.org/wiki/Page:Classical_Poets_Of_Gujarat.pdf/16 https://archive.org
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SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar, Gujarat

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Syllabus with effect from the Academic Year 2026-2027

M.A. Gujarati Semester: 1

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSE 1 (2)	P2A01NEGUJ02	સાંત સાહિત્ય Saint Literature	4-0-1	120	04

Course Outcomes: Having completed this Course, the Learner will be able to	
CLO1	Identify and appraise the Indian knowledge system. Understand the tradition of the saint literature, which is woven into Indian life. act to make a bridge between diverse communities and empower marginalised people and women through the study of Saint Literature
CLO2	Understand the value of Spiritual life and social equality, rigid hierarchies, and religious dogmas, and create a balanced world. Reform society by understanding its socio-cultural, ethical, and spiritual evolution. Protest against social evils and narrow religious boundaries.
CLO3	Interpreted the concept of Indian Spirituality. Committed to protecting the heritage of Indian spiritual literature
CLO4	Compare the saint literature of different periods. Know the terminology of saint language and literature and interpret the texts.
CLO5	Perform Selfless and therapeutic service to society.

Course Content			
Unit	Description	Learning pedagogy	CLOs
1	સાંત અને વક્તવ્યનો તફાવત the Difference between Saint and Devotee the characteristics of Saint	Class lectures Audio- Video Source	CLO 1 CLO2 CLO3
2	ગુજરાતના સાંત પ્રત્યેકનો દ્રશ્ય દેખાવ A bird's eye view of the saint tradition of Gujarat	Seminar Lectures	CLO1 CLO2 CLO3 CLO4
3	વજ્રવૈકુંઠ: સ્વરૂપ, લક્ષણ, પ્રકારો (Devotional) BhajanVani: Form, traits, kinds	Discussion Class lecture	CLO1 CLO2 CLO3
4	ગંગાસતીની વજ્રવૈકુંઠ સ્પર્શક રચનાઓ Aar. Aar. x# Gangasatini Bhajan Ganga	Student-b oriented task Class lectures	CLO1 CLO2 CLO3 CLO4 CLO5

Assessment Methodology

A) Internal Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- Assignment on comparison of the poetry of two eras, thematic exploration of poetry, various characteristics of language style, etc
- Seminar: concept-based seminar and Paper Presentation
- Collection of poetry, Review of books, Poetry recitation and Performance

B) External Assessment: 50 Marks

Common Rubric for Continuous Academic Tasks (10 Marks)

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates comprehensive, accurate, and in-depth understanding of concepts; integrates multiple ideas and perspectives	Demonstrates a clear understanding with minor conceptual gaps	Shows basic understanding with limited depth; some misconceptions	Shows superficial or incorrect understanding of concepts	2
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(A.2) Summative Assessment

(a) Mid-term test: 20 marks

(A) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
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III	CLO 2, CLO3 CLO 4 CLO5	30	1	1	11	13
IV	CLO 2, CLO3 CLO 4, CLO 5	30	1	1	10	12
		120	04	04	42	50

- Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Quizzes, Projects, Class Regularity	50%
2	End-Semester Examination	Written Exam/ Project Evaluation (Report, Presentation, Viva)	50%

- CLOs – PLOs Matrix**

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	1	1	3	3	1	1	1	1	2	1	3
CLO2	2	3	3	2	3	3	2	-	2	2	2	3
CLO3	1	3	3	1	2	2	1	1	3	3	3	3
CLO4	2	1	3	2	1	3	3	2	3	2	3	3
CLO5	3	3	2	2	1	1	1	1	2	3	3	3

Values to the CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Suggested Learning Resources

no	Name of the Book	Name of the Author	Publication year	Publications
1	Aapani Bhajanvani	Ed.Gangadas P.Maheta	1997	Kusum Prakashan,Amdavad
2	Bhajan Mimansa	Dr. Niranjan Rajyaguru	1990	Rannade Prakashan, Gadha Road, Ahmedabad
3	Bhajan Maramno Marg	Dr.Rajendrasinh Rayjada	1989	Pravin Prakashan
4	Bhajanras	Makrand Dave	1991	Navbharat Sahitya Mandir, Amdavad
5	Chutela Bhajan	Ed. Narottam Palan	1996	Gujarat Sahitya Akademi, Gandhinagar
6	Gujarati Sahityano Itihas granth 2,khand 2 'Sant Kavita Dhara' page 252-268	Article by Niranjan Rajyaguru	1976	Gujarati Sahitya Parisad, Amdavad
7	Gujaratna Santkavio Ane Baulpanth	Jayanti Aacharya	1977	Forbus Sabha, Mumbai
8	Sat Keri Vani	Makrand Dave	1991	Navbharat Sahitya Mandir, Gandhi Road, Amdavad
9	Sant Parampara 'Pat upasana Ane Pratikonu Rahasya,tantrasadhna, Mahapanth Ane Anya lekho	Rajendrasinh Rayjada	1989	Pravin Prakashan,Rajkot
10	Santvani: Tatva Ane Tantra	Ed. Balvant Jani	1996	Gujarat Sahitya Akademi, Gandhinagar
11	Santvani: satva Ane Saundarya	Niranjan Rajyaguru,Manoj Raval,Nathalal Gohil	1994	Pravin Prakashan,Rajkot
12	Santsahitya: Sanshodhan Ane Samiksha	Nathalal Gohil	2006	Navbharat Sahitya Mandir, Amdavad
13	Sat Sahebni Sarvani	Nathalal Gohil	2011	Gujarat Sahitya Akademi, Gandhinagar
14	Saurashtranu Bhajan Sahitya	Niranjan Rajyaguru	2000	Bho. Je. sanshodhan Adhyan kendra,Amdavad
15	Sorthi Santvani	Zaverchand Meghani	2023 New edition	Gurjar Sahitya Bhavan

Online resources to be used if available as reference materials

on-line Resources

<https://santsahitya.org>

<https://hi.wikipedia.org>

<https://pdfbooks.ourhindi.com>

<https://epustakalay.com/b>

shodhganga.inflibnet.ac.in/handle/10603/11244 <https://archive.org/details/in.ernet.dli.2015.345787>

SARDAR PATEL UNIVERSITY
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Syllabus with effect from the Academic Year 2025-2026

M.A. Gujarati Semester: 1

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSE-2 (1)	P2A01NEGUJ03	Lok sahitya	4-0-1	120	04

Course learning outcomes: Having completed this Course, the Learner will be able to

CLO1

-Understand folk life, oral traditions, folk elements, folk culture, folk dialects, and folk society, while strengthening community bonds and fostering a sense of belonging.

-Conserve the literary heritage of Gujarat, connecting the past with the present.

CLO2

- Elucidate the concept of folk elements and the diverse forms of folk literature.

- analyse and evaluate the aesthetic dimensions inherent in folk literature.

-explicate cultural identity, impart collective wisdom, and reinforce social values across generations through the study and appreciation of folk literature.

-CLO4

Conduct research through fieldwork and interdisciplinary studies in tourism, cinema, painting, music, and other areas.

-CLO5

-engraft the styles, genres, and performance elements of traditional literature within contemporary works. Foster creativity through the study of performance techniques.

Course Content

Unit	Description	Learning Pedagogy	CLOs
1	Lok sahitya : સર્જા, વ્યવહાર, ઇતિહાસ, વર્ગીકરણ, સ્વરૂપ-પ્રકાર Folk Literature: Terms, definitions, characteristics, classification, forms, genres	Classroom lecture Mini Research task Field visit	CLO1 CLO2 CLO4 CLO5
2	Study of Folksongs : 'lok sahitya' (Gujarati lokgeeto) (selected folksongs) લોકગીતોનું અધ્યયન : પસંદગીનાં લોકગીતો: 1. સાવ રે સોનાનું મારું પારણિયું, પૃ. નં. 33 2. હાલ્ય હાલ્યને હાંસીનો, પૃ. નં. ૨૯ 3. ગોરમાનો વર કેસરિયો, પૃ. નં. ૩૬ 4. પાટે તે ગણેશ બેસારીએ... પૃ. નં. ૪૪ 5. સૂરજ ઊગયો રે કેવડિયાની ફણસે... પૃ. નં. ૪૬	Classroom lecture Seminar Audio- Video Sources	CLO1 CLO4 CLO5 CLO2

	<p>6. લવિંગ કેરી લાકડીએ રામે સીતાને પૃ.નં. ૫૧</p> <p>7. ગામમાં સાસરુને ગામમાં... પૃ. નં. ૫૫.</p> <p>8. આજ રે સપનામાં મેં તો પૃ. નં. ૫૬</p> <p>9. આયો આયો અષાઢી મેઘ રે... પૃ. નં. ૬૬</p> <p>10.સરખી સૈયરું મા તુલસી જળ ભરવાં. પૃ.નં.૫૦ (સં. પ્રભાશંકર તેરૈયા, નરોત્તમ પલાણ, પ્રકાશક: ગુજરાતીસાહિત્ય પરિષદ, અમદાવાદ)</p>		
3	<p>1. Lokk4anAayn : cyn Study of the Folk tales : selected Folk tales લોકકથાનું અધ્યયન (Study of the Folk tales: selected Folk tales)</p> <p>1. રાજા, બ્રાહ્મણ, સુથાર ને વાણિયો (ગુજરાત તથા કાઠીઆવાડ દેશની વારતા-૧ સંપાદક : ફ.બ.માસ્ટર)</p> <p>2. ભૂત રૂવે ભેંકાર (સૌરાષ્ટ્રની રસધાર ભાગ-૫ સંપાદક: મેઘાણી, પ્રકાશક પ્રસાર, ભાવનગર)</p> <p>3.ગોવાળિયાનું આસન (હેંડો વાત માંડીએ, સંપાદક: શાંતિભાઈ આચાર્ય, ગુજરાત સાહિત્ય અકાદમી, ગાંધીનગર)</p> <p>4. ધરણી અને મનુષ્ય અવતારની વહી (અરવલ્લી લોકની વહી વાતો, ભગવાનદાસ પટેલ તથા વીરચંદભાઈ પંચાલ, સર્વોદય આશ્રમ, સણાલી)</p> <p>5. કનસરી (કુકણા કથાઓ, સંપાદક: ડાહ્યાભાઈ વાઢું, સાહિત્ય અકાદમી, દિલ્હી, ૨૦૦૦)</p>	<p>Classroom lecture</p> <p>Audio-video Sources</p> <p>Seminar</p> <p>Self-directed learning</p>	<p>CLO1 CLO2 CLO3 CLO4 CLO5</p>
4	<p>Laokna3y wva{ : A) s>a 8vrb, l 9` o Anēviv2 v&ono 3k pircy b)cyn krē wva{v&ono k4ank, p8tūta, sglt, jdky, l okt²vo, svad, pirv&, j nmnrj-n, wartlyta vgesdw&AWyas Jsma AoD` ū s6n AWyasŶ zDazU` no v& ū s6n AWyasŶ g` pitno v& ū s6n AWyas</p>	<p>Classroom lecture</p> <p>Audio-video Sources</p> <p>Visit to Bhavai Artist Artists</p>	<p>CLO1 CLO2 CLO3 CLO4 CLO5</p>

Assessment Methodology

B) Internal Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- d) Assignment on comparison of the folk forms, thematic exploration of folklore, various characteristics of presentation style, etc
- e) Seminar: concept-based seminar and Paper Presentation
- f) Collection of Folk literature/field research

B) External Assessment: 50 Marks

Common Rubric for Continuous Academic Tasks (10 Marks)

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates comprehensive, accurate, and in-depth understanding of concepts; integrates multiple ideas and perspectives	Demonstrates a clear understanding with minor conceptual gaps	Shows basic understanding with limited depth; some misconceptions	Shows superficial or incorrect understanding of concepts	2
Analytical & Critical Thinking	Provides insightful analysis, comparison, and critical evaluation; demonstrates independent thinking and interpretation	Shows good analysis with some critical reflection	Limited analysis; mostly descriptive with minimal critical insight	Lacks analysis; purely descriptive or irrelevant	2
Application to Educational Context	Effectively applies concepts to real classroom/school contexts with relevant examples and justification	Applies concepts with some relevant examples	Limited or generic application; weak linkage to practice	No meaningful application to the educational context	2
Organization & Communication	Highly organised, logical, and coherent; ideas are clearly articulated with appropriate academic language and flow	Generally well-organised with minor issues in clarity or flow	Some disorganisation; ideas lack clarity and coherence	Poor organisation; unclear and difficult to follow	2
Creativity, Originality & Use of Evidence	Demonstrates originality, innovative ideas, and effective use of examples/evidence with proper referencing	Some originality with relevant examples	Limited originality; minimal use of supporting examples	No originality; lacks supporting evidence or examples	2

(A.2) Summative Assessment

(b) Mid-term test: 20 marks

(B) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO 1, CLO 2, CLO 5	30	1	1	11	13
II	CLO1 CLO 2 CLO 5	30	1	1	10	12
III	CLO 2, CLO3 CLO 4 CLO5	30	1	1	11	13
IV	CLO 2, CLO3 CLO 4, CLO 5	30	1	1	10	12
		120	04	04	42	50

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments/Projects, Class Regularity	50%
2	End-Semester Examination	Written Exam/Project Evaluation /Viva)	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	1	1	3	3	1	1	1	1	2	1	3
CLO2	2	3	3	2	3	3	2	-	2	2	2	3
CLO3	1	3	3	1	2	2	1	1	3	3	3	3
CLO4	2	1	3	2	1	3	3	2	3	2	3	3
CLO5	3	3	2	2	1	1	1	1	2	3	3	3

Values to the CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Suggested learning Resources

Sr.no.	Title	Author	year	Publication
1	Aapni Loksanskruti	Parmar, Jaymal	1950	Bharatiya sahitya sangh – Ahmedabad
2	Aapanu Loknatya Bhavai	Parmar, Jaymal	2017	Pravin Prakashan
3	Bhavai : Swarup ane lakshano	Krushnakant Kadakiya	2010	M.S.University. Baroda
4	Bhavai sangrah, Mahipatram Nilkanth Bhavai sangrah https://archive.org/details/in.ernet.dli.2015.538021	ed.Dinkar Bhojak Mahipatram Nilkanth	1866	Gujarat Sahitya Akademi satyasagar press.Nadiad
5	Folksong of South Gujarat	Madhubhai Patel/ R.C.Mehta	1922	Indian Musicological Society,Bombay
6	Gujarati Lok Sahitya Tatvadarshan Ane Mulyankan	Jaymall Parmar ed.Jani, Balvant	1991	Gujarat Sahitya Akademi, Gandhinagar
7	Gujarati loksahitya	Yagnik,Hasubhai	2018	Gujarat Sahitya Akademi,Gandhinagar
8	Gujarati Lokkatha,kathageeto,	Ed. Yagnik,Hasu	2018	Gujarat Sahitya Akademi,Gandhinagar
9	Gujarati Lokvidya	Yagnik, Hasubhai	2010	National Book Trust, Delhi
10	ed'Gujarati Loksahityamala: manko 1 to 12	Manjulal Majmudar and others Gujarati Loksahitya Samiti	1968	Gujarat Rajya loksahitya samiti (on Rekhta)
11	Gujaratna loknatya Bhavaini Vahi	Ratilal Nayak	New edition 2021	ed, Hasmukh Baradi Theatre Media Centre, Ahmedabad.(on bookpratha.com)
12	LokSahitya : Dhartinu dhavan 1,2	Meghani, Zaverchand	1946/ 2021	Gurjar Ratna Bhandar Sahitya Akademi re edite
13	Loksahityani Bhumika	Upadhyay, Krushnadev	1957	Sahitya Bhavan LTD Illahbad
14	Loksahityanu Samalochan,	Meghani,Zaverchand	1946	Bombay University
15	Loksahitya: Vibhavna Ane Prakar	Yagnik, Hasubhai	2002	Gurjar Granth Ratna Karyalaya, Ahmedabad.
16	Lok Kathana Mul Ane Kul	Bhayani, Harivallabh	1990	Parshva Publication, Ahmedabad.
17	Lok varta	Chandarvakar, Pushkar	1979	Gujarat Rajya loksahitya samiti
18	Lok Vangmaya	Jani, Kanu	1992	Saurashtra University
19	Lokvidya Ane Loksahitya	Naresh Ved,	2010	Parshv Prakashan,

Online resources to be used if available as reference materials

on-line Resources

<https://www.britannica.com/art/folk-literature/Major-forms-of-folk-literature>

https://www.researchgate.net/publication/321016509_Folk_Literature

Online resources to be used if available as reference materials

on-line Resources

<https://www.britannica.com/art/folk-literature/Major-forms-of-folk-literature>

https://www.researchgate.net/publication/321016509_Folk_Literature

SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC)
Syllabus with effect from the Academic Year 2026-2027

M.A. Gujarati Semester: 1

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSE-2 (2)	P2A01NEGUJ04	Lokpriya Sahitya (Popular Literature)	4-0-1	120	04

Course learning outcomes: Having completed this Course, the Learner will be able to

CLO1	Examine and articulate the societal values, attitudes, and reflections of social change through the study of popular literature. - Acknowledge the significance of popular literature, which captivates a broad audience through its engaging qualities, reflects popular sentiment, and addresses social dynamics with its simplicity, direct style, and compelling narratives.
CLO2	- Explain the popular elements and forms of literature. - Interpret and evaluate the aesthetics of popular literature. - Compare popular literature with folk literature. - Compare popular literature with traditional literature.
CLO3	-Preserve it as a historical and sociocultural artefact. - Utilise it for therapeutic benefits in psychological contexts.
CLO4	-Conduct a comprehensive study on popular literature, focusing on its cultural reflections and social implications. -Design a research project that explores the interconnectedness between popular literature and various fields such as education, life sciences, history, and others. -Critique the nuances of how Popular literature shapes and is shaped by socio-cultural contexts while also examining its influence on educational practices and interdisciplinary fields.
CLO5	-Examine the stylistic elements, genres, and performance aspects of popular literature in relation to other artistic forms. And engage in a creative process that harnesses insights from popular literature to foster innovative expression across various media.

Course Content

Unit	Description	Learning Pedagogy	CLOs
1	Loakipy saihTy : s>a, ivwavn, l 9` o,, Svrp-pkaroxElAo Anet&mh²v Popular Literature: Terms, definitions, characteristics, forms, genres, styles, and signification of Popular Literature	Classroom lecture Video-audio Sources Field visit	CLO1 CLO2 CLO3
2	Loakipy saihTy : pvaHdxR l okipy gjuratl kivta l okipy gjuratl k4asaihTy l okipy gjuratl na3ysaihTy k3arl en Popular Literature: The view of ongoing trends. (The history of popular Literature) piX*3 saihTy ,l oksaihTy And okipy saihTy : tfavt	Classroom lecture Seminar Audio- Video Sources	CLO1 CLO4 CLO5 CLO2

3	કિંત આયસ 'કમ#ા` ` I 6ઠવI Ai&vnl wઞ,pkaxk: nvwart સાિહ્યમિદર ,Amdavad,p/Aa.v8ઠૈ0૦૧,૨00૯ 'Kamthan' by Ashvini Bhatt, Publisher; Navbharat Sahitya Mandir, Amdavad, 1 st edition, year 2001,2009	Classroom lecture multimedia Sources Film	CLO1 CLO2 CLO3 CLO4 CLO5
4	કિંત આયસ યેઠોStI... .j y vsavDa,pkaxk; irmizm,ikAઞn Amdavad,p/Aa.v8ઠૈ0ૈN,ivkઞa;nvwart સાિહ્યમિદર ,Amdavad 'Ye Dosti.... By Jay Vasavada, Publisher; Rimzim Creation, 1 st ed, year 2019, seller: Navbharat SahityaMandir, Ahmedabad	Classroom lecture Task Assign: Review of the book External Source: visit to the Author	CLO1 CLO2 CLO3 CLO4 CLO5

Assessment Methodology

C) Internal Assessment: 50 Marks

B) External Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- g) Assignment on thematic exploration of texts, various characteristics of language style, etc)
- h) Seminar: concept-based seminar and Paper Presentation
- i) Review of books

Common Rubric for Continuous Academic Tasks (10 Marks)

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates comprehensive, accurate, and in-depth understanding of concepts; integrates multiple ideas and perspectives	Demonstrates a clear understanding with minor conceptual gaps	Shows basic understanding with limited depth; some misconceptions	Shows superficial or incorrect understanding of concepts	2
Analytical & Critical Thinking	Provides insightful analysis, comparison, and critical evaluation; demonstrates independent thinking and interpretation	Shows good analysis with some critical reflection	Limited analysis; mostly descriptive with minimal critical insight	Lacks analysis; purely descriptive or irrelevant	2

Application to Educational Context	Effectively applies concepts to real classroom/school contexts with relevant examples and justification	Applies concepts with some relevant examples	Limited or generic application; weak linkage to practice	No meaningful application to the educational context	2
Organization & Communication	Highly organised, logical, and coherent; ideas are clearly articulated with appropriate academic language and flow	Generally well-organised with minor issues in clarity or flow	Some disorganisation; ideas lack clarity and coherence	Poor organisation; unclear and difficult to follow	2
Creativity, Originality & Use of Evidence	Demonstrates originality, innovative ideas, and effective use of examples /evidence with proper referencing	Some originality with relevant examples	Limited originality; minimal use of supporting examples	No originality; lacks supporting evidence or examples	2

(A.2) Summative Assessment

(c) Mid-term test: 20 marks

(C) Weightage of Learning Efforts for External Assessment

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage(Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/Analyse & above (A)	
I	CLO 1, CLO 2, CLO 5	30	1	1	11	13
II	CLO1 CLO 2 CLO 5	30	1	1	10	12
III	CLO 2, CLO3 CLO 4 CLO5	30	1	1	11	13
IV	CLO 2, CLO3 CLO 4, CLO 5	30	1	1	10	12
		120	04	04	42	50

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Projects, Class Regularity	50%
2	End-Semester Examination	Written Exam/Project Evaluation (Viva)	50%

- **CLOs – PLOs Matrix**

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	1	1	3	3	1	1	1	1	2	1	3
CLO2	2	3	3	2	3	3	2	-	2	2	2	3
CLO3	1	3	3	1	2	2	1	1	3	3	3	3
CLO4	3	1	3	2	1	3	3	2	3	2	3	3
CLO5	3	3	2	2	1	1	1	1	2	3	3	3

Values to the **CLO-PLO** matrix are assigned **by judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Suggested Learning Resources

Sr.no	Title	author	year	publication
1	Handbook on Popular Literature	Biplab Banerjee	2021	Calcutta University
2	Handbook of Popular Literature	Deepali Borhakur	2020	Concept publishing co
2	Lokpriya Ane Lokpriya Sahitya'	Nitin Mehta Article	2007	Vivechan Sreni; ekatra Foundation, online Source
3	Lokpriya sahitya'	Neeta bhagat Article Adhit 2019	2019	Adhyapak Sangh
4	Lokpriya navalkathanu saundaryashashtra'	Panchal Shirish	2021	Parshva prakashan
5	Popular Literature: A History	Victor E.Neuburg	1977	Penguin Books

SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
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M.A. Gujarati Semester: 1

Eligible criteria: P.G. students of any discipline who are willing to create their own imaginative write-ups.

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSS-1	P2A01NSGUJ01	Skill: Creative writing: Poetry	2-0-1	60	02

Course Outcomes: Having completed this course, The Learners can

CLO1: understand various forms of poetry, its thematic and aesthetic value, and the skill set across a broad spectrum of writing.

CLO2 describe various writing techniques, styles and specialised skills

CLO3 Classify vocabulary, conceive fresh ideas, imagine beyond their pre-set notions and improve the skill of creative writing.

CLO4: Create their own voice in their writing to build a flexible mindset and interdisciplinary thinking

CLO5: Develop the professional habits of creative writing

Course Content

Unit	Description	Learning Pedagogy	CLOs
1	The Principles of Creative Writing: Structure of poems ગ ^ F b U H a _ ' ` Y e b કાલ્યસ્વરૂપ સંદર્ભ This section explores the diverse forms and structures that characterise poetry and how different styles can enhance expression and convey emotions.	Classroom lecture Writing workshop	CLO1 CLO2
2	Creative Writing: A study of poetic techniques, style, language proficiency, and structural framework, etc સર્જનની લક્ષણો, શૈલી, ભાષાની કૌશલ્ય, વગેરે વર્ણન આલેખ	Writing workshop Multimedia sources	CLO2 CLO3 CLO4 CLO5
3	Practical work: Composition of Poetry, Oral Recitation, and Presentation, etc પાઠ્યકાવ્યો, કાવ્યો, ગીતો, વગેરે	Self-directed learning	CLO2 CLO3 CLO4 CLO5

Assessment Methodology

Total Internal Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- j) Assignment on comparison of the poetry of two eras, thematic exploration of poetry, various characteristics of language style, etc)
- k) Poetry recitation and Performance
- l) Poem writing

Common Rubric for Continuous Academic Tasks (10 Marks)

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)	Marks
Conceptual Understanding	Demonstrates comprehensive, accurate, and in-depth understanding of concepts; integrates multiple ideas and perspectives	Demonstrates a clear understanding with minor conceptual gaps	Shows basic understanding with limited depth; some misconceptions	Shows superficial or incorrect understanding of concepts	2
Analytical & Critical Thinking	Provides insightful analysis, comparison, and critical evaluation; demonstrates independent thinking and interpretation	Shows good analysis with some critical reflection	Limited analysis; mostly descriptive with minimal critical insight	Lacks analysis; purely descriptive or irrelevant	2
Application to Educational Context	Effectively applies concepts to real classroom/school contexts with relevant examples and justification	Applies concepts with some relevant examples	Limited or generic application; weak linkage to practice	No meaningful application to the educational context	2
Organization & Communication	Highly organised, logical, and coherent; ideas are clearly articulated with appropriate academic language and flow	Generally well-organised with minor issues in clarity or flow	Some disorganisation; ideas lack clarity and coherence	Poor organisation; unclear and difficult to follow	2
Creativity, Originality & Use of Evidence	Demonstrates originality, innovative ideas, and effective use of examples/evidence with proper referencing	Some originality with relevant examples	Limited originality; minimal use of supporting examples	No originality; lacks supporting evidence or examples	2

(A.2) Summative Assessment

(d) Mid-term test: 20 marks

• **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Class Regularity	100%

• **CLOs – PLOs Matrix**

CLO	PLO											
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	1	1	3	1	3	3	1	3	1	1	1	3
CLO2	2	1	3	1	3	3	2	-	2	2	1	3
CLO3	1	1	3	1	3	2	1	1	2	2	1	3
CLO4	1	1	3	1	1	3	3	2	3	2	3	3
CLO5	2	2	3	2	1	1	1	1	2	3	3	3

Values to the **CLO-PLO** matrix are assigned by **judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

Suggested learning Resources

no	Name of the Book	Name of the Author	Publishing Year/publisher
1	Srijnatmak Lekhan	Rajendra Mishra	2015Evergreen Books own Publications
3	Gujarati kavitano Aasvad	Suresh Joshi	1981 The Maharaja Sayajirao University of Baroda
4	Jugalbandhi (kavyasvad)	Udayan Thakkar	E book Axarnad.com
5	Kavishikshan	B.K.thakor	1924
6	Lekhankala	Aabid Alikhan	2019
7	Lekhan Abhivyakti Kaushal	Dipak Patil	2017

Online resources to be used if available as reference materials

on-line Resources

<https://www.britannica.com/art/folk-literature/Major-forms-of-folk-literature>

https://www.researchgate.net/publication/321016509_Folk_Literature

