

TEACHER TEXT DEVELOPMENT TEAM

PARTICIPANTS

1. Fr Roy George
2. Fr Jomon K.M.
3. Fr Somy Mathew

EXPERT

Fr. James Stephen Olickal M.A.
(Principal, St. John's College, Anchal, Kollam)

ACADEMIC CO-ORDINATOR

Anjana V.R. Chandran
(Research Officer, S C E R T Kerala)

FORWARD

The teacher text in Syriac is only a guide to assist the teacher to transact the lessons effectively. The success of the exercise depends on the resourcefulness of the teacher. The teacher is expected to innovate and improvise the activities to make the learning process a pleasurable experience. The teachers should create a conducive learning environment for the students. Each unit which has a central theme is presented through discourses and different life situations in the form of classroom activities. While transacting the contents of the textbook, teachers have to pay special attention to the development of speaking and writing skills. Acquisition of these skills should be reflected in the assessment process as well.

Hope the teachers will make the best use of this hand book to inculcate interest in the study of Syriac language and Literature among students. Creative suggestions for the improvement of this volume are always welcome.

With regards,

Dr S. Raveendran Nair

Director - SCERT

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PART A

1. General Approach

Introduction

The National Curriculum Framework 2005 sowed the seeds for many reforms in the field of education in India. Subsequently, NCERT prepared textbooks for various subjects based on NCF 2005. Later the, Kerala Curriculum Framework 2007 was formed and the curriculum up to high school level was revised. The Right to Education Act of 2009, Prof. P.O. J. Labba Committee Report related to Higher Secondary Education and Dr. P.K.Abdul Aziz Committee Report related to a comprehensive curriculum revision - all pointed towards the necessity of curriculum reform.

In the 1990s, a new curriculum with comprehensive changes in learning and pedagogy was introduced at the primary level. Based on this activity-based, process-oriented and learner-centred curriculum, Continuous and Comprehensive Evaluation (CCE) and grading system were implemented. Subsequently, this method was introduced at the Higher Secondary level too.

Significance of Curriculum Revision

Though activity-based pedagogy has already been introduced at the higher secondary level, a comprehensive revision of curriculum has not been implemented yet. The ongoing syllabus revision interacts with contemporary events and takes into consideration the nature of the learner. As a stepping stone to the higher education sector,

The curriculum, syllabus and textbooks being followed for more than five years should be revised and reformed urgently by SCERT.

Prof. P. O. J. Labba Committee

As a knowledge society, it is of paramount importance to basically restructure and reform the curriculum to face the challenges posed by the times.

Dr. P.K.Abdul Aziz Committee

the higher secondary curriculum should be raised to international standards. International standards do not refer to the standard of education set by any particular country. On the other hand, it must inculcate in the learner the ability to take his life forward wherever he is, after the completion of his higher secondary education. It is the sum-total of all the experiences and knowledge to be picked up by the learner for meeting the needs. This emphasizes the need to provide internationally accepted teaching-learning models to our students. The curriculum revision has been envisaged as an attempt in that direction.

RIGHT TO EDUCATION ACT - 2009
Section - 29 (Chapter 5)
Curriculum and evaluation procedure

- (1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification.
- (2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:
 - (a) conformity with the values enshrined in the Constitution;
 - (b) all round development of the child;
 - (c) building up child's knowledge, potentiality and talent;
 - (d) development of physical and mental abilities to the fullest extent;
 - (e) learning through activities, discovery and exploration in a child-friendly and child-centred manner;
 - (f) medium of instruction shall, as far as practicable, be in child's mother tongue;
 - (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
 - (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

The curriculum should be revised ensuring the above-mentioned factors, and the revision of the curriculum has to be viewed against this backdrop.

Kerala School Curriculum (2013) - Chief characteristics

The curriculum

- 1 is learner-centred, process-oriented, activity- based and value oriented.
- 1 gives stress to the learning outcomes that a learner imbibes at the cognitive, social and emotional levels.
- 1 lays stress on the skills to be attained by the learner in values and attitude.
- 1 is based on the philosophy of constructivism.
- 1 gives teachers freedom to choose and employ logical and varied learning strategies for the transaction of curriculum.
- 1 is flexible to implement various teaching - learning strategies recognizing the learning outcomes, nature of the content and the different levels of the learners. Discovery learning, Concept attainment model, Inductive method, Meta cognition, Co-operative learning, Collaborative learning, Reflective learning, and giving opportunities to individuals and group learning etc. are taken into consideration.
- 1 is comprehensive and takes into consideration the various stages from the pre-primary level to the higher secondary level.
- 1 designs innovative learning strategies as well as assessment activities for children with special educational needs.
- 1 ensures a Continuous and Comprehensive Evaluation (CCE) focused on learning outcomes.
- 1 stresses Health and Physical Education, Art Education and Work Education.
- 1 lays stress on Right-based Education in the light of Right to Education Act, 2009.
- 1 provides an opportunity to the learner to experience necessary safety, care and security both at school and in the classroom by raising the teacher to the level of a mentor.

- 1 lays stress on the Code of Professional Ethics for school teachers.
- 1 helps to acquire new learning skills which enable the learner to face contemporary challenges.
- 1 is intended to inculcate human values in the learners.
- 1 ensures equity and equality among the learners.
- 1 ensures the harmony of head, heart and hand and aims at a comprehensive development envisioned to make learning natural.

Curriculum Approach

Our curriculum has been developed, imbibing new thoughts in educational psychology and philosophy. The idea of constructivism put forth by NCF 2005 is the basis for the Kerala School Curriculum 2013 too. In constructivism, learning is the process of the construction of knowledge.

The striking features of the curriculum transaction approach are:

- i. Activity - based
- ii. Process- related
- iii. Ensure learning
- iv. Focus to attain learning outcomes
- v. Environment- friendly
- vi. Highlights development areas
- vii. Suitable for the nature of the learner
- viii. Integrates learning and assessment

A learning process based on constructivism is the foundation of the curriculum. A distinguishing feature of this approach is that knowledge is constructed naturally by creating challenging learning activities and considering the acquired knowledge and conceptual background of the learner.

Learning Experiences

The acquired knowledge skills and interests differ from learners coming from different backgrounds. So it is very important to facilitate learning

experiences imbibing these changes and considering individual differences and multiple intelligences of the learners.

Learning Environment

The classroom should be designed to keeping in mind the interest and development of the learner so as to ensure his/her participation in various learning activities. Every activity should be learner- oriented. A conducive environment should be created. The freedom to employ suitable learning strategies which are learner-centred and activity-based, taking into consideration the development and growth in the learning ambience rests with the teacher.

Learning Process

- 1 Each learner constructs knowledge by linking it with his/her previous experiences.
- 1 Knowledge construction occurs at the level of the individual through meaningful societal interventions.
- 1 Learning is made effective through multi-sensory experiences which consider various learning styles, learning pace etc.
- 1 Learning becomes more effective through co-operative learning in an environment conducive for co-operation.
- 1 Learning materials should be meaningful generating interest in the learner.
- 1 Spiralling of learning experiences will make learning more effective.
- 1 By ensuring flexibility of learning activities and possibilities of adaptation, learners requiring special educational needs and with different aptitudes may be attended to.
- 1 Each learner should get learning experiences necessary to ensure learning outcomes.
- 1 Learning and Assessment should be complementary.

- 1 Everybody can attain learning outcomes by adopting suitable teaching- learning strategies that consider content and learning requirements of the learner.
- 1 The learning process should be decided keeping in view the comprehensive development of each learner.

Learning Outcomes

As per the rules of the RTE Act, the idea of learning outcomes was introduced in the Kerala School Curriculum 2013. Knowledge of learning outcomes is essential to plan the teaching-learning process and evaluation, in a precise and practical manner. Learning outcomes are the aims to be achieved by the learner during the various stages of school education. Precise and accurate statements based on the knowledge, skills, attitudes, values etc. to be acquired by a learner in a particular subject-area are called Learning Outcomes.

The learning outcomes should be stated based on performance that can be observed and measured. An analysis of the learning outcomes will help assess the knowledge, skills, values and attitudes that should be acquired by the learner at the end of each unit, class and stage have been acquired or not. Precise and clear assessment activities can be planned, based on specific learning outcomes.

Information and Communication Technology

Today information and communication technology has an important role in the construction and dissemination of knowledge. This is made possible through gathering of information, analysis and varied presentations. The immense possibilities of ICT can be used to transact any subject at the higher secondary level. Through this, it can also be ensured that learners acquire ICT skills. The main features of ICT are stated below.

Art Education

Arts evolved as a part of providing enjoyable experiences in the progress of man as a social animal.

The experiences gathered during various phases of life touch human minds aesthetically. All the art forms that evolved from ancient times were visual and auditory. It had the power of rejuvenating the human mind. This is the unique characteristic of art.

Art education at the higher secondary level aims to develop the creative skills acquired by the learner and to create in him a broader outlook about art and literature. Also an aptitude for higher studies and research in the field of arts has to be developed in them. In order to develop observation skill, ability to appreciate and sense of imitation among learners, art education is essential. It also helps learners to develop abilities to think and respond differently, to ensure social intervention and to make learning more productive. Activities in art help to make children work hard and diligently, and also channelize their enthusiasm in the right direction.

Health - Physical Education

The term health refers to the complete state of physical, mental, emotional and spiritual well-being. Therefore health is essential for the existence of an individual. So proper implementation of health and physical education is essential. The minimum physical fitness required for every individual in the society in order to exist should be ensured. For this, health and physical education should be imparted scientifically and comprehensively from a very early age. The views of National Curriculum Framework 2005 regarding need based and integrated approach should be given special attention and emphasis.

Along with the knowledge of content areas, performance excellence and physical fitness are also to be assessed. The health-physical education envisioned in Kerala School Curriculum 2013 and initiated at the primary level, gets perfected at the higher secondary level only. Learning activities should be planned so as to enable learners excel in this field to explore up to the level of international possibilities. The physical fitness, training excellence and knowledge of content areas acquired hitherto promote holistic well-being.

Objectives of Health - Physical Education

- 1 To get an awareness about sports, values and ethics.

- 1 To gain expertise in athletic skills and to scientifically analyse them.
- 1 To gain expertise in major games.
- 1 To get practical training in self defence techniques.
- 1 To understand aggression, balanced or controlled aggression etc.
- 1 To realise the consequences of the use of drugs.
- 1 To create the right understanding about sexual health.
- 1 To acquire scientific practical ability to intervene effectively during life rescue missions.
- 1 To get an awareness about the changes in the respiratory and cardio-vascular system that can be brought through exercise.
- 1 To give training using safe and effective exercise pattern.

Work Education

The confluence of knowledge acquired through hearing, sight and work makes construction of knowledge possible in a learner. Contemporary learning process evolves through enquiry and experiences. Work education is essential to integrate and develop emotional and cognitive domains.

A work education integrated with the subjects of higher secondary curriculum, will be more appropriate.

Objectives of Work Education

- 1 Readiness to work
- 1 Development of values and attitudes
- 1 Development of a balanced personality
- 1 Self-sufficiency in the field of production
- 1 Human skill development
- 1 National development

Inclusive Education

In the classroom, an atmosphere that is congenial to all learners without excluding any one must be created. In our schools there are two categories of students, one who requires more consideration, help and attention and the other who requires normal help and attention. Only by addressing this can we ensure equitable quality education.

Areas which help to develop values, attitudes and commitments

Areas such as awareness of humanitarian and constitutional values, attitudes that strengthen social life and growing social commitment are the prime concerns of the curriculum. Details of the conceptual areas are given below.

Democratic Outlook

While choosing the content for different subjects, the perspectives on democracy have to be considered. In the planning and transaction of learning activities, there should be a democratic approach. The aim of the curriculum is to establish a democratic approach through democratic platforms.

Constitutional Values

The values and objectives that are upheld by our Constitution have to be reflected in the curriculum. The content and the transaction process should be selected to enable learners acquire constitutional values.

Secular Attitude

Subject areas which help in developing a secular attitude have to be included.

Tolerance

The curriculum should aim at developing the quality of tolerance towards those who disagree with you.

Constructive and Creative Thinking

There is a need to develop creative thinking and the urge for discovery among learners. There should be possibilities for creative enquiry in the content areas and learning strategies of the curriculum. The different levels of multiple intelligences should also be considered.

Respect for one's cultural heritage

Respectful attitude to one's cultural heritage and history is one of the aims envisioned by the curriculum.

Equality

It is essential to ensure equality in learning activities, which are provided to the learners.

Leadership Quality

There is need to design learning strategies that would help in shaping leaders who are capable of facing the challenges of this millennium. In the classroom, opportunities must be created to develop leadership qualities among children.

Life Skill Education

Life skills such as self-awareness, empathy, communication skill, interpersonal relationship, creative thinking, critical thinking, decision-making, problem-solving, coping with emotions and coping with stress should be developed in learners. These life skills help the learner to face life with self-confidence.

Civic Sense

Just as the state has certain duties to the citizens, the citizens also have some duties to the state. The aim of education is to create a community with civic sense and a sense of responsibility and discipline.

Respect for Elders

Respect for elders is the keystone of our civilization. In all cultures, old people are venerated and given due consideration. An important characteristic of the elder people is that they are a store house of experiences. Our cultural life being continuous and heritage-oriented, the age-old experiences and knowledge are handed down from one generation to another. Factors which encourage learners to express respect for elders through co-operative interventions should be made part of the transaction of content.

Human Rights

Human rights are the rights of individuals to lead a life of dignity. The human rights which got universal acceptance through the United Nations Declaration of Human Rights should be given importance in the curriculum.

Child Rights

It is our duty to protect every right of the child.

Awareness about Environment

Basic awareness about nature and the need to protect natural resources should be included from the primary level itself. Children should be made to understand that environmental hygiene is as important as personal hygiene and that sense of hygiene is one of the basic factors of civic sense. They should understand that nature and natural resources are not meant just for the consumption of human beings and that any change in the balance of nature will have far-reaching consequences. They should carry out activities which make protection of natural resources and environmental hygiene a value-system and an attitude.

Water Literacy

Children must be made to understand that water is precious by creating awareness about the availability of water, conservation of water and the need to keep it free from pollution.

Peace Education

The basic idea of peace education is to develop values and attitudes to interact with others and the surroundings in a peaceful and friendly manner. It is essential to include content areas that reflect values like avoiding conflicts and situations leading to conflicts, peace and harmony.

Legal Literacy

Knowledge and awareness about law is essential for all citizens of a democratic country. It is the need of the hour to include content areas that ensure legal literacy. Various programmes involving Law Clubs, Law Clinics etc. can be organized to create awareness of law.

Cyber Literacy

The misuse of ICT and related crimes are on the rise. Awareness should be created among children on these activities. They should be given a clear idea about the proper use of Internet, e-mail and social networking sites. The curriculum should facilitate creating awareness among children regarding the punishment for cyber-crimes and the ethics in the use of internet etc.

Media Literacy

Media exerts a great influence on our society. It is impossible even to imagine a day without visual media. Visual media has tremendous influence on children. Therefore, the content area of the curriculum should contain various factors required to create critical media literacy.

Perspective on Sustainable Development

The curriculum should spread the awareness that this earth exists not just for the benefit of mankind. An understanding regarding the environmental challenges, human interventions which cause harm to environment, and how nature can be protected from such destructive activities etc. is the need of the hour. The curriculum should also uphold the enquiry how environment and development can go hand in hand and perspectives regarding sustainable development and views. One of the aims of the curriculum is to present perspectives on consistent development and create a comprehensive awareness about environment.

Adolescent Education

The possibility of including content areas on adolescent education should be explored with the help of child psychologists, health workers, doctors and teachers. It is also important to address the doubts of learners regarding health and hygiene in a scientific manner.

Consumer Culture

Facts concerning the negative aspects of consumerism have to be included in the curriculum. Consumer laws and our rights as consumers should be dealt with in the curriculum.

Anti-drug and intoxicant attitude

We should realise the harmful effect of alcohol, drugs, tobacco and other narcotics on the health of children. The future generation should be saved from the evil tentacles of this menace. Pictures, pamphlets and visuals on the physical and mental effects of drug abuse, as examples, can be included in the content areas.

Gender Justice

The curriculum should ensure gender justice and gender equality. Discrimination on the basis of gender should not be reflected in the content areas. It is the responsibility of teachers to ensure gender justice while carrying out learning activities.

Frugality

Children should be taught the basic lessons of frugality at the primary level itself. Explain the importance and relevance of the habit of frugality. Students can also be given practical training in frugality.

Road Safety

Traffic rules and practical suggestions to avoid road accidents are part of road safety. Children should develop the civic awareness that the road is a public place and that everybody has the right to use it. Activities related to road safety should also be given importance.

Learning experiences in these areas should be incorporated naturally in the transaction of the curriculum. While choosing the concepts of various subjects and arranging learning activities, enough consideration should be given. Knowledge, skill and attitude should be stressed in the process of teaching learning process. It should also be possible to perform continuous evaluation to find out whether the objectives have been accomplished. Activities of various clubs, SPC, NCC, Scouts and Guides, JRC, VidyaRangam, KalasahithyaVedi, Gandhi Darshan etc., can be platforms to develop values, attitudes and commitment.

Right Based Education

UNESCO had taken initiatives to decide on the rights of children and spread them worldwide. As a result of this, legislation has been made in many countries to protect the rights of children. The Right to Education Act passed in 2009 in India, is an important milestone in this matter. The responsibility of protecting the rights of children becomes the duty of adults. Right to Education can be divided into three areas.

- 1 Participation
- 1 Provision

1 Protection

Participation

1 My opinion is sought when decisions concerning me/ children are taken.

1 My interests are given priority when decisions are taken.

1 I am given the opportunity to participate in activities which are compatible with my ability and limitations.

1 I am able to go through a learning process which is flexible enough to nurture my abilities and overcome my limitations.

1 My opinions are given due respect and value.

1 My friends and I get active participation in the activities in class.

1 I get opportunities to display my talent and abilities.

Provision

1 I get the service of teachers who have the required qualification and who constantly update their knowledge.

1 I get learning -experience in the prescribed time.

1 I get a classroom ambience conducive to physical and psychological growth.

1 My teachers are able to make learning materials required for learning activities available.

1 I get materials and opportunities for the growth of art and physical education.

1 I also get career guidance for securing employment in future.

Protection

1 I do not experience any kind of discrimination in or out of school.

1 I am not ignored by any one in any manner.

1 I am not harassed either physically or mentally.

1 I can interact with my teachers without any fear.

1 Though I am a child, every one respects and values my privacy.

1 I am convinced that I will be safe both at home and at school.

1 My school lends me a helping hand to further strengthen and empower me when I face physical and emotional problems.

If these are the rights of children, how far can I ensure these rights? What steps should I take further to ensure these rights? Every teacher should think about this.

Mentoring

RTE considers the teacher as a 'mentor'. Mentoring has much relevance and significance in the comprehensive school development project.

The teacher - student relationship has undergone significant changes. A teacher should function not as a person who distributes/ dispenses knowledge, but as a facilitator who co-ordinates the various opportunities of students to gain knowledge.

In reality, school is a second home for the child and teachers are the members of his/her family. A teacher should understand that all children do not receive love, consideration, security, appreciation and recognition etc., equally at home. The responsibility of a teacher becomes complete only when he/she realises this and is able to express these feelings accordingly to each child. Only then will a school become a home.

Only when a teacher becomes a mentor and a facilitator who helps gain learning outcomes, he/she will be a teacher of the new era.

When the teacher becomes a co-guardian, children get guidance, advice, support and opportunity to improve. The teacher as mentor should make interventions in the role of an experienced predecessor. Assistance for awareness and counseling are part of this. An effective mentor can bring out the hidden talents of a child.

Through mentoring:

- 1 the teacher and the student enjoy proper learning experiences.
- 1 the knowledge-area of the child and the teacher widens.
- 1 the bond between the student and the school is strengthened.
- 1 personality development and learning development of the child are ensured.
- 1 collective thinking, decision- making and collective effort are made possible.
- 1 the relationship between parents and school is strengthened and an overall view of the learner's learning process is created.

the participation of the learner in arts and sports can be assessed.

Mentoring has to be manifested as a process which caters to personality development and interest in learning. It should also help in continuous assessment. Notes related to mentoring experiences should be recorded in the Cumulative Record. All the teachers in the school should act as mentors of students. All learners should get an experience of mentoring. The class may be divided into small groups and different teachers can be given the responsibility of evaluating the progress of each group.

Code of Professional Ethics for School Teachers

1. Responsibility towards Students

The teacher;

1.1 Treats all students with love and affection.

1.2 Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.

1.3 Facilitates students' physical, social, intellectual, emotional, and moral development.

1.4 Respects basic human dignity of the child in all aspects of school life.

1.5 Makes planned and systematic efforts to facilitate the child to actualise his/her potential and talent.

1.6 Transacts the curriculum in conformity with the values enshrined in the Constitution of India.

1.7 Adapts his/her teaching to the individual needs of students.

1.8 Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.

1.9 A teacher refrains from subjecting any child to trauma, fear, anxiety, physical punishment, sexual abuse and emotional and mental harassment.

1.10. Protects a child from all forms of sexual abuse.

2. Obligations towards parents, community and society

A teacher;

- 2.1 Establishes a relationship of trust with parents/guardians in the interest of the all round development of students.*
- 2.2 Desists from doing anything which is derogatory to the respect of the child or his/her parents /guardians.*
- 2.3 Strives to develop respect for the composite culture of India among students.*
- 2.4 Keeps the country top most in mind, refrains from taking part in such activities as spreading feelings of hatred or enmity among different communities, religious or linguistic groups.*

3. Obligations towards the profession of teaching and towards colleagues:

A teacher:

- 3.1 Strives for continuous professional development.*
- 3.2 Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stake holders.*
- 3.3 Takes pride in the teaching profession and treats other members of the profession with respect and dignity*
- 3.4 Refrains from engaging himself/herself in private tuition or private teaching activity.*
- 3.5 Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.*
- 3.6 Refrains from making unsubstantiated allegations against colleagues or higher authorities.*
- 3.7 Avoids making derogatory comments about colleagues, especially in the presence of pupils, parents or colleagues.*
- 3.8 Respects the professional standing and opinions of his/her colleagues*
- 3.9 A teacher maintains confidentiality of information regarding colleagues and dispenses such information only when authorized to do so.*

Teacher Planner

Teacher planner is a record of daily teaching planning. The teacher should develop the process page by carrying out the activities given in the teacher text and text book with the aim of achieving learning outcomes. However, these activities should be done in a flexible manner, adopting techniques suitable for the students of her class.

The process page should contain planning that includes assessment along with learning activities. Information obtained through continuous assessment should also be included on the feedback page.

A teacher planner should contain learning activities conducive for precise and meaningful concept- formation. The teacher should prepare a reflection note based on the information gathered through learning activities and assessment implemented in a week. It should be discussed in SRG/ Subject Council. Further planning notes should be made by the teacher based on these notes.

The format of a teacher planner is given below.

Teacher Planner

Name of the unit/ lesson :
Date :
Expected time :
Learning outcomes :
Concepts / Ideas :
Skills :
Language elements
(only for language) :
Discourses
(only for language) :
Values, Attitudes :
Learning aids :
Expected Products :

| Process Page | Assessment Page |
|---|---|
| Process containing activities and assessment. | Assessment details should be included here. |

Reflections

My findings, realisations

(Based on the ideas obtained through the assessment of learning activities)

- |
- |
- |
- |

Extended Activities and Remedial Measures - Hints

- |
- |
- |
- |

2. Assessment Approach

Learning is a natural and continuous process. For effective learning, learning experiences should be based on specific objectives and centred on learning outcomes. Teachers and learners should be aware of the concepts and skills to be acquired through learning. Learning strategies should be planned according to the learning outcomes associated with each lesson. They should be linked to real life situations and presented to the learners.

How far are the acquired concepts and skills sufficient in ensuring learning outcomes? How many learners are yet to acquire the learning outcomes? What are the extended activities to be provided? How can they be provided? These should be the concerns of teachers as part of assessment.

Assessment **of** Learning is the process of assessing the learning outcomes acquired after the transaction of a unit. The proficiency of the learner and his level of excellence are evaluated here. This is just one phase of assessment.

There is also a process of correction which involves a critical self-analysis of the concepts and awareness gathered through learning and internalizing the changes. This can be considered as self-assessment. Thus, learning takes place through self-assessment. This can be called **Assessment as Learning**. The learner becomes aware of how to learn more effectively (Learning to Learn) through this.

Assessment for learning and assessment as learning should be intensely emphasised to make learning more effective. The approach which gives importance to assessment process for making learning more effective must be adopted.

Continuous and Comprehensive Evaluation (CCE)

Learning is a continuous process taking place in the learner. Hence, the assessment process to examine the concepts and skills acquired should also be continuous. By comprehensive assessment, we mean the assessment of the learner in cognitive as well as socio-emotional areas. Hence, we have adopted a continuous and comprehensive evaluation system.

CCE Areas

CCE is carried out in two areas;

1. Cognitive area
2. Socio - emotional area

Assessment regarding development in cognitive domain

The subjects taught at higher secondary level like Language, Science Humanities, Commerce, Health and Physical Education come under cognitive area. Learning outcomes acquired in each subject should be evaluated. Two types of evaluation are suggested here.

1. Continuous Evaluation (CE)
2. Term Evaluation (TE)

Continuous Evaluation (CE)

Three types of CE are suggested.

1. **Learning Process assessment**
2. **Portfolio Assessment**
3. **Unit based assessment**

1. Learning Process Assessment

Both the teacher and the learner plan various activities to acquire learning outcomes. The teacher has evaluated various factors like the participation of the learner in the learning process, excellence of the learner in performance and presentation, creativity of the learner, acquisition of desired skills etc. The indicators given below can be used for evaluation.

1. Participation in activity
2. Conceptual understanding
3. Acquisition of skills
4. Performance / Presentation
5. Recording / Preparation

When the process -assessment is carried out, the assessment done should be based on each indicator. For example, when evaluation for the indicator 'participation in activity' is done, the learners should be categorized as excellent, good, average and those who need improvement. This has to be recorded in the page for assessment in

Teacher Planner. All learners have to be assessed and recorded with reference to each indicator in every term.

Opportunity for self-assessment, peer assessment and teacher- assessment should be given in process-assessment.

Activity log

Activity log is an important document required for the assessment of the cognitive area. It helps to complete various activities according to learning processes. The creativity of the learner, thought processes, language skills, socio- emotional domain etc are reflected in the activity log. An activity log should contain details like the various strategies adopted for the transaction of lesson. The additional information given by teachers to strengthen the learning process too can be recorded in the activity log.

2. Portfolio Assessment

Portfolio is the collection of all products formed during the various stages of learning activities. It has the duty to give a learner, parents and the teacher feedback regarding learning.

The following should be included in a portfolio.

- o Activity log
- o Other learning documents, pictures, collections, writings, learning materials, creations made through ICT etc.
- o Creative works
- o Work sheets

The following indicators can be used for portfolio assessment.

- o Clarity of concept
- o Attainment of concepts
- o Appropriate design
- o Completion
- o Originality

Method to calculate scores of learning process and portfolio

It is not necessary to record the score of all students calculated using indicators given for each activity. Performance of an entire term should be evaluated using

the indicators. The notes in teacher planner, records in activity log etc should be consolidated at the end of each term and learners should be categorised on the basis of their participation as Excellent, Good, Average, and Need improvement and 4/3/2/1 scores should be given accordingly. All five indicators have to be considered and score should be given for each indicator. The maximum score can be calculated as 20.

3. Unit based Assessment

In a unit, activities for various learning outcomes are distributed in an inter-related manner. This is comprehensive in nature. While assessing a unit, this comprehensiveness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book assessment, preparation of questions, identifying the indicators and assessment of creative writing can be considered for unit assessment. Rating scale and check list to measure the achievement of a learner in a particular unit can be used. Unit assessment should take place naturally along with learning.

For unit assessment, points have to be awarded on the basis of indicators and converted to grades. These grades have to be recorded in the prescribed format. As there is more than one assessment in a term, the average of the assessment of all the units has to be recorded at the end of the term. Teacher has to prepare indicators suitable for the tools used in assessment.

Open Book Assessment

An “open book assessment” is one in which examinees are allowed to consult their class notes, textbooks, and other approved materials while answering questions. It is ideally suited to programmes that especially aim at developing the skills of critical and creative thinking. The open material may take one of the main forms; a textbook or alternative reference materials, or the students’ own notes. The types of material allowable must be made explicit to all students in advance of the assessment. Open-book assessments often comprise tasks based on a problem or argument to which the student is then required to respond, employing their knowledge of the subject and making use of the reference material as appropriate. Unit based assessment can be done in the form of open book assessment. It can be given after completing the unit, integrating all the learning outcomes. This assessment can be given for individual attempt first. Then the same can be allowed to be discussed in groups. Thus learning can be ensured in every learner.

Advantages of open-book Assessment

- 1 They assess not only students' capacity to construct a coherent response to the assessment task, but also require a demonstration of their ability to use resource material effectively.
- 1 By allowing students access to relevant reference material, open-book assessments reduce the need to memorise information, and can therefore allow students to concentrate on demonstrating their ability to understand and apply this information to the question.
- 1 By providing students with reference material prior to the assessment, it may give them greater confidence when taking these assessments and therefore produce a more accurate account of their achievements.
- 1 Students can use revision time more constructively, focusing on reinforcing their understanding of the subject rather than attempting to memorise information.
- 1 Home assignments and other learning experiences already prepare the students to solve problems with the assistance of external resources, so open-book assessments are quite natural in nature.

Preparing for an Open Book Assessment

- 1 Read the chapters ahead of time. Don't expect to find quick answers during the assessment.
- 1 Know where to find everything. Observe the concepts and make your own outline. This reinforces the structure of the content in your mind.
- 1 Mark all important terms with sticky notes and flags. If the teacher allows it, mark your texts wherever you notice important concepts and terms.
- 1 Review notes for themes. Your teacher's comments usually provide an overview of the themes and concepts that appear on assessment. You won't always get this by reviewing the book alone.
- 1 Make your own notes if allowed, and write down important formulas or concepts that you've covered in class.

Method of calculating CE

The maximum score for learning process, portfolio and unit based assessment will be 20 each in every subject. Term level recording can be done calculating the

average of them. To consolidate these marks, the format given in Annexure - 1 can be used.

Term Evaluation (TE)

It is essential to assess the learning outcomes achieved through learning activities by each learner at the end of every term. The assessment of languages should be made considering areas like discourses, language elements, language skills based on the learning outcomes in the units considered in each term. Question models can contain various questions which stress the content areas and skills. For other subjects, assessment should be done based on the content- area of units considered in the term. Questions to assess skills and ideas which lay stress on learning outcomes can be prepared.

The question paper should be prepared after first preparing a design and then a blue print of question paper giving proper weights to units and learning outcomes, various thinking skills and different form of questions. Suitable scoring key and marking scheme should be prepared for each question and assessment should be done based on this scheme. Question-wise analysis should be prepared to review whether the questions are in accordance with the blue print and necessary editing should be done in the questions.

Details of thinking skills

Thinking skills are the mental processes that we apply when we seek to make sense of experiences. While setting the question paper, due weight should be given to the thinking skills, so as to ensure meaningful learning in every learner. Coverage of the range of skills has to be ensured in the question paper which expects the learners to respond within a stipulated period of time of assessment, keeping in view the difficulty level.

According to Anderson and Krathwohl ('A Taxonomy for Learning, Teaching and Assessing – Revised Blooms taxonomy') the range of categories, specific thinking skills/processes with its alternative processes/terms is given as follows;

| CATEGORY/ PROCESSES | ALTERNATIVE TERMS |
|-------------------------|---|
| 1. Remember | Retrieve relevant knowledge from long-term memory |
| 1.1. <i>Recognising</i> | identifying- (e.g. Recognize the dates of important events in Indian history) |
| 1.2. <i>Recalling</i> | retrieving - (e.g. Recall the major exports of India) |

2. Understand Construct meaning from instructional messages, including oral, written and graphic information

2.1. *Interpreting* clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement ‘There are twice as many boys as girls in this class’)

2.2. *Exemplifying* illustrating, substantiating (e.g. Locate an inorganic compound and tell why it is inorganic)

2.3. *Classifying* categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)

2.4. *Summarising* abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)

2.5. *Inferring* concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle can be asked to state the underlying principle or concept the student is uses to arrive at the correct answer.)

2.6. *Comparing* contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)

2.7. *Explaining* constructing models (e.g. the students who have studied Ohm’s law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)

3. Apply Carry out or use a procedure in a given situation

3.1. *Executing* Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given to and find out the net profit.)

3.2. *Implementing* using (e.g. Select the appropriate given situation where Newton’s Second Law can be used)

4. Analyse Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose

4.1. *Differentiating* discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)

| | |
|-------------------------|---|
| 4.2. <i>Organising</i> | finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies which best corresponds to the organisation of a presented passage.) |
| 4.3. <i>Attributing</i> | deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective) |
| 5. Evaluate | Make judgements based on criteria and standards |
| 5.1. <i>Checking</i> | coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.) |
| 5.2. <i>Critiquing</i> | judging (e.g. Judge which of the two methods is the best way to solve a given problem) |
| 6. Create | Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure |
| 6.1. <i>Generating</i> | hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance) |
| 6.2. <i>Planning</i> | designing (e.g. design social intervention programmes for overcoming excessive consumerism) |
| 6.3. <i>Producing</i> | constructing (e.g. the students are asked to write a short story based on some specifications) |

Health - Physical Education - Assessment Method

Health - physical education will be considered as a cognitive area from 2014-15 academic year. During the adolescent stage, the physical and mental development of a child strengthens further. The learners should be given the opportunity to get a proper awareness of health habits and the need to engage in physical activities. A performance assessment of the health - physical education is suggested. Details regarding this are given in the higher secondary level source book.

Assessment in Socio - Emotional Area

Assessment of social and emotional areas is as important as that of cognitive areas. Skills relating to Learning to know, Learning to do, Learning to live together and

Learning to be should be considered here. The assessment of social and emotional areas should consider the following skills.

1. Communication skills
2. Interpersonal skills
3. Empathy
4. Coping with emotions
5. Coping with stress
6. Problem solving skills
7. Decision making
8. Critical thinking
9. Creative thinking skills
10. Self- awareness

The assessment should be carried out by teachers handling various subjects in cognitive areas. This assessment should be carried out as part of the learning process assessment in each subject. Along with the assessment of process skills, the assessment of related values and attitudes too should be done.

The skills in the socio - emotional area that can be beneficial for the proficiency of the learner should be identified and marked. The skills beneficial to each learner should be encouraged. The teacher can record these proficiencies in the Teacher Planner and the consolidated information in Annexure - 2.

Artistic, Social, Cultural and Vocational Proficiencies

To ensure the all-round development of a learner at the higher secondary level, not only appreciative, creative and artistic skills should be encouraged but an attitude towards undertaking social- cultural services should be inculcated. Every learner should get an opportunity at least once in a month to participate in such activities. Higher Secondary Youth Festival, Career Guidance, Social Extension activities, National Service Scheme, N.C.C and various clubs should be made use of towards this effect.

All students at the higher secondary level should participate in at least one of these activities. The proficiency of the learner in participating can be given a special grade certificate.

- For Excellence in activity - A grade
- Good - B grade
- Satisfactory - C grade
- Participation - D grade

Assessment - Annual Consolidation

The annual overall score of CE is the best score obtained by the learner in 3 terms. This can be entered in the column titled 'Final Score' in the format given in Annexure - 2. It is the total CE score of the learner in each subject. Now find the TE of each subject and find the total score adding CE and TE. This is the total score of a learner in one subject. In the case of subjects with practicals, the final score is calculated by including the score for practicals too.

Grading Scheme

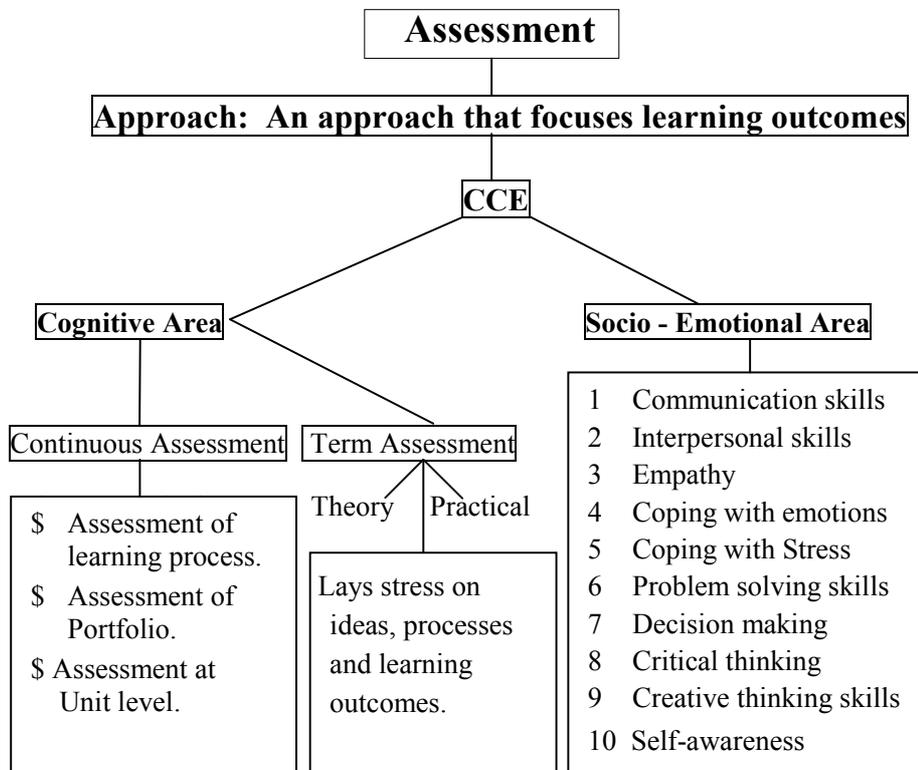
Higher Secondary level employs grading system to assess subjects in cognitive area. 9 Point Absolute Grading is used for this.

The table given below can be used for this.

| Score Percentage | Grade |
|-------------------------|--------------|
| 90-100 | A+ |
| 80-89 | A |
| 70-79 | B+ |
| 60-69 | B |
| 50-59 | C+ |
| 40-49 | C |
| 30-39 | D+ |
| 20-29 | D |
| Below 20 | E |

To be eligible for higher studies, the learner in the higher secondary should get a minimum of D+ (30-39 %) for each subject in the combined score of CE +TE (Public exam). In addition, he should score a minimum of D+ for TE too.

The formats for assessment are given as Annexure I and II.



3. Language Approach

Second-language learning is the process by which people learn a second language. Second language refers to any language learned in addition to a person's first language. In the emerging language approaches, there has been a significant shift toward greater attention to reading and writing as a complement of listening and speaking, based on a new awareness of significant differences between spoken and written languages, and on the notion that dealing with language involves an interaction between the text on the one hand, and the culturally-based world knowledge and experientially-based learning of the receiver on the other.

Second-language acquisition can be divided up into five stages: preproduction, early production, speech emergence, intermediate fluency, and advanced fluency. The first stage is preproduction, also known as the silent period. Learners at this stage have a receptive vocabulary of up to 500 words, but they do not yet speak their second language. Not all learners go through a silent period. Some learners start speaking straight away, although their output may consist of imitation rather than creative language use. Others may be required to speak from the start as part of a language course. For learners that do go through a silent period, it may last around three to six months.

The second stage of acquisition is early production, during which learners are able to speak in short phrases of one or two words. They can

also memorize chunks of language, although they may make mistakes when using them. Learners typically have both an active and receptive vocabulary of around 1000 words. This stage normally lasts for around six months.

The third stage is speech emergence. Learners' vocabularies increase to around 3000 words during this stage, and they can communicate using simple questions and phrases. They may often make grammatical errors. The stage after speech emergence is intermediate fluency. At this stage, learners have a vocabulary of around 6000 words, and can use more complicated sentence structures. They are also able to share their thoughts and opinions. Learners may make frequent errors with more complicated sentence structures. The final stage is advanced fluency, which is typically reached somewhere between five and ten years of learning the language. Learners at this stage can function at a level close to native speakers.

Syriac as a Second Language

Syriac is a member of the western Asian family of languages, called the Semitic group. It became the Lingua Franca of the Near East by the 6th century BC. There emerged a large body of literature from 3rd to 13th century AD and is still used today as the literary language, liturgical language and as a language of communication of certain places. In the higher secondary level we aim the first three levels of language learning.

Many aspects of Syriac grammar are of complex nature. It is different from the grammar of Malayalam or English. Therefore an interference of the knowledge of mother tongue or English is possible in the learning of certain aspects of Syriac grammar. At the same time some similarities also can be found between these languages which help the

learners to acquire them easily. So teachers are advised to take maximum care while adopting methods of teaching or various activities in the learning process.

The present curriculum of Syriac is framed with an aim to impart a basic knowledge in Syriac language. It treats language as communication. It is assumed that a language is best learned when the learner is using it. By learning the rules of grammar and a few words may not help to achieve this goal. Our aim is that, whatever little language the learner possesses, he/she must be able to use them in actual life situations.

In this source book the teacher can find various kinds of steps to be followed in the teaching and learning process. Certain steps have been implemented to introduce new grammar structures, vocabulary, reading text etc. It gives enough freedom to teachers to choose their own methods, materials and techniques when necessary. Here the teacher is introduced to a variety of situations, examples, exercises and activities. From the very beginning of the teaching of Syriac, it is necessary to provide a language situation in the classroom for which mother tongue and English may be used. A language is acquired through rich exposure to its usage in effective communication. The language activities should have some relevance to the real life situations. Pupils have to learn themselves under the guidance of the teacher, who provides necessary environment for that purpose.

Following are some techniques to be used for effective acquisition of language.

- Individual, pair and group work.

- Use of language game, puzzles/crosswords, cartoons, picture cards, letter cards, phonic cards, word cards, charts, CDs, internet etc
- Retelling/narrating of rhymes, texts, stories, conversations, anecdotes etc.
- Construct and perform dialogues.
- Simple language projects.

Outcome

(1) Listening

Pupils listen and understand the sounds of Syriac letters, phonemes words, syllables in words, their stressed and unstressed positions, various types of intonations and meaning of words.

Listen to the teacher, CDs, internet programs and other students.

(2) Speaking

Reproduction of speech sounds, name of objects, simple sentences, simple questions, practice appropriate word stress and intonations, Say words and expression of greetings, say proverbs etc.

(3) Writing

Write letters, words, names, sentences etc,

Write dictations, simple compositions etc.

(4) Communication skills

Participation of the pupils to make conversation between the teacher and students.

Use of language structures in different life situations, acquire the art of questioning, narration of /retelling of texts, rhymes etc.

(5) Vocabulary

Each new word or phrase is to be presented in a meaningful context and later in other contexts by the pupils.

New words are to be introduced using the pictures of object, actions, gestures etc.

By giving equivalent words in English/mother tongue.

Giving explanations through antonyms, synonyms etc.

4. Learning Outcomes

Unit 1

- 1.1. Read the given text and answer the comprehension questions
- 1.2. Use the vocabulary in appropriate situation
- 1.3. Identify one's own talents and appreciate talents of others
- 1.4. Evaluate the content of the lesson
- 1.5. Categorize the singular and plural number and masculine and feminine gender of nouns and adjectives from the given passage
- 1.6. Use the nouns and adjectives as per number and gender
- 1.7. Classify (ܡܨܘܒܘܬܐ ܡܨܘܒܘܬܐ) the words according to its ending, example

ܡܨܘܒܘܬܐ ܡܨܘܒܘܬܐ ܡܨܘܒܘܬܐ ܡܨܘܒܘܬܐ

Unit 2

2. 1. Comprehend and write the qualities of good personality.
2. 2. Identify the prepositions in Syriac
2. 3. Classify the prepositions into first and second categories.
2. 3. Write the pronominal suffixes of the prepositions of different categories
2. 4. Identifies the suffixes, ܐ ܘ ܝ ܝܘ ܝܘܘ that are added to the prepositions

2. 4. List the prepositions which take the singular pronominal suffixes and the prepositions which take the plural pronominal suffixes
2. 5. Use the suffixed forms of preposition in different situations.
2. 6. Comment on the message of the lesson “No one shall praise anything, except by experience found to be helpful to him.”
2. 7. Write small sentences using the prepositions.

Unit 3

3. 1. Comment on the saying “one shall not imitate on anything outside of his nature.”
- 3.2 Aware that the inborn qualities of the creatures cannot be created.
3. 3. Translate the new words and phrases in to English
3. 4. Make sentences using personal pronouns such as
3. 5. List the singular and plural personal pronouns with the enclitic form

ܝܢܢܐ ܝܢܢܐ , ܝܢܢܐ ܝܢܢܐ , ܝܢܢܐ ܝܢܢܐ

ܝܢܢܐ ܝܢܢܐ , ܝܢܢܐ ܝܢܢܐ , ܝܢܢܐ ܝܢܢܐ

ܝܢܢܐ ܝܢܢܐ , ܝܢܢܐ ܝܢܢܐ , ܝܢܢܐ ܝܢܢܐ

ܐܘܢܘܢܐ ܘܢܘܢܐ ܘܢܘܢܐ ܘܢܘܢܐ

3. 6. Identify the use of ܢܘܢܐ and ܐܘܢܘܢܐ as verb “to be”

3. 7. Identify different forms of ܢܘܢܐ and ܐܘܢܘܢܐ in relation with number and gender

3. 8. Write simple sentences using the suffixed forms of ܢܘܢܐ and ܐܘܢܘܢܐ agreeing with the subject in number and gender

Unit 4

4.1. Practice the sublime values of life and morals.

4.2. Observe the philosophy of life from nature.

4.3. Categorize the demonstrative pronouns which points out the objects that are near and far such as

ܐܘܢܘܢܐ ܘܢܘܢܐ ܘܢܘܢܐ ܘܢܘܢܐ

ܐܘܢܘܢܐ ܘܢܘܢܐ ܘܢܘܢܐ ܘܢܘܢܐ

4.4. Narrate past events using past tense agreeing with the subject in number and gender.

4.5. Identify different forms of verbs both strong and weak

Unit 5

5. 1. Write the words of family relations
5. 2. Make notes on the theme of the lesson
5. 3. Respect elders and honourable persons.
5. 4. Honour the sanctity of motherhood.
5. 5. Identify and write the different state of nouns and adjectives such as
Emphatic, Construct and Absolute
5. 6. Make sentences of possession using construct state
5. 7. Rewrite the sentences beginning with construct state
5. 8. Recognize the correct use of construct state in sentences

Unit 6

6. 1. Identify the inborn talents of each one and the necessity to blossom the hidden talents.
- 6.2. Appreciate the dignity of labour
6. 3. Apply the use of **ܕܒܗܗ ܠܒ** and **ܕܒܗܗ ܠܒ** as verbs “to have” in
appropriate situations
6. 4. Identify different forms of **ܕܒܗܗ ܠܒ** and **ܕܒܗܗ ܠܒ** in relation with
number gender and person
- 6.5 Construct sentences as per the syntactical order of Syriac language

Unit 7

7. 1. Make notes on Second Syrian immigration and its impact on Kerala culture
7. 2. List the factors which led to the relation between the Persian church and the Syrians of Malabar
7. 3. List the documentary evidences such as Persian crosses and the testimony of Cosmos Indicopleustes for the relation between the Persian church and the Syrians of Malabar
7. 4. Discuss and write the Portuguese influence on Syriac language and literature
7. 5. Differentiate the attitudes of Portuguese and the Syrians of Malabar
7. 6. Evaluate the impact of Diamper Synod on Syriac language and literature

Unit 8

8. 1. Comprehend and list the causes and after effects of Coonan Cross Oath
8. 2. State the reasons West Syriac being introduced in Kerala
8. 3. Categorize the Syriac inscriptions in Kerala
8. 4. Comprehend and make notes on Syriac inscriptions in Kerala
8. 5. Collect information on the method of writing Syriac Karshon in Kerala
8. 6. Prepare the list of important Syriac libraries and study centres in Kerala

5. SCHEME OF WORK

SYLLABUS

| | |
|--------|--|
| Unit 1 | ܡܘܨܘܨܘܬܐ |
| Unit 2 | ܩܕܝܫܘܬܐ |
| Unit 3 | ܡܝܫܝܢܐ |
| Unit 4 | ܡܫܝܚܐ |
| Unit 5 | ܩܕܝܫܐ |
| Unit 6 | ܩܕܝܫܐ ܕܩܕܝܫܐ |
| Unit 7 | Development of Syriac tradition in Kerala |
| Unit 8 | Development of East Syriac and west Syriac in Kerala |

YEAR PLAN AND SCHEME OF WORK

| No | Lesson | Periods | Months | Special Method | Special Learning Aid |
|----|--------------|---------|--------|------------------------------------|----------------------|
| 1 | ܕܩܕܝܫܐ ܡܫܝܚܐ | 10 | June | Handout discussion Referring | ICT |

| | | | | | |
|----|--|----|----------|--|-----------------------------------|
| | | | | dialogues | |
| 15 | ܬܠܟܐ ܠܗܘܐ ܦܘܢܝܐ | 7 | November | Discussion Collecting songs | ICT |
| 16 | ܦܘܢܝܐ | 10 | December | Discussion | ICT |
| 17 | ܝܘܢܝܐ ، ܝܘܢܝܐ | 7 | December | Free interaction | ICT |
| 18 | ܦܘܢܝܐ | 7 | December | Writing conversation Correcting false sentences | ICT |
| 19 | Development of Syriac tradition in Kerala | 10 | January | Conducting seminar Visiting places Preparing project fieldtrips Uses ICT | Video Maps, Charts Globe |
| 20 | Development of East Syriac and west Syriac in Kerala | 10 | January | Power point presentation Reads and analyses the script. Conducts a documentary show. Collecting Syriac inscriptions Describing pictures. | ICT Maps, Charts Globe |

PART B

UNIT ANALYSIS

Unit 1

ܐܘܡܢܐ

I. Introduction

Through the transaction of this unit, it is aimed that the students acquire the ability to face the difficult situations and challenges in life that they may encounter. The first unit consists of three lessons. First lesson is the story of a shepherd and a wolf. It is about a shepherd who practised his profession with courage and firm determination even in a difficult situation. The author says, “Everyone is wise in his own workmanship.” The second and third lessons have been included to explain the language elements ܐܘܡܢܐ ܘܩܘܪܐܢܐ ܘܩܘܪܐܢܐ

and ܐܘܡܢܐ ܘܩܘܪܐܢܐ ܘܩܘܪܐܢܐ

II. Attitudes and values

- Develop self confidence
- Identify one’s own talents and appreciate each other
- Develop attitude to strengthen social commitment
- Create self-respectful attitude

III. Unit Analysis
Unit Frame

| Concepts | Process/Activity/Assessment | Learning Outcomes |
|--|--|--|
| <p>أَهْمُكُنَّا</p> <p>مَسِينًا يَتَقَدُّونَا</p> <p>هَمَّةٌ مَدُونَا</p> <p>كَيْفَا يَتَقَدُّونَا</p> <p>هَمَّةٌ مَدُونَا</p> | <ul style="list-style-type: none"> • Listens repeats and reads the given lines • Read the given text and answer the comprehension questions • Handout discussion • Referring dictionaries and glossaries • Find out and write folk songs and make questions and answers. • Identify and write name of objects • Listens to simple stories. • Writes simple sentences based on the stories. • Identifying and accepting the abilities of each other. | <p>1. 1. Read the given text and answer the comprehension questions</p> <p>1. 2. use the vocabulary in appropriate situations</p> <p>1.3 Identify one's own talent and appreciate the talents of others</p> <p>1.4 evaluate the theme of the lesson "each one is wise in his own workmanship"</p> <p>1. 5. categorize singular and plural numbers and masculine and feminine genders of nouns and adjectives from the given passage</p> <p>1. 6. use nouns and</p> |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • Describing pictures. • Listing forms of same words • Finding singular and plural forms of nouns • Finding masculine and feminine gender. • Completing description • Doing word games • Writing simple sentences. • Writes short description using describing words. • Translating sentences into Syriac. • Preparing display cards. • Categorize different forms of nouns and adjectives. • Completing tables with singular and plural forms. | <p>adjectives as per number and gender</p> <p>1.7. Classify (ܡܚܒܘܬܐ) the words (ܡܚܒܘܬܐ) according to its ending. Example ܡܚܒܘܬܐ — ܡܚܒܘܬܐ — ܡܚܒܘܬܐ</p> |
|--|--|---|

| | | |
|--|---|--|
| | <ul style="list-style-type: none">• Participating in language games• Writing conversation. | |
|--|---|--|

Towards the unit

Process (page7-10)

Learning outcome

1.1 Read the given text and answer the comprehension questions

The teacher sings a familiar song loudly and the learners listen to the teacher and repeat after the teacher

Example

أَمْنَا وَوُسْمَ مَعْلَفُنَا

نَهْدَا هَقَّيْ مَعْلَفُنَه

أَمْنَا وَوُسْمَ حَلُنَا

لَا حَلُّا وَنَهْدَا حَمْنَا

Teacher distributes the handouts of the same song and learners one by one read it

أَمْنَا وَوُسْمَ مَعْلَفُنَا

ܢܘܗܘܐ ܗܘܝܟܝܠܝܢ ܡܘܠܟܘܬܗ

ܐܡܢܐ ܘܘܨܡ ܚܝܠܝܢܐ

ܠܐ ܡܚܝܐ ܘܢܘܗܘܐ ܡܘܠܟܝܢܐ

Teacher asks the following questions

1. ܘܡܚܝܐ ܡܘܠܟܝܢܐ ܗܘܝܟܝܠܝܢܐ؟

2. ܘܡܚܝܐ ܡܘܠܟܝܢܐ ܠܐ ܡܚܝܐ ܘܢܘܗܘܐ ܡܘܠܟܝܢܐ؟

The learners read the given handouts discuss among themselves and answer the comprehension questions

Example

1. ܐܡܢܐ ܘܘܨܡ ܡܘܠܟܝܢܐ

2. ܐܡܢܐ ܘܘܨܡ ܚܝܠܝܢܐ

Learning outcome

1.2 Use the vocabulary in appropriate situation

The teacher shows the learners an office table with a lot of things on it. The learners observe the things on the table and write the names of them in the following way.

(ܕܘܚܝܠܝܢܐ : ܡܘܠܟܝܢܐ ܘܘܨܝܢܐ : ܐܘܚܝܠܝܢܐ

ܡܘܠܟܝܢܐ : ܘܘܨܝܢܐ : ܕܘܚܝܠܝܢܐ : ܡܘܠܟܝܢܐ)

ܟܘܨܘܢܐ . ܨܘܨܘܢܐ

Example

ܘܢܘܢܐ ܘܚܘܨܘܢܐ

ܘܢܘܢܐ ܘܨܘܨܘܢܐ

ܘܢܘܢܐ ܘܨܘܨܘܢܐ

ܘܢܘܢܐ ܘܨܘܨܘܢܐ

Assessment

Write four questions and their answers, when two friends meet together in the school after the major holidays

Process (page 9-11)

Learning outcomes

1.3 Identify one's own talent and appreciate the talents of others

1.4 evaluate the theme of the lesson "each one is wise in his own workmanship"

Discussion

Teacher narrates the story of a monkey, a rabbit, a frog and a turtle that played the game "hide and seek." The rabbit started to count one, two, three etc. The frog and turtle jumped in to the river and hide. Seeing them the monkey also jumped in to the river. Frog and turtle told the monkey "You cannot hide in the river. You go to the forest and climb up the trees".

Discuss on the following:

Each one has his own skill

The teacher shows the pictures of **ܘܚܠܐ** and **ܘܐܟܐ** and asks them to discuss and find out the abilities of each one and to write four of them on the basis of the lesson **ܐܘܡܢܐܘܢܐ**

Hints

ܣܘܒܘܠܐ ܐܘܚܠܐ ܣܘܠܠܐ ܕܘܚܠܐ

Example

1. **ܘܚܠܐ ܐܘܚܠܐ ܣܘܒܘܠܐ**

2. **ܘܐܟܐ ܐܘܐܟܐ ܣܘܒܘܠܐ**

Write five capabilities of yourself and any of your best friends

Example

1. **ܘܣܒܘܠܐ ܐܘܣܒܘܠܐ ܣܘܒܘܠܐ**

2. **ܘܣܒܘܠܐ ܐܘܣܒܘܠܐ ܣܘܒܘܠܐ**

Process (page 12-28)

Learning outcomes

1.5. Categorize singular and plural numbers and masculine and feminine genders of nouns and adjectives from the given passage

1.6. Use nouns and adjectives as per number and gender

1.7. Classify the words according to its ending **ܐܘܠܐ** — **ܐܘܠܐ** — **ܐܘܠܐ**

With the help of power point teacher shows different pictures. Teacher narrates the things using describing words in different number and gender. Learners observe the picture and identify the nouns and describing words with the varying terminations.

Teacher:

ܘܢܐ ܘܚܐ ܘܠܟܢܐ ܘܠܟܢܐ
ܘܠܟܢܐ ܘܠܟܢܐ ܘܠܟܢܐ
ܘܠܟܢܐ ܘܠܟܢܐ ܘܠܟܢܐ
ܘܠܟܢܐ ܘܠܟܢܐ ܘܠܟܢܐ

Now the learners list the forms of the same word

ܘܠܟܢܐ ܘܠܟܢܐ ܘܠܟܢܐ
ܘܠܟܢܐ ܘܠܟܢܐ ܘܠܟܢܐ

They found out that many nouns and adjectives have got singular and plural number; and masculine and feminine gender

Teacher shows some pictures with the names and describing words written below it

Example

ܘܠܟܢܐ ܘܠܟܢܐ
ܘܠܟܢܐ ܘܠܟܢܐ

مَلِكًا صَدِيقًا

أَمْرًا حَسَنًا

The learners discuss among themselves and identify the changes that come upon the describing words as per the subject and list them

The teacher shows the picture in which it is written in the following way to the learners. They describe the picture

Eg. Good king
 Good kings
 Good queen
 Good queens

مَلِكًا صَدِيقًا

مَلِكًا صَدِيقًا

مَلِكًا صَدِيقًا

مَلِكًا صَدِيقًا

Small boy
Small boys
Small girl
Small girls

Word game

Call each student to the front of the class. Give the learner one of the topics given below. One should say and write three short sentences about it.

1. My father
2. My mother
3. My sister

Example

أَحَدٌ يَوْمٌ مَّخْفِيٌّ مَّخْفِيٌّ

يَوْمٌ مَّخْفِيٌّ مَّخْفِيٌّ مَّخْفِيٌّ

أَحَدٌ يَوْمٌ مَّخْفِيٌّ مَّخْفِيٌّ

Teacher consolidates the rules of the formation of the number and gender of nouns ending in

أَحَدٌ يَوْمٌ مَّخْفِيٌّ مَّخْفِيٌّ

Assessment

1. Learners read the lesson in groups find out masculine singular nouns, masculine plural nouns, feminine singular nouns and feminine plural nouns
2. Learners categorize the different forms of nouns and adjectives given in the text
3. Learners write the singular and plural in two different columns

(أَحَدٌ يَوْمٌ مَّخْفِيٌّ مَّخْفِيٌّ)

Singular

Plural

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. Form two teams A and B. One from team A will call out a noun or an adjective in the singular form. Then one from team B will come out with the word in the plural form

And write it on the black board. Thus it continues. When team A's turn is over, team B begins and team A should answer. Repeat with other groups as necessary

Words for the game

ܡܠܚܘܬܐ ܐܘܬܐ ܐܘܬܐ ܐܘܬܐ ܐܘܬܐ ܐܘܬܐ

5. Correct mistakes in the dialogue

ܐܘܬܐ ܐܘܬܐ ܡܠܚܘܬܐ ܐܘܬܐ

ܐܘܬܐ ܐܘܬܐ ܡܠܚܘܬܐ ܐܘܬܐ

ܐܘܬܐ ܐܘܬܐ ܡܠܚܘܬܐ ܐܘܬܐ

ܐܘܬܐ ܐܘܬܐ ܡܠܚܘܬܐ ܐܘܬܐ

6. Children in groups find out the number and gender of the nouns and adjectives of the text given above and write down.
7. Read the following composition and circle the names of persons

ܡܥܪܘܢ ܐܚܕ ܐܘܪܝܢܐ

ܐܘܪܝܢܐ ܐܘܪܝܢܐ ܐܘܪܝܢܐ

ܐܘܪܝܢܐ ܐܘܪܝܢܐ ܐܘܪܝܢܐ

ܐܘܪܝܢܐ ܐܘܪܝܢܐ ܐܘܪܝܢܐ

8. The teacher shows the picture in which it is written in the following way to the learners. They describe the picture

Good king

Good kings

Good queen

Good queens

ܡܠܟܐ ܐܘܪܝܢܐ

ܡܠܟܐ ܐܘܪܝܢܐ

ܡܠܟܐ ܐܘܪܝܢܐ

ܡܠܟܐ ܐܘܪܝܢܐ

Small boy

Small boys

Small girl

Small girls

ܠܟܘܢܐ ܪܥܘܘܐ

ܠܟܘܢܐ ܪܥܘܘܐ

ܠܟܘܢܐ ܪܥܘܘܐ

ܠܟܘܢܐ ܪܥܘܘܐ

They are asked to discuss the changes that come upon the words and to write them down.

9. Teacher display a chart and ask the students to translate the sentence in the given order

Good king

Hardworking boys

Beautiful girls

Wise kings

Clever teacher

ܡܠܟܐ ܪܥܘܘܐ

ܠܟܘܢܐ ܪܥܘܘܐ

(ܕܢܗܝܠܐ . ܩܘܠܐ ܘܐܚܝܢܐ . ܐܘܕܥܝܠܐ
 ܩܘܠܐ . ܐܘܕܥܝܠܐ . ܕܢܘܠܐ . ܕܩܘܠܐ .
 ܕܩܘܠܐ . ܕܩܘܠܐ)

Example

ܐܘܠܐ ܕܢܗܝܠܐ
 ܐܘܠܐ ܕܩܘܠܐ ܘܐܚܝܢܐ
 ܐܘܠܐ ܕܐܘܕܥܝܠܐ
 ܐܘܠܐ ܕܩܘܠܐ

C E Activities

1. Write ten sentences about the school describing your friends and teachers

TE

1. Complete the table

| | | | | |
|----------|-------|-------|-------|-------|
| Singular | ܕܩܘܠܐ | | ܕܩܘܠܐ | ܕܩܘܠܐ |
| Plural | | ܕܩܘܠܐ | | |

2. Explain the following

ܕܩܘܠܐ ܕܩܘܠܐ ܕܩܘܠܐ ܕܩܘܠܐ

3. Translate into English:

1. .1. وُحِلُّا سَبْ سَا حَبَا

2. .2. مَفْعِلَا هِوَا اَسْ سَنَلَا سَكَلَسَلَا

3. .3. هَبْزَا حَكَه. مَكَا

4. .4. اَمَّه خَهْمُرْ ؟

5. .5. مَكُم حَاهُ مَعْنَاهُ سَم

4. Choose the correct word from the brackets and complete the sentences:

(وُحِلُّا لُخَا مَلُكَا مَكَا كَتَمَا حَتَمَا)

1. .1. مَلُكَا سَبْ : لَوْب

2. .2. وُحِلُّا لُخَا : وُحَلُّا (.....)

3. .3. مَلُكَا سَبْ : لَوْب

4. .4. حَا مَفْعِلَا : مَفْعِلَا

5. Use the appropriate words and make meaningful sentences:

1. .1. حَا لُخَا : حَا (.....)

2. .2. وُحِلُّا مَعْنَاهُ : وُحِلُّا (وُحَلُّا) (.....)

4. ܘܢܐ ܡܠܟܐ :ܡܠܟܐ

8. Complete the sentences choosing correct word that agrees with the subject:

(ܘܚܕܐ ܐܝܢܐ ܗܝܢܐ ܡܠܟܐ)

1. ܐܡܐ ܡܠܟܐ : ܐܡܐ

2. ܐܝܕܐ ܐܝܢܐ : ܡܠܟܐ

3. ܡܠܟܐ ܗܝܢܐ : ܡܠܟܐ

4. ܘܚܕܐ ܡܠܟܐ : ܘܚܕܐ

9. Complete the following using the words given in the brackets:

(ܡܠܟܐ ܡܠܟܐ ܡܠܟܐ ܡܠܟܐ)

1. ܡܠܟܐ

2. ܡܠܟܐ

3. ܡܠܟܐ

4. ܡܠܟܐ

Unit 2

فِرْزُهُ

Introduction

This unit aims to inculcate in the students a capacity to understand the nobility of life on the earth. Nothing in this world is insignificant. Three lessons have been included in the unit. The first lesson is a story of a stag. It rejoiced at the beauty of its horns, but was ashamed of the thinness of its legs. But when the stag is in danger, the thin legs prove to be of great help, whereas the horns it had been proud of, land it in trouble. The author says “no one shall praise anything, except that which is found to be helpful to him by experience.” The second and third lessons carry important items of grammar, **فِرْزُهُ** and **فِرْزُهُ**

فِرْزُهُ

II. Attitudes and values

- Develop self-confidence and leadership quality
- Identify one's own talents and appreciate each other
- Develop creative thinking
- Ensure equality in learning activities

III. Unit Analysis

| Concept | Process / Activity / Assessment | Learning outcome |
|---------|---|--|
| | <ul style="list-style-type: none">Learners discuss among themselves and translate the sentences in to | 2.1. identify the prepositions in Syriac |

Towards a unit

Process (page 29-44)

Learning outcome

- 2.2. Identify the prepositions in Syriac
- 2.3. Classify the prepositions into first and second categories.
2. 4. Write the pronominal suffixes, added to the prepositions of different categories
2. 5. Identify the suffixes that are added to the prepositions
2. 6. List the prepositions which take the singular pronominal suffixes and the prepositions which take the plural pronominal suffixes
2. 7. Use the suffixed forms of prepositions in different situations

Process

Teacher with the help of PowerPoint presents the following. The learners read it.

ܘܫܘܒܘ ܗܘܢܐ ܕܘܫܘܒܘ ܕܘܫܘܒܘ
ܘܫܘܒܘ ܗܘܢܐ ܕܘܫܘܒܘ ܕܘܫܘܒܘ
ܘܫܘܒܘ ܗܘܢܐ ܕܘܫܘܒܘ ܕܘܫܘܒܘ
ܘܫܘܒܘ ܗܘܢܐ ܕܘܫܘܒܘ ܕܘܫܘܒܘ

Learners discuss among themselves and translate the sentences in to English

They identify the words which show the position, and the words which indicate the direction, such as ܘܫܘܒܘ ܗܘܢܐ ܕܘܫܘܒܘ ܕܘܫܘܒܘ etc..

Unit 3

ܡܕܘܢܐ ܕܡܘܢܐ

Introduction

By the transaction of this unit, the learner gets an opportunity to understand that the inborn qualities of creatures cannot be changed. But these qualities can be developed in to useful skills by constant practising. This unit also deals with the importance of aptitude. One of the characters that figure in the conversation **ܡܘܢܐ ܕܡܘܢܐ** recognizes its innate gifts and develops them to succeed in life, while **ܡܘܢܐ ܕܡܘܢܐ** fails to identify its capabilities or to develop them. The conversation ends with a dictum “one shall not imitate anything outside his nature.” The last lessons have been given to make the learners understand the use of **ܡܘܢܐ ܕܡܘܢܐ** and **ܡܘܢܐ ܕܡܘܢܐ** (Personal pronouns)

II. Attitudes and values

- Get awareness of the basic concepts of nature
- Identify one's own talents and appreciate each other
- Develop attitude to strengthen social commitment
- Create self-respectful attitude

III. Unit Analysis

Unit Frame

| Concept | Process / Activity / Assessment | Learning outcome |
|---|---|--|
| <p>ܩܘܪܒܐܢܐ</p> <p>ܐܢܐ ܗܘܐ ܗܘܐ</p> <p>ܐܢܐ ܗܘܐ ܗܘܐ</p> <p>ܐܢܐ ܗܘܐ ܗܘܐ</p> | <ul style="list-style-type: none"> • Watch video clippings of following students who have won the first prize in the competitions <ol style="list-style-type: none"> 1. Light music 2. Recitation 3. Mono act 4. Mimicry 5. Dance etc. <ul style="list-style-type: none"> • discuss among themselves in groups and present the report • discuss the famous Multiple Intelligence theory • Write and enact a skit of an individual who identified the inborn qualities and succeeded in life and the individual who blindly followed the nature of others and | <p>3. 1. comment on the saying “one shall not imitate anything outside his nature.”</p> <p>3. 2. understand that the inborn qualities of creatures cannot be changed</p> <p>3. 3. translate the new words and phrases in to English</p> <p>3. 4. list the singular and plural personal pronouns with the enclitic form</p> |

| | | |
|--|---|---|
| | forms of ܐܘܪܝܢܐ and ܐܘܪܝܢܐ in separate columns in singular and plural number <ul style="list-style-type: none">● Sentence completion● Complete description | 3. 8. write simple sentences using the suffixed forms of ܐܘܪܝܢܐ and ܐܘܪܝܢܐ agreeing with the subject in number and gender |
|--|---|---|

Towards a unit

Process (page 45-60)

Learning outcome

- | |
|---|
| 3. 1. Comment on the saying “one shall not imitate anything outside his nature.” 3. 2. Understand that the inborn qualities of creatures cannot be changed |
|---|

Process

Teacher shows the video clippings of following students who have won the first prize in

1. Light music
2. Recitation
3. Mono act
4. Mimicry
5. Dance etc.

Activity

Students discuss among themselves in groups and presents the report

Discussion point

Why does one get the prize in a particular item?

Why one does not get prize in all items?

Teacher consolidation

Each one has got his own aptitude, efficiencies, and inborn qualities in a particular field.

Education helps to bring these qualities out and to develop them.

Now the students discuss the famous Multiple Intelligence theory

What are the eight types of intelligence seen in a man?

How do the educationists apply this theory in the curriculum?

Group Activity

Write and enact a skit of an individual who identified the inborn qualities and succeeded in life

and the individual who blindly followed the nature of others and failed in life

Teacher assessment

*Comment on the saying, “one shall not imitate anything outside his nature.”

*Read the text and write the meaning of the new words with the help of a dictionary

*Give your opinion on “the inborn qualities of creatures cannot be changed.”

..... أَيْدِ الْأُمَمَا
..... أَيْدِ مَدِينَا
..... هُوَ يَلْمَا
..... هُوَ يَلْمَا

Interaction

Divide the class in to two groups A and B. Ask one student from group A to read a sentence

with proper nouns. Let one student from group B, make a sentence with personal pronoun and its

enclitic form replacing the nouns. Example

أَنَا هُوَ وَصِر .
هُوَ هُوَ حَقِّبُوا لَوْحًا

Composition

Fill in the blanks with correct enclitic forms. Example:-

أَنَا إِنَّا مَلَكُنَا .
أَنَا طَائِفَةً
كَيْفَ وَكَيْفَ هَمَّسْتُ أَنَّهُ سَحَبًا .

ܘܢܝܢܐ ܘܢܝܢܐ ܘܢܝܢܐ ܘܢܝܢܐ ܘܢܝܢܐ ܘܢܝܢܐ ܘܢܝܢܐ ܘܢܝܢܐ ܘܢܝܢܐ ܘܢܝܢܐ

Teacher assessment

Write ten sentences using all the ten enclitic forms of personal pronouns

*Look at these sentences

ܐܢܝܢܐ ܘܢܝܢܐ ܘܢܝܢܐ

Write the different forms of ܐܘܡܐ and ܐܘܡܝܢ in separate columns in singular and plural number

Composition

Fill in the following sentences with correct forms of ܐܘܡܐ and ܐܘܡܝܢ

ܐܘܡܐ ܐܘܡܝܢ ܘܠܗܘܢ ܘܠܗܘܢ ܘܠܗܘܢ ܘܠܗܘܢ

*What do the repeated personal pronouns mean?

Activity

Write in column B the enclitic form that can be used with the nouns given in column A

| B | A |
|-------------|-----------------|
| أَنَا أَنَا | أَنَا وَه |
| | أَنَا لَأَهْمَا |
| | أَنَا مَحْضَر |
| | هَ هَ لَكْنَا |
| | هَ هَ لَكْنَا |

Interaction

Divide the class in to two groups A and B. Ask one student from group A to read a sentence with proper nouns. Let one student from group B, make a sentence with personal pronoun and its enclitic form replacing the nouns.

Example

أَنَا هَ هَ وَصَر .
 هَ هَ هَ حَقْبُوا لَأَوْبِ ❖

Composition

Fill in the blanks with correct preposition

أَنَا إِنَّا مَلْعُونًا.

أَنَا دَامَعَهُ لَأَنَّ كَيْفَ زَكَّيْتَهُ هَمَّسْتُ أَنَّهُ سَخِيْب.

هُنَّ \ سَخَّعَا هُجَا.

Teacher assessment

Write ten sentences using all the ten enclitic forms of personal pronouns

Look at these sentences

أَنَا أَنَا كَ مَلْعُونًا.

أَيْدَا أَنَا كُو مَلْعُونًا.

أَيْدَا أَنَا كُو مَلْعُونًا.

هُنَّ أَنَا كَه مَلْعُونًا.

هُنَّ أَنَا كَه مَلْعُونًا.

سَخَّيْتَهُ أَنَا كَي مَلْعُونًا.

أَيْدَاهُ \ أَنَا كَحَّيْتَهُ مَلْعُونًا.

أَيْدَاهُ أَنَا كَحَّيْتَهُ مَلْعُونًا.

هُنَّ \ أَنَا كَهَّيْتَهُ مَلْعُونًا.

هُنَّ \ أَنَا كَهَّيْتَهُ مَلْعُونًا.

*Write the different forms of **ܐܘܘܪܐܝܢܐ** and **ܐܘܘܪܐܝܢܐ** in separate columns in singular and plural number

Learning outcome

- 3.6. Identify the use of **ܐܘܘܪܐܝܢܐ** and **ܐܘܘܪܐܝܢܐ** as verb “to be”
- 3.7. Identify different forms of **ܐܘܘܪܐܝܢܐ** and **ܐܘܘܪܐܝܢܐ** in relation with number and gender
- 3.8. Write simple sentences using the suffixed forms of **ܐܘܘܪܐܝܢܐ** and **ܐܘܘܪܐܝܢܐ** agreeing with the subject in number and gender

Process

Activity

Write in column B the enclitic form that can be used with the nouns given in column A

| B | A |
|-----------------------|-----------------|
| ܐܘܘܪܐܝܢܐ | ܐܘܘܪܐܝܢܐ |
| | ܐܘܘܪܐܝܢܐ |

Interaction

Divide the class in to two groups A and B. Ask one student from group A to read a sentence with proper nouns. Let one student from group B, make a sentence with personal pronoun and its enclitic form replacing the nouns.

Example

ܐܘܢܐ ܘܚܘܘܢ ܘܘܨܪܐ.

ܐܘܢܐ ܘܚܘܘܢ ܘܘܨܪܐ ܘܘܨܪܐ.

Composition

Fill in the blanks with correct preposition

ܐܘܢܐ ܐܘܢܐ ܘܘܨܪܐ.

ܐܘܢܐ ܘܘܨܪܐ ܘܘܨܪܐ ܘܘܨܪܐ ܘܘܨܪܐ.

ܘܘܨܪܐ ܘܘܨܪܐ ܘܘܨܪܐ.

Teacher assessment

Write ten sentences using all the ten enclitic forms of personal pronouns

*Look at these sentences

ܐܘܢܐ ܐܘܢܐ ܘܘܨܪܐ.

ܐܘܢܐ ܐܘܢܐ ܘܘܨܪܐ.

ܐܘܢܐ ܐܘܢܐ ܘܘܨܪܐ.

UNIT 4

ܡܢܒܗ ܕܗܘܝܢ

I. Introduction

Through the transaction of this unit better values and sense of morality can be developed among learners. They are aware of the fact that the nature itself is bearing its own eternal values so that the learner can be conscious that it is their duty to perpetuate the life values and moralities. Extension of the usage of demonstrative pronouns in the relevant life situations is included. Usage of past tense of verbs is also dealt with.

II. Attitudes

Cultivate sublime values of life

Observe nature

Learn the philosophy of life from nature

III. Unit Analysis

Unit Frame

| Concept | Process/Activity/Assessment | Learning Outcomes |
|------------|---|--|
| ܡܢܒܗ ܕܗܘܝܢ | <ul style="list-style-type: none">• Exhibits paper cuttings on current issues.• Discusses and compares.• Critically analyses the incidents• Makes a comparison | 4.1. Practice the sublime values of life and morals. |

| | | |
|--|--|--|
| <p>መደብ ልዩ</p> <p>መደብ ልዩ (Demonstrative pronouns)</p> | <p>between the good tree and bad tree</p> <ul style="list-style-type: none"> Writes down the differences between the good and bad trees. Relates these characteristics to good and bad personalities. Writing simple sentences. Completing the sentences <ul style="list-style-type: none"> Fill in the blanks. Preparing display cards. Categorize different forms of nouns and adjectives. Completing tables with singular and plural forms. Learns the use of demonstrative pronouns through conversations. Makes use of worksheets for language practice and construct discourses. | <p>4.2. Observe the philosophy of life from nature.</p> <p>4.3. Categorize the demonstrative pronouns which points out the objects that are near and far such as</p> <p> ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ ልዩ </p> <p>4.4. Narrate past events using past tense agreeing with the subject in number and gender.</p> <p>4.5. Identify different forms of verbs both strong and weak</p> |
|--|--|--|

| | | |
|--|--|--|
| | <ul style="list-style-type: none">• Individual and group exercise writing.• Make sentences.• Writing conversation.• Writes dairy.• Writes different forms of the given verb. | |
|--|--|--|

Towards the unit

Process (page 61-76)

Teacher shows two newspaper cuttings:

1. Two boys taking mobile pictures of a lady falling down on the railway track and was hit by a train
2. A veteran who was trying to rescue an old man from the railway track in Calicut sacrificed his life.

If you are witnessing such an incident what will be your role?

The students find out the difference between the good tree and the bad tree and write them out.

ܐܝܟܢܐ ܚܝܬܐ ܚܝܬܐ ܚܝܬܐ ܚܝܬܐ

ܐܝܟܢܐ ܚܝܬܐ ܚܝܬܐ ܚܝܬܐ ܚܝܬܐ

They relate these characteristics to good and bad personalities

Place **ܐܬܝܒ** **ܐܬܢܐ** **ܐܬܝܒ** in front of the sentences to get the correct meaning.

1. **ܝܥܢܐ** **ܝܥܬܝܒ**

2. **ܐܬܝܒ** **ܝܥܬܝܒ**

3. **ܝܥܝܒ** **ܝܥܝܒ**

4. **ܐܬܝܒ** **ܐܬܝܒ**

Write a diary about your last vacation programmes?

Find out different forms of verbs from the following sentences:

ܕܝܠܝܢܐ ܝܘܒ ܝܘܒ ܝܘܒ ܝܘܒ

ܝܘܒ ܝܘܒ

ܝܘܒ ܝܘܒ ܝܘܒ ܝܘܒ

V. C E Activities

Write a diary about your school life yesterday with known vocabularies.

VI. **TE**

1. Translate into Syriac

| | |
|--------------------|------------|
| He ate a bread | ܝܫܬܐ ܕܠܦܢܐ |
| She ate bread | ----- |
| You ate bread (m) | ----- |
| You ate bread (f) | ----- |
| I ate bread | ----- |
| We ate bread (m) | ----- |
| They ate bread (f) | ----- |
| You ate bread (m) | ----- |
| You ate bread (f) | ----- |
| We ate bread | ----- |

2. Write ܐܬܝܢܐ, ܐܬܝܢܝܐ, ܐܬܝܢܝܝܐ in front of each word to get the correct meaning.

1. ܦܠܦܦܝܢܐ
2. ܠܦܦܝܢܐ
3. ܦܠܦܝܢܐ
4. ܠܦܦܝܝܢܐ
5. ܠܦܦܝܢܝܐ

UNIT 5

ܦܢܝܒܐ

I. Introduction

As a result of the transaction of this unit the learner becomes conscious of the nobility of the family relations and the necessity of obeying the parents. It will also inculcate among the students the respect towards the value of hard work. The unit conveys the message that nothing is there to substitute parenthood.

The unit also deals with the grammatical area **ܐܚܘܢܐ ܕܡܝܢܐ** and it also contains a beautiful song on the sanctity and love of mother.

II. Attitudes

Obey parents

Accept corrections

Respect towards the value of hard work

III. Unit Analysis

Unit Frame

| Concept | Process/Activity/Assessment | Learning Outcomes |
|------------|---|--|
| ܟܕܢܐ ܕܡܝܢܐ | <ul style="list-style-type: none">Prepare a family tree highlighting their positions in it.Prepare a dialogue in Syriac between the father | 5. 1. Write the words of family relations 5. 2. Make notes on the |

| | | |
|---|---|--|
| <p>ܐܘܘܪܝܢܐ ܕܝܘܢܐ</p> <p>ܐܘܘܪܝܢܐ ܕܝܘܢܐ</p> | <p>and the son based on the lesson.</p> <ul style="list-style-type: none"> • Makes a role-play. • Conducting a group discussion on the necessity of respecting parents and elders and present in the class. • Find out the meaning of the word ‘Bethsaida’ and they are acquainted with two Syriac words ܐܘܘܪܝܢܐ ܕܝܘܢܐ which means house of the fisherman (hunter). • Find out the meaning of similar compound words • Collect a song praising mother and sing it in the classroom. • Write the qualities of a good mother? | <p>theme of the lesson</p> <p>5. 3. Respect elders and honourable persons.</p> <p>5. 4. Honour the sanctity of motherhood.</p> <p>5. 5. Identify and write the different state of nouns and adjectives such as Emphatic, Construct and Absolute</p> <p>5. 6. Make sentences of possession using construct state</p> <p>5. 7. Rewrite the sentences beginning with construct state</p> <p>5. 8. Recognize the correct use of construct state in sentences</p> |
|---|---|--|

Towards the unit

Process (page 77-90)

Students prepare a family tree highlighting their positions in it.

Prepare a dialogue in Syriac between the father and the son based on the lesson and make a role-play.

ܗܘܐ ܘܚܘܘܒܐ: ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ

ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ .

ܗܘܐ : ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ

ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ

ܗܘܐ ܘܚܘܘܒܐ: ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ

ܗܘܐ ܗܘܐ ܗܘܐ ܗܘܐ

They discuss in groups the necessity of respecting parents and elders and present in the class.

The students try to find out the meaning of the word 'Bethsaida' and they are acquainted with two Syriac words ܗܘܐ ܗܘܐ which means house of

the fisherman (hunter). Find out the meaning of similar compound words
e.g.:- Barabbas, Barnaba etc.

Students collect a song praising mother and sing it in the classroom.

Eg:-..... **ܕܢܐܘܢܐ**

Write the qualities of a good mother?

V. **C E Activities**

Students collect poems or short stories showing nobility of parenthood.

VI. **TE**

1. Make a single word out of the following phrases:-

e.g.:- **ܕܢܐܘܢܐ ܕܦܘܠܟܐ - ܕܢܐܘܢܐ ܕܦܘܠܟܐ**

ܕܢܐܘܢܐ ܕܦܘܠܟܐ

UNIT 6

ܘܚܒܘܢ ܕܝܚܝܢܐ

I. Introduction

This unit helps the learner to understand the charisma bestowed upon each individual. The learner might be aware of the fact that all beings are called upon to participate in the creative work of nature through their own creativity and divergent thinking. It helps the learner to develop a habit of hard work and perseverance. The unit also deals with the usage of ܘܚܒܘܢ ܕܝܚܝܢܐ and ܘܚܒܘܢ ܕܝܚܝܢܐ .

II. Attitudes

Appreciate Dignity of Labour

Participate in the creative work of nature through their own creativity and divergent thinking

Accepts the need of hard work and perseverance.

III. Unit Analysis

Unit Frame

| Concept | Process/Activity/Assessment | Learning Outcomes |
|---------|--|-------------------|
| ܘܚܒܘܢ | <ul style="list-style-type: none">Interprets and analyses a pictureFind out the qualities | |

| | | |
|--|--|---|
| <p>ܡܒܝܗ ܕܡܢ ܕܡܢ ܕܡܢ ܕܡܢ ܡܢ ܕܡܢ ܕܡܢ ܕܡܢ</p> | <p>of great men</p> <ul style="list-style-type: none"> • Conducts a discussion • write down the good qualities of faithful workers and bad qualities of the lazy one. • Writing simple sentences. • Read and understand the use of ܡܒܝܗ and ܡܢ • Free interaction. • Conduct a conversation using simple sentences. • Writing conversation • Write simple sentences in Syriac using adjectives. • Correct the false | <p>6.1 identifies his inborn talents and the need to groom them.</p> <p>6.2. Appreciate the dignity of labour.</p> <p>6.3. Apply the use of ܡܒܝܗ and ܡܢ as verbs “to have” in appropriate situations.</p> |
|--|--|---|

| | sentences | |
|-------------------|-----------|--|
| <p>ܐܘܪܘܫܠܡܐ .</p> | | <p>6.4 Identify different forms of ܐܘܪܘܫܠܡܐ and ܐܘܪܘܫܠܡܐ in relation with number, gender and person.</p> <p>6.5 Construct sentences as per the syntactical order of Syriac language.</p> |

Towards the unit

Process (page 91-106)

Learning outcome

6. 1 identifies his inborn talents and the need to groom them.

Teacher shows the picture of late Sri K R Narayanan former President of India.

He asks the students to identify the person in the picture. They identify and answer

Teacher gives a brief sketch of the life of Sri K R Narayanan. He was born in a low caste family and brought up in very poor backgrounds. He had to walk 9kms every day for his primary education. In spite of all these difficulties he worked hard and secured rank in the IAS Examination. He served the nation as the Ambassador in various countries. Finally he became the president of India

Learners see the picture and listen the narration. They appreciate the hard work and perseverance of great men. They realize the fact that everyone has the potency to become great. But only through vision, determination and hard work this potency can be actualized.

Teacher asks the students to discuss in groups and find out similar great men like Sri K R Narayanan

فقدنا في حياتنا أشخاصاً عظماء، كيف يمكننا أن نجعلهم مثلهم؟

Students discuss in groups and prepare a note on the person they find out and present it.

1. ܡܒܝܠ ܟܒ ܡܚܝܬܐ

2. ܡܒܝܠ ܟܒ ܡܚܝܬܐ

3. ܟܒܐ ܟܒܐ ܡܚܝܬܐ

4. ܟܒܐ ܟܒܐ ܡܚܝܬܐ

These are the sentences of possession made up of ܡܒܝܠ and ܟܒܐ

Students read and understand the use of ܡܒܝܠ and ܟܒܐ

Arrange two groups of students. One group comes forward and speaks about their possessions. The other group denies their claims. They repeat the argument with different objects.

6.4 Identify different forms of ܡܒܝܠ ܟܒ and ܟܒܐ ܟܒ in relation with number, gender and person.

Teacher writes these sentences on the black board and asks the students to read aloud

ܡܒܝܠ ܟܒ ܡܚܝܬܐ

ܡܒܝܠ ܟܒܐ ܡܚܝܬܐ

ܡܒܝܠ ܟܒܐ ܡܚܝܬܐ

ܡܒܗ ܕܫܝܢܐ ܕܩܘܢܐ

ܡܒܗ ܕܫܝܢܐ ܕܩܘܢܐ.

Write a diary about your last vacation programmes?

Find out different forms of verbs from the following sentences:

Students are asked to prepare a chart of the things possessed by their family members.

6.5 Construct sentences as per the syntactical order of Syriac language.

Teacher asks the students to correct the following sentences

1. ܡܒܗ ܕܫܝܢܐ ܕܩܘܢܐ

2. ܡܒܗ ܕܫܝܢܐ ܕܩܘܢܐ

3. ܡܒܗ ܕܫܝܢܐ ܕܩܘܢܐ

4. ܡܒܗ ܕܫܝܢܐ ܕܩܘܢܐ

5. ܡܒܗ ܕܫܝܢܐ ܕܩܘܢܐ

V. C E Activities

Write a list of your possessions using ܡܒܗ and ܕܩܘܢܐ

VI. **TE**

1. The following is a dialogue between two friends. Complete it with proper forms of the words given in bracket.

1. ܫܘܚܢܐ ܕܒܗܝܐ ܕܒܗܝܐ (ܕܒܗܝܐ ܕܫܘܚܢܐ)
2. ܕܒܗܝܐ ܕܒܗܝܐ ܕܒܗܝܐ (ܕܒܗܝܐ ܕܫܘܚܢܐ)
3. ܫܘܚܢܐ ܕܒܗܝܐ ܕܒܗܝܐ (ܕܒܗܝܐ ܕܫܘܚܢܐ)
4. ܫܘܚܢܐ ܕܒܗܝܐ ܕܒܗܝܐ (ܕܒܗܝܐ ܕܫܘܚܢܐ)

2. The following is a conversation between two brothers. Complete it with proper forms of the words given in bracket.

1. ܕܒܗܝܐ ܕܒܗܝܐ ܕܒܗܝܐ (ܕܒܗܝܐ ܕܫܘܚܢܐ)
2. ܕܒܗܝܐ ܕܒܗܝܐ ܕܒܗܝܐ (ܕܒܗܝܐ ܕܫܘܚܢܐ)
3. ܫܘܚܢܐ ܕܒܗܝܐ ܕܒܗܝܐ (ܕܒܗܝܐ ܕܫܘܚܢܐ)
4. ܫܘܚܢܐ ܕܒܗܝܐ ܕܒܗܝܐ (ܕܒܗܝܐ ܕܫܘܚܢܐ)

3. Translate the following sentences in to Syriac using the hints given in the bracket

(ܕܒܗܝܐ ܕܒܗܝܐ ܕܒܗܝܐ ܕܒܗܝܐ)

1. He has a sister
2. They have bags
3. We have books

4. She has two brothers
5. I have a pen

4. Arrange the words in the proper order and make sentences.

1. ܡܘܨܝܘܢܐ ܩܘܪܘܢܐ ܩܘܪܘܢܐ 1.
2. ܩܘܪܘܢܐ ܩܘܪܘܢܐ ܩܘܪܘܢܐ 2.
3. ܩܘܪܘܢܐ ܩܘܪܘܢܐ ܩܘܪܘܢܐ 3.
4. ܩܘܪܘܢܐ ܩܘܪܘܢܐ ܩܘܪܘܢܐ 4.
5. ܩܘܪܘܢܐ ܩܘܪܘܢܐ ܩܘܪܘܢܐ 5.

UNIT 7

DEVELOPMENT OF SYRIAC TRADITION IN INDIA

I. Introduction

This unit deals with the growth of Syriac tradition in India during the period from 5th to 16th century AD, with special reference to Kerala. The relation between the Persians and the Syrians of Malabar enriched Syriac Language, literature and culture in Kerala. The Second Syrian Immigration of 9th century AD also helped the spread of Syriac Language and culture in Kerala. The arrival of the Portuguese in the 16th century AD and the later events hindered the growth of Syriac Tradition. This unit also deals with the Synod of Diamper which adversely affected the future history of St Thomas Christians of India.

II. Attitudes

Respect to the Syrian tradition and culture

Historical awareness

Sharing views

III. Unit Analysis

Unit Frame

| Concept | Process/Activity/Assessment | Learning Outcomes |
|-----------------------------|--|---|
| Persian and Indian relation | <ul style="list-style-type: none">• Conducts a documentary show on Cosmos Indicopleustes . | 7.1. List the factors which led to the relation between the Persian church and the Syrians of |
| Second Syrian | <ul style="list-style-type: none">• Sees, Listens and appreciate the documentary | |
| | <ul style="list-style-type: none">• Group discussion | |

| | | |
|--|---|---|
| <p>Immigration</p> <p>Portuguese and Indian Relation</p> <p>Synod of Diamper</p> | <ul style="list-style-type: none"> • Identifies Persian Crosses. • Identifies the pictures. • Conducts debates and discussions • Conducts seminar • Visits places • Prepare project • Arrange fieldtrips • Uses ICT resources | <p>Malabar.</p> <p>7. 2. Make notes on Second Syrian immigration and its impact on Kerala culture.</p> <p>7. 3. List the documentary evidences such as Persian crosses and the testimony of CosmosIndicopl eustes for the relation between the Persian church and the Syrians of Malabar.</p> <p>7. 4. Discuss and write the Portuguese influence on Syriac language and literature.</p> <p>7. 5. Differentiate the attitudes of Portuguese and the Syrians of Malabar.</p> <p>7. 6. Evaluate the impact of Diamper Synod</p> |
|--|---|---|

| | | |
|--|--|------------------------------------|
| | | on Syriac language and literature. |
|--|--|------------------------------------|

Towards the unit

Process (page107-116)

Learning Outcomes

- 7.1. List the factors which led to the relation between the Persian church and the Syrians of Malabar.
- 7.2. Make notes on Second Syrian immigration and its impact on Kerala culture.
- 7.3. List the documentary evidences such as Persian crosses and the testimony of Cosmos Indicopleustes for the relation between the Persian church and the Syrians of Malabar.

Entry Activity– 1

Teacher presents a documentary show on Cosmos Indicopleustes, the first Alexandrian traveler who visited south India and wrote the book ‘Universal Christian Topography’.

Teacher asks the students the following questions

Who was the first traveler to South India?

What were his opinions on the people of South India?

What did he say about the Persian relation?

Students answer the questions and understand the documentary evidence to the Indian and Persian Relation

Activity - 2

Teacher conducts a Power point presentation on the Persian Crosses in Kerla (Crosses in KnanayaValiapalliKottayam, Kadathuruthy and Muttuchira Churches)

Teacher initiates a discussion based on the questions given below

What do you know about these crosses?

How did these crosses come to Kerala?

Teacher consolidates the discussion as:

- From very ancient time onwards there was relation between Persia and India
- Thomistic, Linguistic, Commercial and Cultural, Liturgical and ecclesiastical Affinities are the factors which led to a close relation between Persia and India
- This ancient relation caused two Syrian Immigrations to South India.

Assessment

Teacher asks the students to prepare notes on the following.

1. Write short note on the relation between the Persian Church and the Malabar Church?
2. How did the Persian relation enriched the Syriac Language and culture in Kerala.
3. Prepare a note on the ancient relation between Persia and India.
4. Write short note on the Second Syrian immigration?
5. How did the Second Syrian immigration helped the growth of Syriac tradition in Kerala.

Learning Outcomes

- | |
|---|
| <ol style="list-style-type: none">7. 4. Discuss and write the Portuguese influence on Syriac language and literature.7. 5. Differentiate the attitudes of Portuguese and the Syrians of Malabar. |
|---|

Activity - 3

Teacher shows the picture of Vasco De Gama and asks the students to identify the person

Students answer. Teacher asks the following questions.

Who was the first westerner came to India?

What was his intention behind his voyage to India?

What were their attitudes towards the people of India?

How did Portuguese invasion affect the growth of Syriac tradition in India?

Who were the other westerners who came to India after Portuguese?

Assessment

Teacher asks the students to prepare notes on the following.

1. Comment on the Portuguese and Indian relation?
2. How did the Portuguese relation affected the syriac tradition in Kerala

Learning Outcome

7. 6. Evaluate the impact of Diamper Synod on Syriac language and literature.

Activity - 4

Teacher conducts a power point presentation on the Diamper Synod.

Pictures of the Diamper Church where Synod took place, Arch Bishop

Alexis Dom Meneses and Arch Deacon George are shown.

Teacher starts a discussion on the influence of Diamper Synod in the Syriac tradition in Kerala

Students discuss in groups and find out the effects of the Synod on Syriac tradition.

How it caused the destruction of ancient Syriac books?

How it affected the East Syrian Tradition?

Assessment

Teacher asks the students to prepare notes on the following.

1. Write short note on Diamper Synod?
2. Prepare a note on the impacts of Diamper Synod on the Syriac Language and Culture in Kerala?

UNIT 8

DEVELOPMENT OF EAST SYRIAC AND WEST SYRIAC IN KERALA

I. Introduction

The Syriac script used in Kerala up to the 16th century was the East Syriac. The West Syriac script began to be used in Kerala from the second half of the 17th century onwards. This unit deals with the *Coonan Cross Oath* which led to the beginning of West Syriac script in Kerala. It also refers to the ancient Syriac inscriptions which testify to the cultural influence of Syriac Language in ancient Kerala and Syriac Karshon which is a traditional system of writing Malayalam language in Syriac script. Finally we mention some of the important Syriac study Centres and Libraries in Kerala.

II. Attitudes

Sense of national integration

Historical awareness

III. Unit Analysis

Unit Frame

| Concept | Process/Activity/Assessment | Learning Outcomes |
|--|---|---|
| Coonan Cross Oath and the beginning of West Syriac in Kerala | <ul style="list-style-type: none">Exhibits a power point presentationReads and analyses the script.Conducts a documentary | 8. 1. Comprehend and list the causes and after effects of |

| | | |
|---|---|--|
| <p>Syriac Inscriptions in Kerala</p> <p>Syriac Karshon (Garshuni)</p> <p>Important Syriac Study Centres and Libraries</p> | <p>show.</p> <ul style="list-style-type: none"> • Categories and Lists the Syriac inscriptions • Describe pictures. • Identifies Syriac Karshon. • Reads and translates Syriac Karshon • Completing description • Conducts seminar • Group Discussion • Visits places • Prepare project • Arrange fieldtrips • Prepares descriptions of places | <p>Coonan Cross Oath.</p> <p>8. 2. State the reasons for the introduction of West Syriac in Kerala.</p> <p>8. 3. Categorise the Syriac inscriptions in Kerala .</p> <p>8. 4. Comprehend and make notes on Syriac inscriptions in Kerala.</p> <p>8. 5. Collect information on the method of writing Syriac Karshon in Kerala.</p> |
|---|---|--|

| | | |
|--|--|---|
| | | 8. 6. Prepare the list of important Syriac libraries and study centers in Kerala. |
|--|--|---|

Towards the unit

Process (page 117-130)

Learning Outcomes

8. 1. Comprehend and list the causes and after effects of Coonan Cross Oath.

Teacher conducts a PowerPoint presentation on Coonan Cross Oath which explains the causes and consequences of it.

Teacher asks the students to discuss in groups and find out the answers of the following questions.

1. What was Coonan Cross Oath?
2. When and where did this event Coonan Cross Oath take place?
3. What was the immediate provocation behind the Coonan Cross Oath?
4. What were the consequences of this event?

Students discuss in groups and find out answers and present them.

Learning Outcome

8. 2. State the reasons for the introduction of West Syriac in Kerala.

Teacher shows a book written in West Syriac. He explains how the West Syriac Script arrived in Kerala.

Let the learners view different scripts of Syriac and familiarize them

Learning Outcomes

8. 3. Categorize the Syriac inscriptions in Kerala.

8. 4. Comprehend and make notes on Syriac inscriptions in Kerala.

Teacher shows the picture of a alter inscription in the Church of Mulanthuruthy.

We see many such inscriptions in many ancient Syrian Churches in Kerala. What do they signify?

Many of these inscriptions such as Altar, Building, Tomb and Bell inscriptions are valid proofs of a rich and ancient Syriac heritage and culture in Kerala.

A slide show on Syriac Inscriptions in Kerala is shown to the students. Inscriptions belong to the category of Building, Wall, Alter, Tomb and Bell are exhibited.

Students are asked to list and categorize the Syriac Inscriptions .Students discuss in groups and categorize the inscriptions. They prepare a list of inscriptions according to their antiquity.

Learning Outcome

8. 5. Collect information on the method of writing Syriac Karshon in Kerala.

Teacher shows a book written in Syriac Karshon and reads it.

Karshon or Syriac-Malayalam, is a traditional system of writing Malayalam language in a variant form of Syriac script which was popular among the Saint Thomas Christians of Kerala in India. It is a blend of Malayalam grammatical base, East Syriac script with special orthographic features, and vocabulary from Malayalam and East Syriac.

Students are asked to collect books written in Syriac Karshon

Assessment

Prepare a note on the Syriac Karshon ?

Learning Outcome

8. 6. Prepare the list of important Syriac libraries and study centers in Kerala.

Let the learners view the slide show of the Syriac centers and inscriptions and discuss in groups its importance in the development of Syriac language and culture.

Divide the class into four groups conduct a group Discussion

Subjects of Group Discussion

Important Syriac libraries and study centres in Kerala.

Discussion points:

Syriac Study Centers in Kerala
Scope of Syriac study.

Assessment

1. Write short note on the important Syriac centres and libraries in Kerala?
2. What is the relevance and scope of Syriac study today?

V. C E Activities

1. Arrange a field trip to the places of ancient Syriac Inscriptions.
2. Enlist and classify the Syriac Inscriptions.
3. Prepare a study on the ancient Syriac inscriptions in Kerala.

VI. TE

1. Prepare a note on the development of West Syriac in Kerala?
2. Write short on the Coonan Cross Oath?
3. Write short note on the Syriac inscriptions in Kerala?
4. Prepare a note on the Syriac Karshon?
5. Write short note on the important Syriac centres and libraries in Kerala?
6. What is the relevance and scope of Syriac study today?

Teacher Planner

| | | |
|---|---|--|
| Name of the Unit / Lesson | : | ܩܘܪܒܐܢܐ ܩܘܪܒܐܢܐ |
| Date | : | 2/10/2015 |
| Expected Time | : | 3 hrs |
| Learning Outcomes (LO) | : | Understand that the inborn qualities of creatures cannot be changed. |
| Ideas/Concepts | : | ܡܘܠܐܢܐ / ܩܘܪܒܐܢܐ / ܩܘܪܒܐܢܐ |
| Skills Understanding. | : | Listening, Reading, Writing and |
| Language Elements | : | Words and sentences |
| Discourses | : | Story, Narratives |
| Values and Attitudes appreciate each other, | : | Identify one's own talents and Develop creative thinking |
| Learning Aids | : | Text Books, Chart, Dictionary, ICT. |
| Expected Products | : | Activity log containing the answers to the questions. |

| Activity Page | Assessment Page |
|--|--|
| <ol style="list-style-type: none">1. Conduct a role play of an individual who blindly followed the behaviour of others and failed in life.2. Read the passage aloud in groups3. Find out similar words and describe them4. Discuss on the truth that the inborn qualities of creatures cannot be changed. | <ol style="list-style-type: none">1. Peer assessment2. Teacher assessment3. Teacher / Peer assessment4. Peer assessment |

PART C

SAMPLE QUESTIONS

I. Choose the correct word from the box and complete the sentences (4x1=4)

(حَبَا / فَهَا / قَوْلًا / هُجَا / مَلَأَا)

1. مَلَأَا مَب لَأَوْع

2. هُجَا . قَوْلًا

3. فَهَا مَب لَأَوْع

4. حَبَا مَقْبُ مَقْبُ

(حَبْنَا / حَبْنَا / ذَلِكُ / نَجْبُ / فَلَاجُ)

1. فَلَاجُ نَجْب مَقْبُ

2. ذَلِكُ نَجْب . ذَنْفُ

3. حَبْنَا نَجْب مَقْبُ

4. حَبْنَا نَجْبُ نَجْبُ

II. Make meaningful sentences using the hints given in the bracket. (4x1=4)

(ܐܘܢܐ ܐܘܪܐ ܐܘܠܟܐ ܐܘܗܐ ܐܘܠܟܐ)

5 ܐܘܗܐ ܐܘܠܟܐ

6 ܐܘܠܟܐ ܐܘܢܐ

7 ܐܘܠܟܐ ܐܘܠܟܐ

8 ܐܘܠܟܐ ܐܘܢܐ

(ܐܘܠܟܐ ܐܘܠܟܐ ܐܘܠܟܐ ܐܘܠܟܐ)

5 ܐܘܠܟܐ ܐܘܠܟܐ

6 ܐܘܠܟܐ ܐܘܠܟܐ

7 ܐܘܠܟܐ ܐܘܠܟܐ

8 ܐܘܠܟܐ ܐܘܠܟܐ

III. Write the appropriate words and make meaningful sentences (4x1=4)

9 ܐܘܠܟܐ : ܐܘܠܟܐ

10 ܐܘܠܟܐ : ܐܘܠܟܐ

11 ܐܘܠܟܐ : ܐܘܠܟܐ

12 ܠܚܘܐ ܘܠܚܘܐ : ܠܘܘܐܐ

9 ܚܘܒܐ ܘܚܘܒܐ : ܚܘܒܐ

10 ܘܚܘܒܐ ܘܚܘܒܐ : ܘܚܘܒܐ

11 ܘܚܘܒܐ ܘܚܘܒܐ : ܘܚܘܒܐ

12 ܘܚܘܒܐ ܘܚܘܒܐ : ܘܚܘܒܐ

IV. Use the hints given in the box and correct the dialogue between two friends

(4x1=4)

13 ܘܚܘܒܐ ܘܚܘܒܐ ܘܚܘܒܐ (ܘܚܘܒܐ , ܘܚܘܒܐ)

14 ܘܚܘܒܐ ܘܚܘܒܐ ܘܚܘܒܐ (ܘܚܘܒܐ , ܘܚܘܒܐ)

15 ܘܚܘܒܐ ܘܚܘܒܐ ܘܚܘܒܐ (ܘܚܘܒܐ , ܘܚܘܒܐ)

16 ܘܚܘܒܐ ܘܚܘܒܐ ܘܚܘܒܐ (ܘܚܘܒܐ , ܘܚܘܒܐ)

13 ܘܚܘܒܐ ܘܚܘܒܐ ܘܚܘܒܐ (ܘܚܘܒܐ , ܘܚܘܒܐ)

14 ܘܚܘܒܐ ܘܚܘܒܐ ܘܚܘܒܐ (ܘܚܘܒܐ , ܘܚܘܒܐ)

15 ܘܚܘܒܐ ܘܚܘܒܐ ܘܚܘܒܐ (ܘܚܘܒܐ , ܘܚܘܒܐ)

16 ܘܚܘܒܐ ܘܚܘܒܐ ܘܚܘܒܐ (ܘܚܘܒܐ , ܘܚܘܒܐ)

V. Write a complete sentence using the hints given in the box (3x2=6)

(a) 17 $\text{ܐܡܐ ܘܚܘܪܐ ܐܡܐ (ܡܠܘܚܐ)}$

(b) $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ)}$

(a) 18 $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ) ܘܚܘܪܐ (ܘܚܘܪܐ)}$

(b) $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ)}$

(a) 19 $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ)}$

(b) $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ)}$

(a) 17 $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ)}$

(b) $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ)}$

(a) 18 $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ) ܘܚܘܪܐ (ܘܚܘܪܐ)}$

(b) $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ)}$

(a) 19 $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ)}$

(b) $\text{ܐܘܢܐ ܘܚܘܪܐ ܐܘܢܐ (ܘܚܘܪܐ)}$

VI. Begin the sentences with the word given in bracket and rewrite it (2x2=4)

(a) 20 $\text{ܣܥܘܕܐ} \text{ ܘ } \text{ܕܥܘܠܐ} / \text{ܣܥܘܕܐ}$

(b) $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} / \text{ܕܥܘܠܐ}$

(a) 21 $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} / \text{ܕܥܘܠܐ}$

(b) $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} / \text{ܕܥܘܠܐ}$

(a) 20 $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} / \text{ܕܥܘܠܐ}$

(b) $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} / \text{ܕܥܘܠܐ}$

(a) 21 $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} / \text{ܕܥܘܠܐ}$

(b) $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} / \text{ܕܥܘܠܐ}$

VII. Translate into English **any three** of the following. (3x2=6)

22. $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ}$

23. $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ}$

24. $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ}$

25. $\text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ} \text{ ܘ } \text{ܕܥܘܠܐ}$

26. مُم ٲٲا ٲٲا ٲٲا

27. مُم ٲٲا ؟

22. ٲٲا ٲٲا ٲٲا ٲٲا

23. ٲٲا ٲٲا ٲٲا

24. ٲٲا ٲٲا

25. ٲٲا ٲٲا ٲٲا

26. ٲٲا ٲٲا ٲٲا

27. ٲٲا ٲٲا ؟

VIII. Add pronominal suffixes to **any two** of the following: (2x5=10)

28 ٲٲا 29 ٲٲا 30 ٲٲا 31 ٲٲا

28 ٲٲا 29 ٲٲا 30 ٲٲا 31 ٲٲا

IX. Conjugate **any two** of the following in the past tense: (2x5=10)

32 ٲٲا 33 ٲٲا 34 ٲٲا 35 ٲٲا

32 ٲٲا 33 ٲٲا 34 ٲٲا 35 ٲٲا

