



Sarva Vidyalaya Kelvani Mandal, Kadi Sanchalit  
**PRAMUKH SWAMI SCIENCE & H.D.PATEL ARTS COLLEGE, KADI**  
Re-Accredited with Grade 'A' by NAAC Third Cycle (CGPA 3.25)  
"College with Potential for Excellence" Phase I & II (2010-2019) by UGC,  
AAA Rank-1 by Govt. of Gujarat



# **PRAMUKH SWAMI SCIENCE & H D PATEL ARTS COLLEGE, KADI**

**Affiliated with**

**HEMCHANDRACHARYA NORTH GUJARAT  
UNIVERSITY, PATAN**

## **ARTS FACULTY**

**Department of Gujarati (UG, PG)**

**PSO & CO**

**Gujarati Department**  
**PROGRAMME SPECIFIC OUTCOMES**  
**Graduation & Post Graduation (B.A. & M.A.)**

<b>B. A. - Gujarati Subject Syllabus Course Objectives (Outcomes)</b>	
<b>Sr.No</b>	
<b>1</b>	<b>To develop students' literary vision, imagination and aesthetic sense.</b>
<b>2</b>	<b>Literature is a mirror of society, a reflection of society, so students know the changing horizons of society and literature through the curriculum.</b>
<b>3</b>	<b>Study literature in terms of form and subject matter.</b>
<b>4</b>	<b>Through literary works, students become language-oriented, literature-oriented, art-oriented and life-oriented.</b>
<b>5</b>	<b>To develop language readiness and language skills in students.</b>
<b>6</b>	<b>Students develop the concept of social responsibility through the study of language and literature.</b>
<b>7</b>	<b>Students know the values-ideas-heritage-culture of Indianness.</b>
<b>8</b>	<b>Students will be eligible for competitive exams</b>
<b>9</b>	<b>Students develop creative and writing skills.</b>
<b>10</b>	<b>Character formation is done through the study of literature.</b>
<b>11</b>	<b>Life values and moral values are preserved and nurtured through literature.</b>
<b>12</b>	<b>Students become sensitive. Cultivate fraternity and equality towards the citizens of India and the world.</b>
<b>13</b>	<b>Strengthen the feeling of 'I am Gujjar- Bharatavasi'.</b>
<b>14</b>	<b>Cultivate a sense of fraternity.</b>
<b>15</b>	<b>Aspire to make collective life equal with individual life.</b>

**PROGRAMME CODE: ARTUG 101**

**COURSE CODE: AR23MJDSCGUJ 101**

**SEMESTER: 01**

**COURSE NAME : Study of Poetry - Medieval**

**Niyat Kriti : Sudamacharitra : Premananda**

**Editors: Labhshankar Thacker, Prasad Brahmabhat**

**Publisher: Parshva Prakashan, Ahmedabad**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO 1</b>	<b>Get an introduction to the major literary forms of medieval Gujarati literature.</b>	<b>3,5,10,13</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>About the life and poetry of Shiromani Premananda, a medieval legend</b>	<b>1,2,10,12,14</b>	<b>U, R, An, E, C</b>
<b>CO3</b>	<b>Understand the glory of knowledge - devotion - karma.</b>	<b>1,3,5,9,12,14</b>	<b>U, R, Ap, An, E, C</b>
<b>CO4</b>	<b>Knows what friendship is like.</b>	<b>1,2,3,5,8,11,14</b>	<b>U, R, Ap, An, E, C</b>
<b>CO5</b>	<b>The society develops the basics of language and grammar.</b>	<b>5,8,9,11</b>	<b>U, R, An, E, C</b>
<b>CO6</b>	<b>Be oriented towards practical writing.</b>	<b>4,5,8,9</b>	<b>U, R, An, E,</b>
<b>CO7</b>	<b>Cultivate rapport with mother tongue.</b>	<b>4,5,7,8,9</b>	<b>U, R, An, E,</b>

**PROGRAMME CODE: ARTUG101**

**COURSE CODE: AR23MJDSCGUJ101A**

**SEMESTER: 01**

**COURSE NAME : Study of Prose Composition (Archaeology)**

**Definitive work: 'The Well' - Ashokpuri Goswami**

**Publisher : RR Seth & Co. Pvt. Ltd., Ahmedabad**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO 1</b>	<b>Arvachin knows about the major prose genres of Gujarati literature.</b>	<b>1,2,4,5,7,9,12,15</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>Get an introduction to the formal features of the novel.</b>	<b>1,2,3,5,9,10</b>	<b>U, R, Ap, An, E, C</b>
<b>CO3</b>	<b>Familiarize yourself with the movement of Gujarati novel.</b>	<b>1,2,5,9,10</b>	<b>U, R, Ap, An, E, C</b>
<b>CO4</b>	<b>Get exposed to representative Gujarati novels.</b>	<b>1,2,3,6,7,11,12</b>	<b>U, R, An, E, C</b>
<b>CO5</b>	<b>Acquire language skills.</b>	<b>5,6,8</b>	<b>U, R, An, E,</b>
<b>CO6</b>	<b>Develop an understanding of practical grammar.</b>	<b>4,5,6,9</b>	<b>U, R, An, E,</b>
<b>CO7</b>	<b>Be eligible for competitive exams</b>	<b>5,8,9</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-II: CORE COMPULSORY-CC-201**

**Question Paper : Study of Poetry – Arvachin  
Niyatkriti: 'Appendix Gujarati Kavyazalak : Volume-II  
Bunch-2  
Editor : Chandrakant Seth**

**Publisher: Arunodaya Prakashan, Ahmedabad**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO 1</b>	<b>The student studies here about the Modern Gujarati Poetry.</b>	<b>1,2,4,6,7,19</b>	<b>U, R, An, E, C</b>
<b>CO2</b>	<b>The student learns about the life and Works of Zaverchand Meghani</b>	<b>4,8,11,15</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>The student learns about the life and Works of Sundram</b>	<b>4,8,11,15</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Introductory to the main verse forms of archaic literature – Song, Ghazal, Sonnet, Khandkavya</b>	<b>3,5,6,8,9,12</b>	<b>U, R, An, E, C</b>
<b>CO5</b>	<b>The student learns about the life and Works of Rajendra Shah</b>	<b>4,8,11,15</b>	<b>U, R, An, E,</b>
<b>CO6</b>	<b>The student learns about the life and Works of Niranjana Bhagat</b>	<b>4,8,11,15</b>	<b>U, R, An, E,</b>
<b>CO7</b>	<b>Gandhi – Role of Literature of the Successor Era.</b>	<b>2,3,4,7,8,10,15</b>	<b>U, R, Ap, An, E, C</b>
<b>CO8</b>	<b>The student learns about the life and Works of Umashankar Joshi</b>	<b>4,8,11,15</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-II: CORE COMPULSORY-CC-202**

**Question Paper : Study of Prose  
Niyatkriti : Representative Stories of Gujarati**

**Editor : Vinod Adhwaryu Adarsh Publications**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO 1</b>	<b>The student gets the glimpses of the Short story as a form of Gujarati Literature.</b>	<b>1,3,4,5,9,11,14</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Distinction of short story from other prose literary forms – Distinction</b>	<b>1,2,4,5,7,10</b>	<b>U, R, Ap, An, E, C</b>
<b>CO3</b>	<b>Origin and development of Gujarati short story</b>	<b>3,4,7,8,10,11,14</b>	<b>U, R, Ap, An, E, C</b>
<b>CO4</b>	<b>A brief introduction to the lives of the creators of the selected stories- Dhumketu, Suman shah,</b>	<b>4,8,11,15</b>	<b>U, R, An, E,</b>
<b>CO5</b>	<b>Interest-oriented review of the work</b>	<b>1,4,9,10</b>	<b>U, R, An, E,</b>

**PROGRAMME CODE: ARTUG101**  
**COURSE CODE: AR23MJDSCGUJ301**  
**SEMESTER: 03**

**COURSE NAME : Study of Literature (Poem) Standard: 'Rameshparekhankavyi'**  
**Editor: Kumarjaminishastri**

**Publisher: Adarsh Prakashan, Ahmedabad**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>About the life and literary contributions of Kavi Rmeshparekh.</b>	<b>1,4,9,10</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Get familiar with song and ghazal forms.</b>	<b>1,3,7,9,12,15</b>	<b>U, R, An, E, C</b>
<b>CO3</b>	<b>A taste of poetry rather than a critical review.</b>	<b>1,3,6,9,10,11</b>	<b>U, R, An, E, C</b>
<b>CO4</b>	<b>Know the creative features of the poet.</b>	<b>2,3,6,9,10</b>	<b>U, R, An, E,</b>
<b>CO5</b>	<b>Develop language skills.</b>	<b>1,4,5,6,10</b>	<b>U, R, Ap, An, E, C</b>

**PROGRAMME CODE: ARTUG101**  
**COURSE CODE: AR23MJDSCGUJ301A**  
**SEMESTER: 03**

**COURSE NAME : Study of Literary Form (Short Story)**  
**Niyatkriti: An Appendix to Gujarati Legends**  
**Editor: Premjiptel**

**Publisher: Arunodaya Prakashan, Ahmedabad**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>About the short story format.</b>	<b>1,4,9,10</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Understand the process of creating a short story.</b>	<b>9,10,12,15</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>An introduction to important Gujarati short story writers and their short stories, to be enjoyed.</b>	<b>7,12,15</b>	<b>U, R, An, E, C</b>
<b>CO4</b>	<b>Studying the Peculiarities of the Short Story.</b>	<b>3,7,12,15</b>	<b>U, R, An, E, C</b>
<b>CO5</b>	<b>Develop language skills.</b>	<b>4,5,6,12</b>	<b>U, R, An, E,</b>



**PROGRAMME CODE: ARTUG101**  
**COURSE CODE: AR23MJDSCGUJ301B**  
**SEMESTER: 03**

**COURSE NAME : History of Gujarati Literature: Medieval- 1**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Get an introduction to medieval Gujarati literature</b>	<b>1,4,7,9,11</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Be familiar with the political, social and cultural conditions of the medieval period.</b>	<b>2,5,6,8,9,10,11</b>	<b>U, R, An, E, C</b>
<b>CO3</b>	<b>Understand the literary elements of medieval Gujarati literature.</b>	<b>3,4,6,8,9</b>	<b>U, R, An, E, C</b>
<b>CO4</b>	<b>To know the peculiarities and limitations of medieval Gujarati literature.</b>	<b>1,2,3,6,8,12 ,15</b>	<b>U, R, An, E,</b>
<b>CO5</b>	<b>Get an introduction to the main and secondary poets of the Middle Ages.</b>	<b>3,5,7,9,13</b>	<b>U, R, An, E,</b>
<b>CO6</b>	<b>Get knowledge of medieval Gujarati literary forms and associated works.</b>	<b>4,5,6,9,11,13,15</b>	<b>U, R, An, E, C</b>

**HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY, PATAN EFFECTIVE  
(Old Course)**

**PROGRAMME SPECIFIC OUTCOMES**

<b>B. A. - Gujarati Subject Syllabus Course Objectives (Outcomes)</b>	
<b>Sr.No</b>	
<b>1</b>	<b>The curriculum is designed to develop the students' literary vision, imagination and aesthetic vision has been done.</b>
<b>2</b>	<b>Literature is a mirror of the society, a reflection of the society, that is, the changing horizons of the society, the students know through the curriculum, the appropriation of such references is in the curriculum.</b>
<b>3</b>	<b>Literature also changes from time to time. The horizons of literature also keep changing in terms of form and subject matter. That is why the selection of literary works is done in the same way has come</b>
<b>4</b>	<b>The aim of students to become language-oriented, literature-oriented, art-oriented and life-oriented has been shaped in this new course.</b>
<b>5</b>	<b>Care has been taken at different semester levels for the purpose of equipping the students with language-grammar.</b>
<b>6</b>	<b>Students should develop the concept of social responsibility through the study of language-literature and more so they should know the value-thought-heritage-culture of Indianness.</b>

**B.A. SEMESTER-IV: CORE COMPULSORY-CC-403**

**Question Paper : Study of Gujarati Literary Form – (Single)**

**Schedule:**

**Adarsh Ekanki : S.Satish Vyas**

**Publisher: Arunodaya Prakashan, Ahmedaba**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>The students work upon the Form of Ekaki here.</b>	<b>1,3,4,6</b>	<b>U, R, An, E, C</b>
<b>CO2</b>	<b>Singular Form - Characteristics.</b>	<b>1,2,3,5</b>	<b>U, R, Ap, An, E, C</b>
<b>CO3</b>	<b>Emergence and Status of Gujarati Ekanki.</b>	<b>2,3,4,6</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Similarities with one-act play, novel and short story.</b>	<b>1,2,4,5</b>	<b>U, R, An, E, C</b>
<b>CO5</b>	<b>Contribution of the following creators in Gujarati Ekankikshetra. (1) Umashankar Joshi. (2) Jayantidalal</b>	<b>1,3,4,5</b>	<b>U, R, An, E,</b>
<b>CO6</b>	<b>Form oriented study of the work.</b>	<b>1,2,3,5,6</b>	<b>U, R, An, E, C</b>

**B.A. SEMESTER-IV: CORE COMPULSORY- CC -404**

**Question Paper : Librarian's Study - Joseph McEwan**

**Schedule:**

**Past of pain**

**Author : Joseph McEwan**

**Publisher: Divine Publications, Ahmedabad**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Life of Creator Joseph McEwan</b>	<b>1,2,3,6</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Factors that shaped creator Joseph McEwan.</b>	<b>1,2,3,4</b>	<b>U, R, An, E, C</b>
<b>CO3</b>	<b>Creator Joseph McEwan's contribution to literature.</b>	<b>2,3,4,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO4</b>	<b>'Pain Review Questions'</b>	<b>1,2,3,4</b>	<b>U, R, An, E, C</b>
<b>CO5</b>	<b>Short notes based on works.</b>	<b>2,3,4,6</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-IV: CORE COMPULSORY-CC-405**

**Question Paper: History of Gujarati Literature: Medieval - 2**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Medieval Gujarati Composers : Jeevan – Kavan</b> 1. Premananda 2. read 3. included 4. Dayaram	<b>1,2,3,4,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>Characteristics of Medieval Gujarati Literary Form</b> 1. Raso-Raso 2. Fagu 3. Padh 4. the story 5. verse story	<b>1,2,3,4,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO3</b>	<b>Development of Medieval Gujarati Literary Form</b> 1. Raso-Raso 2. Fagu 3. Padh 4. the story 5. verse story	<b>1,2,3,4,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO4</b>	<b>Contribution of Women Poets to Medieval Literature</b>	<b>1,2,5</b>	<b>U, R, An, E, C</b>
<b>CO5</b>	<b>Contribution of poets of the Swaminarayan sect to medieval literature</b>	<b>1,2,4,5</b>	<b>U, R, An, E, C</b>
<b>CO6</b>	<b>Prose Works of Medieval Literature</b>	<b>1,3,4,6</b>	<b>U, R, An, E,</b>
<b>CO7</b>	<b>Bhakti and Enlightenment Poetry in Medieval Literature</b>	<b>2,3,5,6</b>	<b>U, R, An, E, C,</b>
<b>CO8</b>	<b>Narrators Predecessors of Premananda</b>	<b>1,3,4</b>	<b>U, R, An</b>

**B.A. SEMESTER-V: CORE COMPULSORY-CC-506**

**Question Paper: History of Gujarati Literature: Arvachin – 1**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Distinctive features of medieval literature and archaic literature</b>	<b>1,2,4,5</b>	<b>U, R, An, E, C</b>
<b>CO2</b>	<b>Factors shaping archaic Gujarati literature</b>	<b>1,2,3,4,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO3</b>	<b>Age-factors Reformation era, Pandit Yuga, Gandhi Yuga</b>	<b>2,3,5,6</b>	<b>U, R, An, E, C,</b>
<b>CO4</b>	<b>Writer's Literary Service</b>	<b>3,5,6</b>	<b>U, R, An</b>
<b>CO5</b>	<b>Study of important works</b>	<b>1,2,6</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-V: CORE COMPULSORY-CC-507**

**Question Paper: Study of Language Form – 1**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Noun, form and characteristics of language</b>	<b>1,2,3,5,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>Usefulness of language in human life- Scope</b>	<b>2,3,5,6</b>	<b>U, R, An, E, C,</b>
<b>CO3</b>	<b>Socio-cultural-contextual variations of language</b>	<b>1,2,4,5</b>	<b>U, R, An, E, C</b>
<b>CO4</b>	<b>Dialects of Gujarat</b>	<b>1,3,5,6</b>	<b>U, R, An</b>
<b>CO5</b>	<b>Phonological process of language and function of articulators</b>	<b>1,3,4,6</b>	<b>U, R, An, E,</b>
<b>CO6</b>	<b>Gujarati Grammar</b>	<b>5,6</b>	<b>U, R, An</b>

**SEMESTER-V CORE COMPULSORY-CC-508**

**Question Paper: Theory of Literature – 1**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Definition of art, distinction between fine and non-fine arts, characteristics of literature, fine and non-fine literature</b>	<b>1,2,3,5,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>Practical language and literary language</b>	<b>2,3,5,6</b>	<b>U, R, An, E, C,</b>
<b>CO3</b>	<b>Word Powers: Abhidha, Lakshna, Consonant</b>	<b>1,2,4,5</b>	<b>U, R, An, E, C</b>
<b>CO4</b>	<b>Rhyme and Rhetoric in Poetry</b>	<b>1,3,5,6</b>	<b>U, R, An</b>
<b>CO5</b>	<b>Kavyakhya (Bhamaha, Kuntak, Mammut, Vishwanath, Plato, Aristotle, Waddersworth, Matthew Arnold)</b>	<b>2,3,5,6</b>	<b>U, R, An, E, C,</b>
<b>CO6</b>	<b>Types of Poetry</b>	<b>1,2,6</b>	<b>U, R, An, E,</b>
<b>CO7</b>	<b>Bharata's Rasasutra</b>	<b>1,2,5,6</b>	<b>U, R, An, E,</b>



**B.A. SEMESTER-V: CORE COMPULSORY-CC-509**

**OPTION-11**

**Question Paper : Study of Literary Form : Khandakavya (Verse)**

**Schedule:**

**'Best Gujarati Khandkavya'**

**Editor: Chinu Modi Satish Vyas, Publisher: Parshwa Publication, Ahmedabad**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Form of Khandakavya – Characteristics</b>	<b>2,3,5,6</b>	<b>U, R, An, E, C,</b>
<b>CO2</b>	<b>Emergence and Development of Gujarati Khandakavyas</b>	<b>2,3,5,6</b>	<b>U, R, An, E, C,</b>
<b>CO3</b>	<b>Contribution of various creators in the field of Gujarati poetry- Kant, Kalapi, Vinod Joshi, Chinu Modi,</b>	<b>1,2,5,6</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Interest oriented and formative review of Khandkavya</b>	<b>1,4,6</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-V: CORE COMPULSORY-CC-510**

**OPTION-1**

**Question Paper : Revised and Unread**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Synopsis – Abbreviation</b>	<b>1,4,5</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Learn to interpret prose</b>	<b>1,3,4,5</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>Review of Poetry - Interpretation of Poetry</b>	<b>1,4,5</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Idioms and Proverbs</b>	<b>1,2,4,5</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-VI: CORE COMPULSORY-CC-606**

**Question Paper History of Gujarati Literature Arvachin – 2**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Yuga Study-post-independence, modern age, modern (post-modern) era</b>	<b>1,2,3,5,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>Literary Service Jayati Dalal, Rajendra Shah, Suresh Joshi</b>	<b>1,2,4,5,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO3</b>	<b>Outline of Literary Form Novel, Short story, Lonely</b>	<b>1,3,4,5</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Study of Important Works Chandolaya, A distant tune, Swapnatirtha</b>	<b>1,4,5</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-VI: CORE COMPULSORY-CC-607**

**Question Paper: Study of Language Form - 2**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Concept of language families</b>	<b>1,2,3,5,6</b>	<b>U, R, Ap, An, E,</b>
<b>CO2</b>	<b>Language - Development Introduction</b>	<b>1,2,4,5,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO3</b>	<b>Emergence of Gujarati language and its developmental stages</b>	<b>1,3,4,5</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Hierarchy in Gujarati Syntax</b>	<b>1,4,5</b>	<b>U, R, An, E,</b>
<b>CO5</b>	<b>Gujarati Grammar</b>	<b>1,2,6</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-VI: CORE COMPULSORY- CC - 608**

**Question Paper: Theory of Literature 2**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Concept of Criticism (Form, Significance, Purpose of Criticism)</b>	<b>1,2,4,5,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>Different methods of criticism</b>	<b>1,2,3,5,6</b>	<b>U, R, Ap, An, E,</b>
<b>CO3</b>	<b>Literary Criticism Contextual Approach</b>	<b>1,2,4,6</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Western Literary Philosophy</b>	<b>1,4,5</b>	<b>U, R, An, E,</b>
<b>CO5</b>	<b>Review Formulas</b>	<b>1,2,4,5</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-VI: CORE COMPULSORY-CC-609**

**OPTION-1**

**Question Paper : Study of Literature (Prose)**

**Niyatkriti : 'Malelajiv' Creator – Pannalal**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Form and characteristics of the novel</b>	<b>1,2,3,5,6</b>	<b>U, R, Ap, An, E,</b>
<b>CO2</b>	<b>Life of creator Pannalal Patel</b>	<b>1,2,4,6</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>Factors shaping the creative personality of Pannalal Patel.</b>	<b>1,3,4,5</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Contribution of Pannalal Patel in the field of literature</b>	<b>1,2,4,5,6</b>	<b>U, R, Ap, An, E, C</b>
<b>CO5</b>	<b>Review questions from the text (Malelajeev)</b>	<b>1,3,5</b>	<b>U, R, An, E,</b>

**B.A. SEMESTER-VI: CORE COMPULSORY-CC-610**

**OPTION-1**

**Question Paper: Practical Language**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Know about application writing and learn to write</b>	<b>1,4,5</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Know about Report writing and learn to write</b>	<b>1,3,4,5</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>Know about Letter Writing and learn to write</b>	<b>1,4,5</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Meaning of Prose</b>	<b>1,2,3,5</b>	<b>U, R, An, E,</b>

# M.A.- Semester - I,II,III,IV,

Hemchandracharya North Gujarat University, Patan

Vinayaka Vidyasakha  
Syllabus of Gujarati subject  
-: Objectives of the Study :-

<b>M. A. - Gujarati Subject Syllabus Course Objectives (Outcomes)</b>	
<b>Sr.No</b>	
<b>1</b>	<b>The curriculum is planned to develop the student's literature, imagination and aesthetic sense.</b>
<b>2</b>	<b>Literature is a reflection or a mirror of social life, so the changing horizons of the society have been woven into the curriculum by the students through the curriculum itself.</b>
<b>3</b>	<b>Care has been taken in the restructuring of this course so that the students who are proficient in the art of literature should also understand and be equipped with the inter-disciplines related to the art of literature.</b>
<b>4</b>	<b>Special care has been taken in the planning of this course to provide employment opportunities in mass media or journalism to the students who are proficient in literature.</b>
<b>5</b>	<b>The aim of making students language, literature and art oriented and life oriented has been shaped in this new course.</b>
<b>6</b>	<b>The curriculum aims to make students aware not only of Gujarati language literature but also of Indian and world literature.</b>
<b>7</b>	<b>Options for students to choose according to their interest are also accommodated in this course.</b>
<b>8</b>	<b>Students know Indian values-ideas-heritage through the study of Indian literature and global values-ideas-heritage and culture through the study of world literature.</b>



**M.A. SEMESTER-1: CORE COMPULSORY - PAPER: C.C.-101**

**Question Paper : Study of Classical Literature**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>The students work upon here the Medieval Gujarati Literatures.</b>	<b>1,2,3,5,7,8</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>The students work upon here the Folk literary form of Pada.</b>	<b>1,3,4,7</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>The students work upon here the literary form of Novel in detail.</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO4</b>	<b>The students work upon here the life and works of Raghuvir Chaudhari.</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO5</b>	<b>The students work upon here the Gyanpith Prize winner novel of Raghuvir Chaudhari Amruta.</b>	<b>3,4,7</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-1: CORE COMPULSORY - PAPER: C.C.-102**

**Question Paper : Study of Literary Form : Drama**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Differences-Differences-Similarities between drama and forms like monologue, novel, short story</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Origin and development of Gujarati drama</b>	<b>1,2,3,5,7,8</b>	<b>U, R, Ap, An, E, C</b>
<b>CO3</b>	<b>Introduction to modern era dramatists and their dramatists</b>	<b>1,3,4,7</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Definitive work: 'Angulimal'- Satish Vyas</b>	<b>1,4,5,8</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-1: CORE COMPULSORY - PAPER: C.C.-103**

**Question Paper : Literature and Modernity**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Modernity: Noun, Concept and Characteristics</b>	<b>1,2,3,5,7,8</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>Modernity and different ideologies</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>Motivating Factors of Modernity</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Modernity in Gujarati Literature</b>	<b>1,4,7,8</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-1: CORE COMPULSORY-PAPER: C.C.-104**

**Question Paper: Folklore and Folklore  
Introduction of Folk Literature**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>The student studies here the various Folk Art Forms.</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO2</b>	<b>The student studies here the Folk Literature in detail.</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>The student studies here the various definitions and characteristics of Folk Literature.</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>

**M.A. SEMESTER-1: INTERDISCIPLINARY COURSE - PAPER: ID-105(B)**

**Question Paper : Literature and Cinema**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>The student gets information here about the similarities and differences between literature and film.</b>	<b>1,3,4,6,7</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>The student gets information here about stages of Film Making Process.</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>The student gets information here about critical study of a Gujarati Film Kanku by Pannalal Patel.</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>The student gets information here about critical study of a Gujarati Film Mirch Masala by Chunilal Madiya.</b>	<b>3,5,6,8</b>	<b>U, Ap, An, E,</b>

**M.A. SEMESTER-II: CORE COMPULSORY - PAPER: C.C.-201**

**Question Paper : Bibliography Study (Medieval)**

**Designated Librarian : Dayaram**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>The students will observe here the folk literary form of Pada in detail along with Garbi.</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO2</b>	<b>The students will observe here Suman shah by Vansaldi</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>The students will observe here life and works of Dayaram as a poet.</b>	<b>1,4,7,8</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>The students will observe here major works of Dayaram.</b>	<b>1,3,5,7</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-II: CORE COMPULSORY - PAPER: C.C.-202**

**Question Paper : Indian Literature Mimamsa**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>An Introductory Study of Indian Poetics and its Tradition</b>	<b>1,2,4,5,7,8</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>An introduction to the various sects of Indian poetry</b>	<b>2,3,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>Bharata's Rasasutra and consideration of the Rasasutra by his later poets</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Form of Sound, Sound Idea of Anandavardhana, Types of Sound</b>	<b>1,2,3,5,7</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-II: CORE COMPULSORY - PAPER: C.C.-203**

**Question Paper : Indian Literature**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Indianness, saint and form</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO2</b>	<b>Concept and characteristics of Indianness</b>	<b>2,5,6,7</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>Definitive work: 1) Illustration 2)Tatvamasi</b>	<b>3,5,6,8</b>	<b>U, Ap, An, E,</b>



**M.A. SEMESTER-II: CORE COMPULSORY - PAPER: C.C.-204**

**Question Paper: Form and Type of Folklore**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Saint and concept of folk song</b>	<b>1,3,4,6,7,8</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Characteristics of a folk song</b>	<b>2,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>Types of folk songs</b>	<b>1,2,6,7</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>folk song Work Oriented Studies (Introductory)</b>	<b>2,3,6,8</b>	<b>U, Ap, E,</b>

**M.A. SEMESTER-II: INTERDISCIPLINARY COURSE-PAPER: ID-205(A)**

**Question Paper : Translated Literature**

**Definitive work: 'I Hijo. I am Lakshmi**

**Author: Lakshminarayan Tripathi**

**Translation : Kishore Goud**

**Publisher: Ganga Ba Parivar Prakashan, Ahmedabad**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Form of translation and its definitions</b>	<b>1,2,4,5,6,8</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>Necessity and usefulness of translation</b>	<b>2,3,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>Preparedness of the translator</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Types of translation</b>	<b>1,2,3,5,7</b>	<b>U, R, An, E,</b>
<b>CO5</b>	<b>Translation problems and their solution</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO6</b>	<b>Limitations of translation</b>	<b>2,5,6,8</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-III: CORE COMPULSORY - PAPER: C.C.-301**

**Question Paper : Librarian's Study : Ravji Patel (Arvachin)**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>The birth of the writer-librarian and the social, political and cultural conditions of the poet's time.</b>	<b>1,2,3,5,7</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Creator's Life and Literary Contributions</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>Factors shaping the creative personality of a librarian Sarjak Ravji: As Poet: Work: Personal</b>	<b>2,5,6,8</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Creator Ravji: As a novelist 1) Ashrughar 2) Caesar</b>	<b>1,2,6</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-III : CORE COMPULSORY - PAPER : C.C.-302**

**Question Paper : Western Literature Mimansa**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>An Introductory Concept of Western Literature Mimansa</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Plato's concept of art, Aristotle's Concept of Tragedy</b>	<b>1,2,3,5,7</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>Longinus' concept of grandeur</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO4</b>	<b>Wordsworth's Poetical Thought, Mathew Arnold's Poem Idea</b>	<b>2,3,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO5</b>	<b>TS Eliot's Poetry Idea Three lines of poetry</b>	<b>2,5,6,8</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-III: CORE COMPULSORY - PAPER: C.C.-303**

**Question Paper: Linguistics and Form of Language**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Linguistics and Form Linguistics</b>	<b>1,2,4,5,6,8</b>	<b>U, R, Ap, An, E, C</b>
<b>CO2</b>	<b>Linguistics is a subject area, field of work</b>	<b>2,3,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>Importance of language learning</b>	<b>1,2,7,8</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Different branches of linguistics(Phonology, Pedology, Semantics, Syntax)</b>	<b>1,2,5,7</b>	<b>U, R, An, E,</b>
<b>CO5</b>	<b>Recognized language and dialect</b>	<b>2,5,6,8</b>	<b>U, R, An, E,</b>
<b>CO6</b>	<b>Methods of language classification</b>	<b>1,2,6,7</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-III: CORE COMPULSORY - PAPER: C.C.-304**

**Question Paper : Comparative Literature**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Comparative Literature: Noun and Form</b>	<b>1,2,4,5,7</b>	<b>U, R, An, E,</b>
<b>CO2</b>	<b>Importance and Scope of Comparative Literature</b>	<b>2,3,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>Gujarati Literature, Indian Literature and World Literature: Comparison of Works</b>	<b>2,5,6,8</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Human destiny Author: Pannalal Patel Good Earth Author: Pearl Buck Anu Navneet Madrasi</b>	<b>1,2,5,7</b>	<b>Ap, An, E,</b>

**M.A. SEMESTER-III: INTERDISCIPLINARY COURSE-PAPER: ID-305(A)**

**Question Paper: Research, Editing and Movement of Folklore**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>The students will observe here the Researchers of Folk literatures in Gujarati.</b>	<b>2,3,5,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO2</b>	<b>The students will observe here the Editors of Folk literatures in Gujarati.</b>	<b>1,2,3,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>The students will observe here the major works of Folk Literatures.</b>	<b>3,5,6,8</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER- IV: CORE COMPULSORY - PAPER: C.C.-401**

**Question Paper: Gujarati Criticism Tradition**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Criticism : Genres and Types</b>	<b>1,2,4,6,8</b>	<b>U, R, Ap, An, E,</b>
<b>CO2</b>	<b>Gujarati Criticism Tradition - An Introduction</b>	<b>2,3,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO3</b>	<b>Criticism of the Reformation Era, Critical Activity of the Pandit Age, Critical activity of Gandhi era</b>	<b>1,2,4,7,8</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Critical Activity of the Successive Age, Criticism in the modern age, Criticism of post-modern era</b>	<b>1,2,4,7</b>	<b>U, R, An, E,</b>
<b>CO5</b>	<b>Criticism of Navalram, Narasimharao Divetia, Vishwanath M. Bhatt, Suresh Joshi</b>	<b>1,5,6,8</b>	<b>U, R, An, E,</b>



**M.A. SEMESTER-IV: CORE COMPULSORY - PAPER: C.C.-402**

**Question Paper : Work Study : World Literature**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Work Study : World Literature- Siddhartha</b>	<b>2,3,4,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO2</b>	<b>fixed works- Siddhartha, Agantuka,</b>	<b>1,2,5,6,8</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>Fixed stories in the syllabus- Kabuliwala, Emily's rose, It's about quality, A cat in the rain, Yuddh, the snake, Mr. Binne's Afternoon, Junius Maltby</b>	<b>1,2,5,7</b>	<b>Ap, An, E,</b>
<b>CO4</b>	<b>Creative Studies : Invincible Short Notes on Art: Invincible</b>	<b>1,2,3,6,7</b>	<b>U, Ap, An,</b>

**M.A. SEMESTER-IV: CORE COMPULSORY - PAPER: C.C.-403**

**Question Paper: Study of Gujarati Language**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>From Ancient Indian Arya (Sanskrit) to Middle Indian Arya (Prakrit corruption). Important phonetic and grammatical changes that occurred</b>	<b>1,2,3,5,7</b>	<b>U, Ap, An, E,</b>
<b>CO2</b>	<b>Origin of Gujarati language and its developmental stages</b>	<b>1,2,3,6,7</b>	<b>U, An, E,</b>
<b>CO3</b>	<b>Study of Sound Components of Gujarati:</b>	<b>2,3,5, 8</b>	<b>U, R, An, E,</b>
<b>CO4</b>	<b>Historical Introduction to Language Studies: Language Studies in Ancient India</b>	<b>2,3,6,7</b>	<b>U, Ap, An,</b>
<b>CO5</b>	<b>Archaic Gujarati Linguistics and its Study</b>	<b>1 2 4 7 8</b>	<b>U, R, An, E,</b>

**M.A. SEMESTER-IV: CORE COMPULSORY - PAPER: C.C.-404**

**Question Paper: Language and Literature Skills**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>In this unit, one has to write an essay on a literary topic in the alternative of natural or man-made calamity, whether related to nature.</b>	<b>1,3,4,5,8</b>	<b>U, Ap, An, E,</b>
<b>CO2</b>	<b>Review of Poems - Interest Oriented Evaluation - Taste Writing</b>	<b>1,2,5,6,8</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>Meaning of poetry</b>	<b>1,2,5,7</b>	<b>Ap, An, E,</b>
<b>CO4</b>	<b>Observation of Literature (Kriti Ramiksha will be asked about one of the three works)</b>	<b>1,2,3,6,7</b>	<b>U, Ap, An,</b>

**M.A. SEMESTER- IV: INTERDISCIPLINARY COURSE-PAPER: ID-405(A)**

**Question Paper : A Study of Folklore Researchers-Editors**

<b>Sr. No.</b>	<b>On completing the course, the student will be able to:</b>	<b>PSOs addressed</b>	<b>Cognitive levels</b>
<b>CO1</b>	<b>Researchers of Folklore</b>	<b>1,2,3,6,7</b>	<b>U, Ap, An, E,</b>
<b>CO2</b>	<b>Researchers from North Gujarat</b>	<b>1,3,5,6,8</b>	<b>U, R, An, E,</b>
<b>CO3</b>	<b>Critics of folklore</b>	<b>1,2,5,7</b>	<b>Ap, An, E,</b>