

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: 2

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSC-2	P2A02NCGUJ01	Arvachin Gujarati Kavita Swarup	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"> -Recognise the characteristics of Lyrics, different genres, various Forms of Gujarati poetry and poetic styles. -Distinguish the characteristics of Prose and Poetic Styles. -Compare poems written by different poets from different cultures.
<p>CLO2</p> <ul style="list-style-type: none"> -Investigate the relationship between poets' inner worlds—perception, expression, and artistic techniques—and the external realities they engage with. -describe profound emotions and the complexities of human psychology, revealing how lyricism conveys nuanced emotional experiences and cognitive processes.
<p>CLO3</p> <ul style="list-style-type: none"> -Analyse rhyme, rhythm, imagery, sentence structure, meter, dialect, figurative language and appreciate the artistic qualities of it.
<p>CLO4</p> <ul style="list-style-type: none"> -Interpret deep structure and contextual meaning of lyrics. -evaluate the texts, the point of view of poets, tone, and purpose of poets by using critical Frameworks. -Examine the transformation of old literary forms into a new form in the context of a new era and author consciousness
<p>CLO5</p> <ul style="list-style-type: none"> -analysis of lyrical structures and the composition of original poetry, and develop writing skills. - Develop advanced competencies in poetry recitation and performance techniques to communicate emotional depth and actively engage an audience effectively.

Course Content

Unit	Description	Learning Pedagogy	CLOs
1	કાવ્યની વિવિધતા, ગદ્ય અને વચ્ચેના શબ્દો, કાવ્યની સ્વરૂપતા Definitions of poem, differences between Prose and Poetry, characteristics of the form of lyric	Classroom lecture Digital sources workshop	CLO1 CLO2
2	કાવ્યસ્વરૂપો: ગીત, ગઝલ, સોનેટ કાવ્યસ્વરૂપોના સાદા તથા સિદ્ધિ Study of the Forms of Poetry: Song (Geet), Ghazal, Sonnet	Classroom lecture Audio-video sources Self-directed learning: Poetry Writing and recitation	CLO1 CLO2 CLO3 CLO5

3	<p>kit AWyas: 'ra.iv.pa#kna>7#kalyo, spa;k;inrj;n wgt AneAlly A'kiv ramnaray` iv&vna4 pa#knl kivtana wavp9 Ane kl ap9no smg/ 9l AWyas. b'y nlcba>kalyono s6n AWyas -ApR -0bl wlxR -blj rqa -Ak soya -mgl itko` -pa#knl Olk -]di2ne -is2auAam7 -v&aqno bpor -Aatmram -pWu -tkaramnsVgaRh` Study of the Text: R.v.Pathakna Shresth KaVyo ed.Niranjan Bhagat and others</p>	<p>Classroom lecture Audio-video Sources Seminar Talks Assign: Review of poems.</p>	<p>CLO2 CLO3 CLO4 CLO5</p>
4	<p>kit AWyas : p'itini2 kalyo :]xns\ spa;k : h8R itv/d pKaxk : Aidkiv nrish>mh&a saih'iyini2 pKaxn, A'kiv]xnsNl kivtana wavp9 Anekl ap9no smg/ 9l AWyas b'y nlcba>kalyono s6n AWyas -v5avl ba Aavl -v5avl ba AaVya -pAm ixXu -h&nu iptA -hveAavo -PhaD zmtO -dhaiDyanl]ikt -AnamI AaAyoRa> -PhaDonI p&epar -t> Anetarko vCce -ramnl vaDIAe -@llywaGy -Dgra -xaiNtskt Study of the Text: Pratinidhi Kavyo: Ushnas; ed Harshad Trivedi,2023</p>	<p>Classroom lecture Multimedia Sources Seminar Group Task Assign: Collection of Poems</p>	<p>CLO2 CLO3 CLO4 CLO5</p>

Assessment Methodology

A) Internal Assessment: 50 Marks

B) External Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- Assignment on comparison of the poetry of poets, thematic exploration of poetry, various characteristics of language style, etc)
- Seminar: concept-based seminar and Paper Presentation
- Collection of poetry/Poetry recitation and Performance

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/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 sources

Sr.no	Title	Author	year	publication
1	Anubhavan	Patel, Pramodkumar.	1984	Navbharat Sahitya Mandir – Ahmedabad
2	Gujarati Sahityakosh Vol.-2	Topivala, Chandrakant (ed.)	1990	Gujarati Sahitya Parishad – Ahmedabad
3	Gujarati Git Swaroopvichar	Brahmbhatt, Bhagirath	2002	R.R.Sheth & Co. Mumbai
4	Gazal nu Shil ane saundarya	Mir, Rashid	1988	Ph.d.thesis
5	Gazal nu Chandovidhan	Maniyar, Raieesh.	2019	Sahitya Sangam Surat
6	Lyric	Thakor, Balvantrai	1928	M S University Press, Baroda
7	Lirik ane Lagrik	Mehta, Chandravadan	1965	Swati Prakashan
8	R.V.Pathak: Adhyayan Granth			Gujarat Sahitya Akademi
9	Saili Ane Swarup	Umashankar Joshi	1960	Gurjar Sahitya Prakashan
9	Sattar Sahitya Swaropo	Brahmbhatt, Prasad	2009	Parshv Prakashan. Ahmadabad
10	Swaroopsannidhan	Shah, Suman	1997	Parshv Prakashan. Ahmadabad
11	Sonnet.	Joshi, Vinod.	2018	Pravin Prakashan.Rajkot
12	The Sonnet: Its Origin, Structure and Place in Poetry	Toinlinson Charles,	1874	Franklin Classics Trade Press
13	Ushnas - sarjak Ane vivechak	Raman Soni	1984	Gurjar Granthratna Karyalay

Online resources to be used if available as reference materials

gujaratisahityaparishad.com

https://openlibrary.org/subjects/gujarati_sonnets

<https://archive.org>

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M.A. Gujarati Semester: 2

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSC-2	P2A02NCGUJ02	Anu Aadhunik Gujarati sahitya	4-0-1	120	04

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

<p>CLO1</p> <p>-Differentiate between Modern Literature and Postmodern Literature, and compare reality with representation.</p> <p>-Understand the concepts of epistemology and ontology.</p>
<p>CLO2</p> <p>-Analyse the mix of match and hyperreality genres, focusing on their referential elements.</p> <p>-Interpret the differences between the author's creations and readerly texts.</p>
<p>CLO3</p> <p>-Critique the reality and representation through the study of postmodern literature. --</p> <p>Recognise that literature has a complex connection to social, cultural, and historical contexts.</p> <p>-Classify various ideologies reflected in postmodern literature.</p>
<p>CLO4</p> <p>-Apply metafiction, intertextuality, pastiche, nonlinear time, Dark Humour, and Irony in literature.</p> <p>-analyse and interpret the symbolic expression of texts and use it in their writing.</p>
<p>CLO5</p> <p>-Develop the research design and explore the elements of postmodernity and the impact of a changing world on Literature.</p>

Course Content			
Unit	Description	Learning Pedagogy	CLOs
1	<p>Ana2inkta : s2a, ivwavn, pirb50, vl ` 0, l 9` 0</p> <p>Ana2inkta : s2a, ivwavn, pirb50, vl ` 0, l 9` 0</p> <p>Ana2inkta : s2a, ivwavn, pirb50, vl ` 0, l 9` 0</p> <p>[ithasvadl p2aho s2a] Ana2inkta no pircy</p> <p>Post Modernity: Terms, definitions, Factors, traits, characteristics.</p> <p>Post-Structuralism, New Marxism, Feminism, New Pragmatism, New Historicism</p>	<p>Classwork</p> <p>lecture</p> <p>Seminar</p> <p>E- sources</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>
2	<p>Ana2inkta g2uratl saih2yna iviv2 p2aho :</p> <p>g2amc2ena, dil tc2ena, narlc2ena, ngrc2ena, d2alvadl vl ` 0</p> <p>Ana2inkta : s2a, ivwavn, pirb50, vl ` 0, l 9` 0</p> <p>Various streams of Post Modern Gujarati Literature.</p> <p>Gram chetna, Dalit chetna, Nari chetna, Deshivadi traits, Diaspora, Globalisation affected literature.</p>	<p>Classroom lecture</p> <p>Seminar</p> <p>Teacher Exchange Programme</p>	<p>CLO1</p> <p>CLO2</p> <p>CLO3</p>

3	<p>kit AWyas : wBata>gmictr-mi` l al h.p3e;p/Aavit v8R.s. Ê000 Aar.Aar.x#nl ka mb{ ('Bhusanta Gramchitro'- by Manilal H.Patel)</p> <p>Û E Book blkpAa.kom AneAket/Fa]NDæn Ý</p>	<p>Classroom lecture</p> <p>Arrange an author talk.</p>	<p>CLO3 CLO4 CLO5</p>
4	<p>kit AWyas: 'Ar-ya' l estlx Vyas, Arüody pKaxn,Amdavad;p/Aavit,v8RÊ0ÉN ('Aranya'-by Satish Vyas)</p>	<p>Classroom lecture</p> <p>Arrange author talk</p>	<p>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)

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

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	Generally well-organised with minor	Some disorganisation; ideas lack	Poor organisation; unclear and	2

	clearly articulated with appropriate academic language and flow	issues in clarity or flow	clarity and coherence	difficult to follow	
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, 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

Sr.no	Title	Author	year	Publication
1	Anuaadhuniktaavad,	Chandrakant Topivala	1989	Gujarati Sahitya Parishad , A'bad
2	Arvachin Gujarati Sahitya ni Vikasrekha Vol. 5	Thakar, Dhirubhai	1995	. Gurjar Granthratna Karyalay ,A'bad
3	Arvachin Gujarati Sahitya no itihās(Aadunik ane Anuaadhunik yug),	Brahmbhatt, Prasad	2010	Pashva Publication, A'bad
4	Gujarati Diaspora sahitya	Jani, Balvant	2011	Pashva Publication, A'bad
5	Gujarati Sahitya no Navmo Dayko, Gujarati Sahitya no Dasmo Dayko.	Patel, Bholabhai and Others	1990 2000	Gujarati sahitya parishad, A'bad
6	Nativism (Deshivad),	Nemade, Bhalchandra / trans.in hindi Prashant Thhande	2009	Rohan Prakashan
7	Narivad: Punarvichar	Ranjana, Harish and Others (ed.)	2015	Gurjar Grantharatna karyalay, A'bad
8	Parishkrut Varta and Bija Lekho,	Patel, Manilal	1991	Pashva Publication A'bad
9	Sanrachna and Sanrachan	Shah, Suman	1986	Pashva Publication, A'bad
11	Shabdsrusti: Dipotsavi ank,	Trivedi, Harshad	1999	Gujarat sahitya akademi Gandhinagar
12	The Postmodern Condition	Lyotard, Jean-François	Eng.trans. 1984	Uni.of Minnesota Press

Online resources to be used if available as reference materials

on-line Resources

<https://archive.org>

<https://literariness.org/2016/03/31/postmodernism>

<https://www.researchgate.net/publication/318787087>

<https://www.oxfordlearnersdictionaries.com/definition/english/feminism>

shodhganga.inflibnet.ac.in/

<https://www.supersummary.com/the-postmodern-condition/summary>

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M.A.Gujarati Semester :2

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSC:03	P2A02NCGUJ03	પાઠ્ય સાહ્ય મલાસા Western Literary Criticism	4-0-1	120	04

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

<p>CLO1 -Understand the theory of Western criticism, its historical development, such as the Author's intent, the Text-based criticism and the Reader Reception theory. -Introduce the literary theory of Western criticism. -Explain the theory of Western criticism.</p>
<p>CLO2 -Discuss the relevance of Western theory in the contemporary period. -Compare the Western and Indian criticism -Distinguish the approaches of Western and Indian Criticism</p>
<p>CLO3 Analyse and apply Western critical theories to interpret Gujarati literary texts.</p>
<p>CLO4 Evaluate the literature by applying Western approaches. Criticise literature, various philosophical theories, and various contextual meanings.</p>
<p>CLO5 Explore new approaches by studying Western and Indian Criticism for Research work.</p>

(Unit)	Course Content Description	Learning Pedagogy	CLOs
1	પાઠ્ય સાહ્ય મલાસા : ઐતહાસિક વિકાસ Western Literary Criticism: Historical Development	Classroom lecture Task to summarise	CLO1 CLO2 CLO5
2	ઐતહાસિક અને ઢાંચાત્મક સાહ્ય મલાસા The literary criticism of Aristotle and Longinus	Classroom teaching Group discussion Seminar E-learning	CLO1 CLO2 CLO3 CLO4
3	મથુઆનો અને એલિયોટના સાહ્ય મલાસા The Literary Theory of Matthew Arnold and Eliot	Classroom teaching Task to analyse theories E-learning	CLO1 CLO2 CLO3 CLO4

4	rol a>ba4Rane dani saihTy mlmasa Literary Criticism of Roland Barthes and Deridda	Classroom teaching Student Seminar E- sources	CLO1 CLO2 CLO3 CLO4
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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 the development of theories.

h) Quizzes: concept-based quizzes

i) Seminar: concept-based seminar and Paper 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 organized, 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
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(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, Quizzes, 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	3	1	1	3	1	1	1	1	1	1	3
CLO2	2	2	3	2	3	3	2	-	2	2	2	3
CLO3	1	3	3	1	2	3	1	1	3	3	3	3
CLO4	2	3	3	2	1	3	3	2	3	2	2	3
CLO5	3	3	2	2	1	3	3	1	3	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	Arnold no Kavyvichar	Mehta, Bharat	2002	Pashva Publication Ahmedabad
2	Bhartiya ane Paschatya Sahitya Mimansa	Trivedi, Ramesh	2015	Aadarsh Prakashan
3	Essays in Criticism	Arnold, Matthew	1865,1888	Burt Publication ,New york
4	Kavi Vivechak: Eliot	Shah, Suman	1989	Pashva Publication Ahmedabad
5	'Matthew Arnold' in the use of poetry and the use of criticism	Eliot, T.S	1933	Cambridge, Harvard University Press,
6	New Critical Essays,	Barthes, Roland tra. Richard Howard	1972,1980	Northwest ern University Press Hill and Wang Pub.
7	Paschatya Kavyashastra	Patel, Becharbhai	2017	University Granthnirman board
8	Paschatya Sahityana Simastambho	Patel, Becharbhai	1974,79,93,2001	University Granthnirman board
9	Plato-Aristotle ni Kavyvicharna	Kothari, Jayant	1969	, Gurjar Granthratn Karyalay

Online resources to be used if available as reference materials

On-line Resources

https://ebooks.lpude.in/.../DENG501_LITERARY_CRITICISM_AND_THE... · PDF
<https://www.enotes.com/topics/poetics/critical-essays/criticism>
<https://www.stmarys-ca.edu/.../default/files/attachments/files/Poetics...> · PDF file
<https://literariness.org/2016/03/20/roland-barthes-contribution-to...>
<https://englishsummary.com/lesson/jacques-derrida-post-structuralism>
<https://literariness.org/2018/01/06/terry-eagleton-and-marxist-literary-theory-2>
<https://www.britannica.com/topic/Aristotelian-criticism>
<https://englishsummary.com/lesson/criticism-aristotle>
<https://iep.utm.edu/derrida>

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M.A. Gujarati Semester: 2

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSE-1 (1)	P2A02NEGUJ01	Bhartiya sahitya (Indian Literature)	4-0-1	120	04

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

<p>CLO1 -Explain the concept of 'Indian- ness' and 'Indian Literature' Identify the cultural, linguistic, dialectic and Regional Diversity and communicate literary ideas.</p>
<p>CLO2 -Introduce the diversity of Indian culture, society and Indian literary Tradition -Recognise the essence of human life, society and Philosophy Through the study of Indian Literature</p>
<p>-CLO3 -create a proper understanding of the values of Indian philosophy of life through the study of ancient to modern Indian literature and transfer them to the new Generation through translation.</p>
<p>CLO4 -Compare ancient values and Modern values of life and imply the feeling of Indian-ness.</p>
<p>CLO5 -Interpret and evaluate Indian literary Texts and use critical thinking in interdisciplinary research. Explore the local-to-global impact of it, as well as the impact of Global on it. Design the Research project to explore the unique cultural identity, values, and essence of India as reflected in Literature.</p>

Course Content

Unit	Description	Learning Pedagogy	CLOs
1	વર્ત્ય સાહ્યના ઇવવના, યગિવજ ન, વર્ત્ય સાહ્યના ધરો The Definition of Indian Literature, Division of period, and characteristics of Indian Literature.	Classroom lecture institutional visit (student exchange Program) self-directed learning	CLO1 CLO2 CLO4
2	પાલન, મયકાલ ન, આરુઠન વર્ત્ય સાહ્ય Ancient, Medieval, and Modern Indian Literature	Classroom lecture Reading Workshop Group Discussion	CLO1 CLO3 CLO5
3	કિત અલ્યાસ: મઘદુત : મહાકવિ કાલિદાસ ડો. ચાંકર પઢ્યા, સરવતી પકાન, અમદાવાદ Study of The Text: 'Meghdut' by Kalidas	Classroom lecture Expert talk Translation workshop	CLO1 CLO2 CLO3 CLO4 CLO5

4	<p>किताब: रविन्द्रनाथ टैगोर Anurmal soni (pstk p/PtS4nBookpratha.com) p/Aa.v8R E0E0 Study of the short story by Ravindranath Tagore</p>	<p>Classroom lecture Multimedia Sources seminar</p>	<p>CLO1 CLO2 CLO3 CLO4 CLO5</p>
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Assessment Methodology

D) Internal Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- j) Assignment on thematic exploration of texts and various characteristics of language style, etc)
- k) Mini research task
- l) Seminar: concept-based seminar and Paper Presentation

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 organized, logical, and coherent; ideas are clearly articulated with appropriate academic language and flow	Generally well-organized with minor issues in clarity or flow	Some disorganization; ideas lack clarity and coherence	Poor organization; 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
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(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/ 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	3	3	1	3	1	1	1	3	3	1	3
CLO2	3	1	2	3	3	2	2	-	2	3	2	3
CLO3	1	2	2	1	2	2	1	3	3	3	3	3
CLO4	2	1	2	2	3	2	2	3	2	3	2	3
CLO5	2	2	2	2	3	1	1	3	3	2	2	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 Sources

Sr.no	Title	Author	Year	Publication
1	An Indian Literature 1,2,3	A.k.worder	1957	Sahitya Academi Gandhinagar,
2	Bhartiya Sahitya Paramparano Vistar	Patel, Bholabhai	2002	Gujarat sahitya akademi Gandhinagar
3	Bhartiya Sahityaki Bhumika	Sharma, Ramvilas	2017	Rajkamal Prakasha – Delhi
4	Bhartiya Sahitya,	K. Sadchidanand	2009	Rajkamal Prakashan; Delhi
5	Bhartiya Navalkatha	Joshi, Ramanlal,	1974	Uni.Granth Nirman Board,
6	Bhartiya Navalkatha, ,	Mehta Bharat,	2012	Parshva Publication, Ahmedabad
9	Bhartiya Sahitya	Nagendra	2004	Prabhat Prakashan
10	Bhartiya Sahitya Ki Pahechan,	Tiwari, Jyoti	2015	Vani Prakashan
11	Gyan Gangotri Shreni 13, Vishv Sahitya,	SPU	1973	S.P.U.Press, VVN
12	Indian Classical Literature	A.k.Malhotra	2017	The orient blackswan
13	Indian Classical Literature: A Brief Synopsis:	Dipali Borthakur	2019	Concept Publishing Company,
14	Prachin Bhartiya Sahitya ka Itihas Vol.-1,	Vintarnitz;	2015	Motilal Banarasidas press

Online resources to be used if available as reference materials

on-line Resources

<https://epustakalay.com/book/68198-bhartiya-sahitya-by-vishvnath-prasad>

www.researchgate.net/publication/264239741_bharatiya_sahitya..

<https://slbhyrappa.in>

<https://www.youtube.com/watch?v=kjw3oDuApoY>

<https://vedicfeed.com/summary-of-the-mahabharata-vana-parva>

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: 2

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSE-1 (2)	P2A02NEGUJ02	વર્ત્ય સાહ્યની પૃષ્ઠ ૩ કૃતઓ Indian literary classical texts.	4-0-1	120	04

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

<p>CLO1 -Explain the concepts of 'classical' and 'classical literature.' -Identify the elements of classical literature. -Define classicism and neoclassicism. -Classify the various genres and forms of classical literature and its resonance across cultures and time periods.</p>
<p>CLO2 -Examine the artistic merit and thematic significance of the work. -Differentiate between classical and non-classical traditions, and distinguish ----between classicism and Romanticism. -Incorporate classical elements effectively in literary compositions.</p>
<p>CLO3 -Create a clear understanding of the values of classical elements of life through the study of ancient and modern Indian literature, and transfer them to the new generation through translation.</p>
<p>CLO4 Examine the distinctions between classical and Romantic literature, focusing on thematic elements, stylistic approaches, and the philosophical underpinnings inherent to each.</p>
<p>CLO5 -Analyse and critically assess classical Indian literary texts, employing advanced critical thinking methods in interdisciplinary research. -Develop a research project that delves into the distinctive characteristics and contributions of classical literature.</p>

Course Content			
Unit	Description	Learning Pedagogy	CLOs
1	પૃષ્ઠ ૩ સાહ્ય : સંજ્ઞા, વ્યાખ્યા, સ્વરૂપી ગુણો Term, Definition of classical Literature, characteristics of classical Literature.	Classroom teaching Student Exchange Program Expert talk E-learning	CLO1 CLO2 CLO4
2	વર્ત્ય પૃષ્ઠ ૩ સાહ્ય : પૃષ્ઠાંશિક The Classical Indian Literature: Historical Development	Classroom Teaching Reading Workshop Group Discussion	CLO1 CLO3 CLO5

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

(e) Mid-term test: 20 marks

(E) 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										PLO11	PLO12
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10		
CLO1	3	2	3	1	2	3	1	1	3	3	1	3
CLO2	3	1	2	3	3	2	2	-	2	3	2	3
CLO3	1	2	2	1	2	2	1	3	3	3	3	3
CLO4	2	1	2	2	3	2	2	3	2	3	2	3
CLO5	2	2	2	2	3	1	1	3	3	2	2	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	An Indian Literature 1,2,3	A.k.worder	1957	Sahitya Academy Gandhinagar,
2	Bhartiya Sahitya Paramparano Vistar	Patel, Bholabhai	2002	Gujarat sahitya academy Gandhinagar
3	Bhartiya Sahityaki Bhumika	Sharma, Ramvilas	2017	Rajkamal Prakasha – Delhi
4	Bhartiya Sahitya,	K. Sadchidanand	2009	Rajkamal Prakashan; Delhi
5	Bhartiya Navalkatha	Joshi, Ramanlal,	1974	Uni.Granth Nirman Board,
6	Bhartiya Navalkatha, ,	Mehta Bharat,	2012	Parshva Publication, Ahmedabad
9	Bhartiya Sahitya	Nagendra	2004	Prabhat Prakashan
10	Bhartiya Sahitya Ki Pahechan,	Tiwari, Jyoti	2015	Vani Prakashan
11	Gyan Gangotri Shreni 13, Vishv Sahitya,	SPU	1973	S.P.U.Press, VVN
12	Indian Classical Literature	A.k.Malhotra	2017	The orient blackswan
13	Indian Classical Literature: A Brief Synopsis:	Dipali Borthakur	2019	Concept Publishing Company,
14	Prachin Bhartiya Sahitya ka Itihas Vol.-1,	Vintarnitz;	2015	Motilal Banarasidas press

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<https://epustakalay.com/book/68198-bhartiya-sahitya-by-vishvnath-prasad>
www.researchgate.net/publication/264239741_bharatiya_sahitya..
<https://slbhyrapa.in>
<https://www.youtube.com/watch?v=kjw3oDuApoY>
<https://vedicfeed.com/summary-of-the-mahabharata-vana-parva>

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: 2

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSE-2(1)	P2A02NEG03	Madhyalalin Gujarati Sarjak: Narsinh Mehta	4-0-1	120	04

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

CLO1

-Demonstrate the life of a notable Medieval Gujarati author, examining the intricacies of their poetic contributions.
-Conduct a comparative analysis of this poet's work alongside contemporary and later literary figures.

CLO2

-Explain the stream of medieval Gujarati devotional poetry.
-Recognise the terminology of the devotional stream.
- Analyse the factors influencing the poet's development and sociocultural milieu.

CLO3

-Interpret the devotional expression of poets.
-Understand the literary form 'pad', a medieval style of verse, along with its musical elements and other writing devices.
- Improve their literary skills and apply these writing techniques in their own work.

CLO4

- Assess the aesthetic value of the poet's work. - Critique the key aspects of the poet's status and honour in Gujarati literature, and examine the impact of the poet on Gujarati literature.

CLO5

Create a research design to explore research gaps in the poet's life and work, while examining diverse genres and perspectives. Create a documentary film and an album of songs, etc.

Course Content

Unit	Description	Learning Pedagogy	CLOs
1	મધ્યકાલિન ગુજરાતી કવિ નરસિંહ મહેતાનું વન અંકવન the Life and Literature of Medieval Gujarati Poet Narsinh Mehta	Classroom lecture poet's interview: task assignment Documentary Film Multimedia Resources	CLO1 CLO2 CLO5
2	નરસિંહ મહેતાના શ્રવણ માર્ગી પદોનો વાવણીયિક સંદર્ભ A Study of the Bhaktimargi Poems of Narsinh Mehta: An Evaluation of Thematic and Artistic Presentation	Classroom lecture Audio-video Sources	CLO2 CLO3 CLO4

3	<p>નરસિંહ મહેતાના ગાનમાં રૂઢીપદોનો વાવણી વિષયક સંશોધન A Study of the Gyanmargi Poems of Narsinh Mehta: An Evaluation of Thematic and Artistic Presentation</p>	<p>Classroom lecture Audio-video Presentation Discussion</p>	<p>CLO2 CLO3 CLO4</p>
3	<p>માધ્યકાલિન ગુજરાતી સાહિત્યના પદ્યમાં નરસિંહ મહેતાના સ્થાન The status and recognition of Narsinh Mehta in the stream of Medieval Gujarati Literature, as compared to other poets</p>	<p>Classroom lecture Seminar Expert talk</p>	<p>CLO1 CLO2 CLO3 CLO4 CLO5</p>

Assessment Methodology

F) Internal Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

p) Assignment on thematic exploration of texts, various characteristics of language style, etc)

b) Seminar: concept-based seminar and Paper Presentation

C) Review of books /quiz

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
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(A.2) Summative Assessment

(f) Mid-term test: 20 marks

(F) 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	1	1	1	1	3	1	3
CLO2	3	3	2	4	3	2	2	-	2	3	2	3
CLO3	3	2	3	3	2	2	1	3	3	3	2	2
CLO4	2	3	3	3	3	3	2	3	2	2	3	3
CLO5	3	3	2	2	1	1	3	3	2	2	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 Kavio	K.K. Shastri	1942	Gujarat Varnakular Society.
2	Bruhad KavyaDohan volume 1-8	Ichchharam Desai,	1908	Gujarati Press Mumbai
3	Bhaktkavi shri Narsinh Mehta	Chandrakant Sheth		Aadarsh Prakashan GujaratiBooks.com
4	Classical Poets of Gujarat	Gowardhanram Tripathi,	1916	N.M & Co. Mumbai
5	Gujarat And its literature	Kanaiyalal Munshi,	1934	Longmans, Green & co. Bombay
6	Gujarati Sahitya (Madhyakalin)	Anantray Raval	1954,1963. 1963.	Gurjar Granthratna Karyalay – Ahmedabad
7	Gujarati Sahityani Ruprekh,	Vijayray Vaidya	1949	N.M. Tripathi – Mumbai
8	Gujarati Sahityakosh,khand 1,2(1),	Sahitya Parishad	1989	Gujarati Sahitya Parishad
9	Kavicharit	K.K. Shastri	1952	Gujrat vidyasabha,Amdavad
10	Milestone in Gujarati Literature	Krushnalal Zaveri	1914	Gujarati Press – Mumbai
11	Narsinh Mehtao-ek Adhyayan	k.k. Shastri	1971	Bho. J. Vidhyabhavan – Ahmedabad
12	Narsinh Mehta Krut Kavysangrah,	Ichchharam Desai	1913	Gujarati Press Mumbai.
13	Narsaiyo bhakt harino	Kanaiyalal Munshi	1952	Gurjar Granthratna Karyalay Ahmedabad
14	Narsinh Mehtana Pado	Ed. Anantray Raval	2020	Aadarsh lavyasanchay shreni/R.R.sheth

Online resources to be used if available as reference materials

on-line Resources

<https://www.biographyonline.net/spiritual/mirabai.ht>

<https://www.cpp.edu/~inch/.pdf>

SARDAR PATEL UNIVERSITY
 Vallabh Vidyanagar, Gujarat
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 Syllabus with effect from the Academic Year 2026-2027

M.A. Gujarati Semester: 2

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSE- 2 (2)	P2A02NEGJ04	Madhyalalin Gujarati Sarjak: Dayaram	4-0-1	120	04

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

<p>CLO1 -Demonstrate the contributions of a Medieval Gujarati author by delving into the intricacies of the poet's life and oeuvre. -Analyse the poet's work in relation to contemporary and predecessor poets, fostering advanced critical thinking skills through detailed textual examination and thematic exploration.</p>
<p>CLO2 - analyse the stream of Medieval Gujarati devotional poetry. - Identify and elucidate the terminology associated with this devotional stream. - Examine the factors contributing to the development of the poets and the socio-cultural context in which they operated.</p>
<p>CLO3 - Analyse the devotional expressions found in poetry. - Comprehend the literary form known as 'pad,' which reflects a medieval style of verse, including its musical elements and various writing devices. - develop literary skills and effectively apply writing techniques in one's own compositions.</p>
<p>CLO4 -Assess the Aesthetic Value of the Poet's Work. -Critique the key aspects of the poet's stature and recognition within Gujarati literature - evaluate the impact of the poet's contributions on the development of Gujarati literary traditions.</p>
<p>CLO5 Develop a comprehensive research design to identify gaps in the literature on the poet's life and work. Additionally, explore various genres and perspectives to understand and appreciate the subject. Create documentary film, Album of Songs, etc.</p>

Course Content			
Unit	Description	Learning Pedagogy	CLOs
1	મૈયકાલ ઇન ગુજરાતી કીવ ડયારામનાં વન આંકવન The Life and Literature of Medieval Gujarati Poet Dayaram	Classroom lecture visit to Sarjaksthali Collective Task : Documentary filmmaking	CLO1 CLO2 CLO5

2	dyaramna>wiktmaglRpdono wawaiWlyikt sdwBAllyas Ù dyaramna>kalyo : Do swa8 Aæ.dvæAadxRkaxn Ê0ÊËÏ The Bhaktimargi Poems of Dayaram: a Study with reference to thematic and Artistic Presentation.	Classroom Lecture Audio-video Sources Self-directed learning	CLO2 CLO3 CLO4
3	dyaramna>) anmaglRpdono wawaiWlyikt sdwBAllyas Ù dyaramna>kalyo : Do swa8 Aæ.dvæAadxRkaxn Ê0ÊËÏ The Gyanmagri Poems of Dayaram: a study with reference to thematic and Artistic Presentation.	Classroom lecture Multimedia Sources	CLO2 CLO3 CLO4
3	Maykal In gjuratl saihTyna pvaahma>dyaramna>San Ane man ÙAlly sj Rnl sa4etUnasihtY The Status and Honour of Dayaram in Medieval Gujarati Literature in comparison with other Poets.	Classroom Lecture Seminar Group Discussion	CLO1 CLO2 CLO3 CLO4 CLO5

Assessment Methodology

G) Internal Assessment: 50 Marks

(A:1) Formative Assessment (30 Marks)

Assignment -Based task (any three)

- Assignment on thematic exploration of poetry, various characteristics of language style,
- Seminar: concept-based seminar and Paper Presentation
- Collection of poetry, recitation, dramatization

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

(g) Mid-term test: 20 marks

(G) 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	3	1	3	1	1	1	1	3	1	3
CLO2	3	3	2	4	3	2	2	-	2	3	2	3
CLO3	3	2	3	3	2	2	1	3	3	3	2	2
CLO4	2	3	3	3	3	3	2	3	2	2	3	3
CLO5	3	3	2	2	1	1	3	3	2	2	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	-

Sr.no	Title	Author	Year	publication
1	Aapna Kavio	K.K. Shastri	1942	Gujarat Varnakular Society Ahmedabad
2	Aapna sakshar Ratno, bhag:2,	Nahnalal	1935	Gujarat Varnakular Society Ahmedabad
3	Bruhad KavyaDohan, volume 1-8	Ichchharam Desai	1903-1913	Gujarati Printing Press
4	Classical Poets of Gujarat	Gowardhanram Tripathi	1916	N.M & Co. Mumbai
5	Dayaram ek Adhyayan	Dinkar Desai	2022	ZCAD Publication
6	Dayaram (Sarjak Pratibha shreni)	Subhash M.Dave	2023	Adarsh Prakashan
7	Dayaram ek Adhyayan	Subhash Dave		Anda Prakashan E-book code 1125 Pushtigranth.com
8	Dayaramna Kavyo	Subhash M. Dave	2023	Aadarsh Prakashan
9	Kavi Dayaramno AksharDeh	Goverdhanram Tripathi	1908	M.M. Prakashan Mumbai Available on Rekhtagujarati.com
10	Dayaram	Bhogilal Sandesara	1960	Parishad Pramukhna Vyakhyano
11	Gujarat and its literature	Kanaiyalal Munshi	1934,1967	Bhartiya VidyaBhavan
12	Gujarati Sahitya (Madhyakalin)	Ananantray Raval,	1954,1963	Goorjar Sahitya
13	Gujarati Sahityani Ruprekha	Vijayray Vaidya	1949	N.M. Tripathi & Co. Bombay
14	Gujarati Sahityakosh,khand 1,2(1)	Jayant kothari And others	1989	Gujarati Sahitya Parishad,
15	Kavicharit	K.K. Shastri	1939	Gujrat varnakular Society,Amdavad Available on Rekhtagujarati.com
16	Milestone in Gujarati Literature	Krushnalal Zaveri	1914 in English 2021	Manohar Publisher and Distributor

Online resources to be used if available as reference materials

on-line Resources

<https://www.biographyonline.net/spiritual/mirabai.ht>

<https://www.cpp.edu/~inch/.pdf>

SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC)

M.A. Gujarati Semester: 2

Eligible criteria: P.G. students of any disciplines who are willing to create his own imaginative Write – ups.

Course Type	Course Code	Course Title	Teaching Learning Scheme L-P-T	Total Notional Hours	Course Credits
DSS-1	P2A02NSGUJ01	Skill: Creative writing: Prose Form	2-0-1	60	02

Course Outcomes: having completed this course, The Learners are able to

CLO1 understand various forms of Fiction, its thematic and aesthetics value and skill set across a broad spectrum of writing.
CLO2 describe various writing techniques, styles and specialized skills of Fiction
CLO3 Classify various Prose styles.
CLO4 develop the skill of Navlika(Short story), laghukatha (micro fiction).
CLO5 Develop the professional habits of creative writing use of platform of multimedia

Course Content			
Unit	Description	Learning Pedagogy	CLOs
1	The Principles of Creative writings, Types of prose	Classroom lecture Writing workshop	CLO1 CLO2
2	Creative Writing : short story, Microfiction, essay it's Techniques, styles, language skill and framework etc.	Writing workshop Multimedia sources	CLO2 CLO3 CLO4 CLO5
3	Practical task : Short story , Micro fiction :writing,recitation,presentation	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)

- t) Assignment on comparison of the form of prose, exploration of various Prose style ,characteristic of language style etc)
- u) vachikam and dramatisation
- v) short story ,micro-fiction 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 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 educational context	/2
Organization & Communication	Highly organized, logical, and coherent; ideas are clearly articulated with appropriate academic language and flow	Generally well-organized with minor issues in clarity or flow	Some disorganization; ideas lack clarity and coherence	Poor organization; 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

(h) 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 **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.	References
1	Arvachin Gujarati Gadyano vikas, Joseph Parmar, Granthghar, Ahmdavad
2	Prabodhkalnu Gadya, Natvarsinh Parmar
3	Gujarati Sarjanatmak Gadya : ek Sankalan ,ed.Suresh Joshi, M.S.Uni.pub.
4	Gandhiyugnu Gadya, Dalpat Padhiyar, Gujarat Sahitya Akademi, Gandhinagar
5	Gujarati Natkonu Gadya, Vinod Adhvaryu
6	BhashaSajjata Ane lekhn Kaushal ,Dr. Yogendra Vyas