

University of Kerala
Revised Syllabi for SYRIAC
Language Course II (Additional Language)
as per Outcome based Teaching Learning Process

First Degree Programme (FDP), Choice Based Credit and Semester System (CBCSS)

For Programmes

- 1. Career Related FDP Programmes- Semesters I and II**
- 2. B. Com. - Semesters I and II**
- 3. B A / B. Sc. - Semesters I, II, III and IV**

Recently the worldwide education scenario has been transforming / transformed into a new phase: a transition from the usual process of Teaching – Learning – Examination – Result to a process of Integrated Teaching – Competency based Learning – Measurable Learning Outcomes – Skill Development – Application – Continuous and Integrated Evaluation etc.

Thus, the new phase of education - Outcome based teaching – learning process aims at setting up a certain definite learning objectives to be achieved during or after the completion of the course of study, applying effective and scientific pedagogical strategies for imparting as well as reproducing knowledge and wisdom to and from the learner, enhancing the inherent competency to learn and apply the learning concepts, developing in the learner essential soft as well as life skills to be practiced in life, upholding various moral, civic, cultural and societal values in social and personal life and in short the new teaching learning process is not simply a teaching-examination-result process, instead, it sets targets for producing quantifiable competency, skill and outcomes for becoming very successful in one's life. It is a blended and integrated teaching learning process focussing on 360° development of the learner. It is a teacher's coordination of different activities to ensure harmonious imparting of knowledge and its afterward applications. It is the sharing of knowledge with the learner combining all possible facets of education and using all possible strategies with a view to facilitate the learner to apply the same for intrinsic and fundamental development.

Competency refers to demonstration of knowledge, skills, ability and attitude to perform a task successfully and efficiently on repeated occasions by meeting real life challenges and analysing, reasoning, communicating ideas effectively. In the field of education, a competency is defined as a piece of knowledge, an individual skill and ability, developed in a transparent (measurable) way attuned to the academic expectations at a particular level.

Life skills are proficiencies and capabilities that help individuals to cope up with problems in one's life with a positive outlook. It is augmentation, development and building the personality in the process for effective decision making. Life Skills are abilities for adaptive and positive behaviour that enable an individual to deal effectively with the demands and challenges of everyday life.

Learning outcome is measurable attainment of the already set objectives, especially resulting in its application and the competency as well as the skill of the learner for the same. Learning inputs are given on the basis of and expecting manifold outcomes. And these outcomes are not expected to come out and made use of at a latter end of one's life, on the other hand, they are to be achieved and implemented along with the continuation as well as completion of the course. Thus, during the course of learning a learner is equipped through a series of trainings and practices to face the challenges of life successfully. So, each component of every part of a portion of a course are to be taught/learnt with definite learning objective and learning outcome.

Measurement of Learning Outcome: Measuring learning outcomes are measurement of any skills, abilities, knowledge or values that the student demonstrates as a result of completing a given course or class. A teacher must evaluate the learner or the process of learning only on the basis of all the above-mentioned outcomes of teaching and learning process. So, evaluation process is not allotting marks alone for the end semester examination, instead, it should be continuous evaluation throughout the learning process and end semester examination is only a major part of it. So, using various pedagogical strategies like group activities, various types of tests, implementation of ideas into action, applications, creative literary and art forms, games, projects, exhibitions, construction of new ideas based on the learned ones, charts and pictures, electronic/audio/video presentations etc. the teacher must bring out what the learner has learnt from the class and evaluate the learner.

Hence, learning outcomes must continuously be measurably evaluated. After teaching/learning a single portion, the learner must be measured (continuous evaluation) whether she / he i) understood the particular portion of knowledge, ii) comprehended it, iii) developed competency to perform a task on the basis of acquired knowledge, iv) equipped with skills to demonstrate and apply the knowledge at any time in actual life situations, v) has grown to synthesize it and to explore/create new knowledge out of it, vi) her/his values/attitudes/personality developed and vii) how the learners' synthesised wisdom can be utilized for the good of the society?

And after completing a portion of syllabus or a course, the measurement must be whether the learner is equipped with synthesising the given knowledge and combining one's own resourcefulness to create new ideas or products or things or to perform in a modified manner such as to plan, integrate, formulate, propose, specify, produce, organize, theorize, design, build, systematize, combine, summarize, restate, argue, hypothesise, predict, create, invent, produce, modify, extend, design, develop, compile, discuss, derive, relate, generalize, precise, conclude, adapt, categorise, compose, construct, incorporate, reinforce, reorganise, rewrite, restructure etc.

Also, the learner must be evaluated in the application level whether she/he is able to make use of information to solve problems, transfer abstract or theoretical ideas to actual situations, identify connections and relationships and how they apply, such as assess, change, chart, choose, demonstrate, determine, develop, establish, relate, report, select, show, use, try, put into action, employ, adapt, carry out, prepare, operate, generalize, repair, explain, instruct, compute, use, implement, etc.

And in the abstract level, the outcome is the ability to make judgements, to make decisions and supporting views, to recognize values, competence to evaluate, interpret, decide, rate, verify, assess, test, rank, measure, appraise, select, check, determine, defend, justify, attach, criticise, weigh up, argue, choose, compare and contrast, conclude, predict, prioritize, prove, reframe etc.

Importance of Language Course When a learner undergoes any language course, besides achieving almost all the above-mentioned targets and outcomes, its primary objective will be enhancement of effective communication skills, which is basic for any development, implementation as well as application of ideas. Learning a language course helps to develop the learner's critical

thinking capacity and it helps to create and sharpen one's own views, convictions, ideas etc. based on a huge bundle of such things that the learner come across while she/he learns language lessons and she/he gets life models from them which helps the learner to develop her/his unique personality. It also focusses on the integral development, self-confidence, social interaction, healthy recreation, self-discipline and makes the students fit for the present and future. Language courses also target self-awareness, building better relationships, stress management, emotional management, problem solving, critical thinking, decision making, creative thinking, goal-setting, time management etc.

Significance of Learning HEBREW and SYRIAC

SYRIAC formerly known as ARAMAIC is a Semitic language, one among the Afro-Asiatic language family with more than 3000-year history. Up to 7th cent. AD, it was the lingua franca / official or common language of a vast area of the middle east that comprised a lot of empires and countries including Chaldean, Assyrian, Babylonian, Persian, Achaemenian as well as of the Jews. It was once a common language of trade and commerce as well as of communication of the then world and thus it was accustomed to many people globally almost similar to the present English language does.

Syriac– A Bridge Language The conveyance for exchange of any civilization and culture from one region to the other primarily is language and its various usages. In this connection SYRIAC served as a Bridge Language and thus played a very important role. It is a proven fact that the Egyptian, Greek and Roman civilization, wisdom, culture etc. were transmitted to the Arabs, Europeans etc. through SYRIAC. The texts of wisdom of premier cultures were first translated into SYRIAC and then they were translated into the latter languages, because, all these regions were familiar with the SYRIAC language and literature. That much widespread, predominant and significant was SYRIAC in those days. Proofs of Indian and Arabic cultural exchange via SYRIAC is also visible as there were strong commercial relations between them. And so, almost all these languages and their cultures, including Indian languages and culture, are closely related to SYRIAC and root of many literary / commercial / administrative / scientific terms of these languages can be traced from SYRIAC.

As the classical SANSKRIT did, Aramaic or SYRIAC language and literature had contributed very much for the wellbeing of the entire human race as well as for the nature by covering almost all areas of life under the sun like Science, Mathematics, Medicine, Alchemy, Philosophy, Logic, Astronomy, History, Literature, Theology, Morality, Linguistics, Liturgy and many more.

Even though there was a setback for the steady growth of Syriac Language and Literature during the middle ages due to many reasons, the 19th, 20th and 21st centuries witness a revival of Syriac language and literature. Now, many study and research centres have been established globally and researches are going on to hunt the rich and hidden treasures of its legacy.

In India, especially in Kerala, there are large groups of people named Syrian Christians, which share a major portion of the total Kerala population, who are called so owing to Syriac heritage, patrimony, language, literature and liturgy while they remain truly Indian. Moreover, Indian languages and literature, especially Malayalam, as well as their vocabulary, are enriched by the reason of the close contact with Syriac language and literature and we find that hundreds of Syriac words and phrases are being used as integral part of our daily common life and usages. The wonderful long-established influence of SYRIAC in India can be seen from the fact that one of the edicts of Asoka was promulgated also in Syriac / Aramaic. And the fact that there is an established system called Garshuni for transliteration between Malayalam and Syriac also proves the strong impact of Syriac in India.

The Design of Syllabus: While undergoing the language course, SYRIAC, both the teacher and the learner must set their mind to be fully aware of the aforementioned advantages, richness,

worthiness, relevance, patrimony, outcomes etc. of its teaching as well as learning and adopt all possible strategies to produce all such outcomes and to get the maximum benefit of them in life. The syllabus has been designed in such a way so that each portion of the whole Syllabus must be taught and learnt visualising, ensuring as well as producing its tangible outcomes.

FDP- CBCSS- B A / B. Sc. - For the First Degree Programme (FDP) as per Choice Based Credit and Semester System (CBCSS) for B.A / B.Sc. courses, SYRIAC is being taught only as Language Course II (Additional Language) and hence, Syriac is being taught only for the first four (4) semesters.

FDP- CBCSS- B. Com. - For the First Degree Programme (FDP) as per Choice Based Credit and Semester System (CBCSS) for B.Com course, SYRIAC is being taught only as Language Course II (Additional Language) and hence, Syriac is being taught only for the first two (2) semesters.

FDP- CBCSS- Career Related Courses - For the First Degree Programme (FDP) as per Choice Based Credit and Semester System (CBCSS) for Career Related Courses, SYRIAC is being taught only as Language Course II (Additional Language) and hence, Syriac is being taught only for the first two (2) semesters.

Major Divisions in the Syllabus

As any other language is being taught dividing it into different parts, the Syllabus of Syriac has also been designed dividing it into five (5) major parts – 1) Grammar including Letters and formation of words, 2) Conversations, 3) Literature – prose, 4) Literature – Poetry and 5) History of the language, literature and of the people who are associated with it. All these five elements of the language are simultaneously spread and systematically arranged throughout the syllabus of all four / two semesters of the FDP respectively. Teaching and learning of each component must produce corresponding outcomes at various levels of learning.

1. Grammar

i) Foundation Level – Here, after learning the letters, vowels and formation of words - as this language will be completely new to the them – the learners will build an elementary understanding of form, meaning and use in varied discourse settings. Parts of speech, genders, numbers, declensions, conjugations, tenses, moods, voices etc. are being taught. The targeted goal of the grammar being taught at this level is that the learners will be able to recognize and understand the meaning of targeted grammatical structures in written and spoken form.

ii) First Level – At this level the learners will start to use grammatical structures meaningfully and appropriately in oral and written forms and they use basic grammatical structures in short conversations and discussions.

iii) Second level – This level aims at understanding more grammatical structures in conversations and discussions and they initiate and sustain conversations in group discussions and try to make the dialogues more consistent using appropriate words and phrases. Also, the learner will practice the grammar skills involved in writing sentences and short paragraphs.

iv) Complex level – Here, the learners will practice the grammar needed to write various types of writing paragraphs transferring their knowledge of grammatical structure into effective, concise and correct longer types of sentences. Its next stage is the practise of re-editing given paragraphs and precis making.

Learning Objectives / Outcomes :While learning grammar, in addition to becoming an authority in the language, the learner will be able to use her/his competencies and skills like planning, integrating, formulating, organizing, systematizing, combining, creating, modifying, extending, compiling,

relating, precisising, categorising, composing, constructing, choosing, incorporating, restructuring etc. She/he is also will be able to identify connections and relationships, make judgements and decisions as well as to compare and contrast.

2. Conversations / Communication

At the first level, the learners are given practice and training to create as well as speak small sentences using simple grammar and ordinary words. At a secondary level the learners are given advice to select and collect dialogues from various texts and to practice them. A set of Syriac literature is known as 'Dialogue Poems' and learners are being given training for practicing these dialogues. At a greater stage, the learners are encouraged to involve in group discussions.

Learning Objectives / Outcomes: The primary outcome of conversations is that the student will be able to communicate effectively, which in turn will enhance the self-confidence of the learner. Conversations cause the integral development, social interaction, healthy recreation, self-discipline, self-awareness, creation and expression of fresh and existing ideas, building better relationships, stress management, emotional management, problem solving, critical thinking, decision making, creative thinking, goal-setting, time management etc of the learner.

3. Literature – Prose

This part of the syllabus includes all the variants of prose like stories, fictions, novels, dramas etc.

The main aim of teaching prose is to develop the language ability of the learners. It is the intensive study of a language. Also, the prose lessons contain structure, vocabulary, grammar, views and ideas for comprehension.

Prose lessons are intentionally included in the syllabus, because, besides the acquaintance as well as assimilation of ideas put forwarded by the author, from a literary point of view, learning a prose lesson enables the learner to familiarize with and get practice in simple or complex sentence constructions, usage of choicest and appropriate words, idioms, proverbs and phrases, synonyms, antonyms and homophones, suitable abbreviations and quotations etc.

Literature – both prose and poetry made at any time – reflects the then culture and civilization. The intention behind the inclusion of prose literature in the syllabus is for having a close contact of the learner with another culture than that of ours which in turn will empower the learner to appreciate our culture and to imbibe and integrate something from the other culture if the learner finds it appropriate and beneficial.

Lessons for learning in this section are selected and taken from the famous works of the great authors in Syriac. One of the biggest as well as perfect literary piece that is created blending all ingredients of prose literature, apart from its religious aspect, in Syriac is the Holy Bible and hence, major parts of the lessons are taken from it.

Learning Objectives / Outcomes: In addition to the enrichment of vocabulary or construction styles, through learning prose lessons the learner will be able to mould or renew the learners' personality through fresh ideas, convictions, morals as well as through inspirations of life models of great personalities that are being imparted through the passages.

As a result of learning prose lessons, the learner will be able to develop language skills such as reading, writing, speaking and listening. It increases the imaginative power and expressional ability of the learners. The communication skill and the consequent skills of expressing fluently the ideas, feelings, or thoughts of the learner orally as well as in writing will be developed. It enhances the power of imagination and explanation, develops the critical thinking, inculcates moral values as well as prepares the learner for more exploration into the world and thus to become a world citizen. Learning prose lessons develops learners' aesthetic sense and love for nature as equal as to learning poetry. Acquaintance with the selection of appropriate words for their appropriate use, assignment of titles and

sub-titles, paragraphing, sequential presentation of ideas etc. enable the learner to arrange not only the ideas and things in a systematic and logical way but it turns her/his life also systematic. As Syriac language is not a vernacular and it has to be learnt through translations and transliterations, it fosters the adaptation and alteration skills of the learner.

4) Literature – Poetry

Poetry is a set of beauties, beauty of thought, form, mood, feelings and of style of the language through the figures of speech. Poetry is the best words in their best rhythmical order. It is a musical and metrical form of language and it is the spontaneous overflow of powerful feelings and emotions.

Actually, almost all contributors of Syriac literature are great poets. They created and used metric and rhythmic poetry as a means of conveying their ideas, so that, their followers can recite and memorize it easily and thus practice in their life the morals and values contain in it. Same is the prime intention behind including in our syllabus a good number of best poems from the voluminous collection of great authors of Syriac literature.

Learning Objectives / Outcomes: Through teaching and learning poetry the personality of the learner will be developed all-round, particularly the emotional, imaginative, intellectual, aesthetic and intuitive sides. Rhythm and metre necessitate grooming of words and phrases which in turn will be resulted in the practice of grooming one's life within boundaries. After learning poetry, the students' natural rhythm of speech will be polished through the rhythm of poetry. The sense of music and rhythm that is acquired through learning poetry gives discipline and fragrance to one's life. Learning poetry enhances the organizing, systematizing, hypothesising, composing, compiling, appraising, comparing and contrasting, synthesizing, speculating etc. skills of the learner.

5) History of the language, literature and of the people

To study history is to develop a disciplined way of making sense of the world by inquiring about the past. And people consider it as a foundation source from which they learn how philosophical, political, scientific and religious ideas have influenced the past and victories and failures affected the world and thus they construct their present and future from the lessons of the past. The main objectives of teaching and learning history is to demonstrate an understanding of how people and events of the past has influenced the ways in which people live.

In the syllabus, the first part of the history section contains a short account of the origin and development of Syriac language and literature with limited descriptions on the great authors and their contributions to Syriac literature. The second part include very brief record of the life of people throughout the ages who embraced Syriac as their own language in one way or the other.

Learning Objectives / Outcomes : After studying history, the skill of the learner for comparing and contrasting will be increased and she/he will be able to appreciate her/his present life as she/he occasionally compares between the past and the present in the process of learning history. She/he will be matured not to repeat the failures of the past. A study of history inspires the learner and stimulates the skill of research in her/him which may lead the learners towards effective use of library, archives, databases etc. A study of history boosts up the communication skills of the learner and she/he learns to organize and express their thoughts clearly and coherently both orally and in writing. A history student will be able to deploy skills of critical analysis such as attentive reading, engaged discussion, recognition of multiple perspectives and effective writing. Also, the problem-solving skills will be developed in her/him by applying those historical knowledge and habits of mind to solve the problems of the present world.

1. FDP – CBCSS - Career Related Programmes

Revised and Detailed Syllabus for

SYRIAC

as per Outcome Based Teaching, Learning Process

Title of the Course:

Language Course II (Additional Language), SYRIAC

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Syriac Language, Literature and History

Course Details

Semester	Course Code	Credits	Course Title	Instructional Hours/ week	University Exam duration	Scoring pattern		Total
						Internal	Uty exam	
I	SR 1111.3	3	Grammar, Communication, Poetry, History of Syriac Literature	4	3 hrs.	20	80	100
II	SR 1211.3	3	Grammar, Communication, Prose, History of Syrian People in India	4	3 hrs.	20	80	100

Question Paper Pattern (For all Semesters)

Section	Question Type	Total Number of Questions	No. of questions to be answered	Marks for each question	Total Marks
A	Very Short answer (one word to two sentences)	10	10	1	10
B	Short Answers (3-5 sentences)	12	8	2	16
C	Short Essay (Maximum 100 words)	9	6	4	24
D	Long Essay	4	2	15	30
Total		35	26		80

Internal Assessment : As per the Common Direction from the University

Semester II

Course Code: SR 1211.3

Total Credits - 3

Grammar, Communication, Prose, History of Syrian People in India (Up to 17th Cent).

Time: 3 Hours

Maximum Marks: 80

1. Grammar

فَمُبْعَدًا مَبْعَدًا نُسُفًا سُفًا Suffixes (second group - plural) added to Nouns
Prepositions, Suffixes (second group - plural) added to prepositions, مَبْعَدًا
Verbs مَبْعَدًا مَبْعَدًا; مَبْعَدًا مَبْعَدًا Conjugation of Verbs in Future (imperfect) tense – active
voice only, Derivatives of Verbs.

2. Communicative Syriac

Letter writing in Syriac (Only from the given text), Simple conversations

3. Prose

Monologues and Dialogues in the Sermon on the Mount (Chapter V and VI).

4. History

History of the People in Kerala who once used Syriac/Aramaic as commercial language
and having Syrian Tradition (up to 17th Cent. AD)

Seminars

Presentation from commercial dialogues in Syriac. Creation of one act plays in Syriac and their
performance. Arrival of various foreign companies and powers for trade and its political and social
impact in India. Foreign rule in India. Voyages attempted by various explorers. Syriac loan
commercial words in Indian communication. Syriac as bridge language in early centuries and similar
topics.

Assignments

Letter writing, especially commercial letter writing. Classification of verbs. Dialogue making.
Translations of monologues and dialogues, especially from primitive Syriac manuscripts and similar
topics.

Books Recommended

1. Collection of Syriac Gems
2. 'Sugyotho'
3. Dialogue Poems
4. Syriac New Testament
5. Collection of Business Letters
6. Syriac Chaldaic Grammar – Fr. Gabriel CMI
7. Aramaic Grammar Vol. I and II – Thomas Arayathinaal
8. Syriac Grammar – Robinson
9. 'Suriyani Bhasha Pravesika' – Konattu Abraham Kathanaar
10. Short History of Syriac Literature – W. Wright
11. A Brief History of Syriac Literature – Sebastian P. Brock
12. Eastern Christianity in India – Fr. Hambye ER SJ
13. 'Keralathile Kraisthava Sabhakal' – Dr. G. Chediyath
14. Brief sketch of the History of Syrian Christians - Dr. Romeo Thomas
15. 'Bharatha Sabha Charithram' – Dr. Xavier koodappuzha

2. FDP – CBCSS B. Com

Revised and Detailed Syllabus for SYRIAC

as per Outcome Based Teaching, Learning Process

Title of the Course:

Language Course II (Additional Language), SYRIAC

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Syriac Language, Literature and History

Course Details

Seme-ster	Course Code	Credits	Course Title	Instruc-tional Hours/ week	Univ-ersity Exam duration	Scoring pattern		Total
						Inter-nal	Uty exam	
I	SR 1111.2	3	Grammar, Communication, Poetry, History of Syriac Literature	4	3 hrs.	20	80	100
II	SR 1211.2	3	Grammar, Commu-nication, Prose, History of Syrian People in Kerala	4	3 hrs.	20	80	100

Question Paper Pattern (For all Semesters)

Section	Question Type	Total Number of Questions	No. of questions to be answered	Marks for each question	Total Marks
A	Very Short answer (one word to two sentences)	10	10	1	10
B	Short Answers (3-5 sentences)	12	8	2	16
C	Short Essay (Maximum 100 words)	9	6	4	24
D	Long Essay	4	2	15	30
Total		35	26		80

Internal Assessment : As per the Common Direction from the University

Books Recommended

1. Collection of Syriac Gems
2. 'Sugyotho'
3. Dialogue Poems
4. Syriac New Testament
5. Collection of Business Letters
6. Syriac Chaldaic Grammar – Fr. Gabriel CMI
7. Aramaic Grammar Vol. I and II – Thomas Arayathinaal
8. Syriac Grammar – Robinson
9. 'Suriyani Bhasha Pravesika' – Konattu Abraham Kathanaar
10. Short History of Syriac Literature – W. Wright
11. A Brief History of Syriac Literature – Sebastian P. Brock
12. Eastern Christianity in India – Fr. Hambye ER SJ
13. 'KeralathileKraisthavaSabhakal' – Dr. G. Chediya
14. Brief sketch of the History of Syrian Christians - Dr. Romeo Thomas
15. 'Bharatha Sabha Charithram' – Dr. Xavier koodappuzha

Semester II

Course Code: SR 1211.2

Total Credits - 3

Grammar, Communication, Prose, History of Syrian People in Kerala

Time: 3 Hours

Maximum Marks: 80

1. Grammar

Noun – Pronominal suffixes (second group – plural) added to common and exceptional Plural nouns

Contraction and expansion of nouns

Verbs – Classification of verbs – Strong and weak, Conjugation of verbs in active voice in future (imperfect) tense only

Grammatical construction and analysis

Prepositions – various groups of prepositions, Pronominal suffixes (second group – plural) added to prepositions, Translations / sentence making

2. Communicative Syriac - Letter writing in Syriac (Only from the given text), Simple conversations

3. Lessons from the Text

A. Sermon on the Mount Mt. 5: 1-26

B. The old and the New Mt. 5: 27- 48

C. On Chastity, Prayer, Fasting, Possessions etc Mt. 6: 1 ff.

4. History of Syrian Church in India

Arrival of St. Thomas and establishment of Churches, Synod of Diamper, Coonan Cross oath.

Seminars

Comparison on enthusiastic approach to Syriac literature before and after the Golden age of Syriac. Renowned Syriac Poets and their contributions during the Golden age. Various meters employed by Syriac poets. Various meters named after Renowned Syriac Poets. Exchange between Syriac heritage and Indian Culture. Trade and commerce in early centuries between India and Middle East. Recitation of various Syriac hymns in its original rhythm and tune. Arab invasion and Syriac literature and similar topics.

Assignments

Conjugation of verbs under exceptional category. Pronominal suffixes added to prepositions that assume changes. Derivatives of verbs. Creation of dialogues and similar topics. Similarities and differences of various primitive Syriac scripts.

Books Recommended

1. Collection of Syriac Gems
2. 'Sugyotho'
3. Dialogue Poems
4. Syriac New Testament
5. Collection of Business Letters
6. Syriac Chaldaic Grammar – Fr. Gabriel CMI
7. Aramaic Grammar Vol. I and II – Thomas Arayathinaal
8. Syriac Grammar – Robinson
9. 'Suriyani Bhasha Pravesika' – Konattu Abraham Kathanaar
10. Short History of Syriac Literature – W. Wright
11. A Brief History of Syriac Literature – Sebastian P. Brock
12. Eastern Christianity in India – Fr. Hambye ER SJ
13. 'KeralathileKraisthavaSabhakal' – Dr. G. Chediyath
14. Brief sketch of the History of Syrian Christians - Dr. Romeo Thomas
15. 'Bharatha Sabha Charithram' – Dr. Xavier koodappuzha

3. FDP – CBCSS B. A / B. Sc.

Revised and Detailed Syllabus for SYRIAC as per Outcome Based Teaching, Learning Process

Title of the Course:

Language Course II (Additional Language), SYRIAC

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Syriac Language, Literature and History

Course Details

Semester	Course Code	Credits	Course Title	Instructional Hours/week	University Exam duration	Scoring pattern		Total
						Internal	Uty exam	
I	SR 1111.1	3	Grammar, Communication, Poetry, History of Syriac Literature	5	3 hrs.	20	80	100
II	SR 1211.1	3	Grammar, Communication, Poetry, History of Syriac Literature	5	3 hrs.	20	80	100
III	SR 1311.1	3	Grammar, Communication, Prose, History of Syriac People in India	5	3 hrs.	20	80	100
IV	SR 1411.1	3	Grammar, Communication, Prose, History of Syriac People in India	5	3 hrs.	20	80	100

Question Paper Pattern (For all Semesters)

Section	Question Type	Total Number of Questions	No. of questions to be answered	Marks for each question	Total Marks
A	Very Short answer (one word to two sentences)	10	10	1	10
B	Short Answers (3-5 sentences)	12	8	2	16
C	Short Essay (Maximum 100 words)	9	6	4	24
D	Long Essay	4	2	15	30
Total		35	26		80

Internal Assessment : As per the Common Direction from the University

Semester I

Course Code: SR 1111.1

Total Credits - 3

Grammar, Communication, Poetry, History of Syriac Literature (Up to the Golden Age)

Time: 3 Hours

Maximum Marks: 80

1. Grammar

Noun – Number and Gender, Pronominal suffixes (first group – singular) added to common and exceptional singular nouns

Pronoun – in general, particularly, Personal, Demonstrative, Interrogative, Relative etc.

Adjectives in general

Verbs – Conjugation of verbs in active voice in past (perfect) tense only

Prepositions – various groups of prepositions, Pronominal suffixes (first group – singular) added to common and exceptional prepositions, Numerals in both digits and words, Translations.

2. Communication in Syriac - Conversations using simple and common dialogues

3. Lessons from the Text

A. Psalm 51

B. Farewell

C. From the Heart

4. History of Syriac literature

General outline of Syriac literature, development of various scripts and vowel system, development of Syriac literature, life and contributions of Superstars of Syriac Literature like Jacob Aphrahaat, Mar Ephraem, Balai, Cyrillona etc., Golden age of Syriac literature etc.

Seminars

Comparison on enthusiastic approach to Syriac literature before and after the Golden age of Syriac.

Renowned Syriac Poets and their contributions during the Golden age. Various meters employed by Syriac poets. Various meters named after Renowned Syriac Poets. Exchange between Syriac heritage

and Indian Culture. Trade and commerce in early centuries between India and Middle East.

Recitation of various Syriac hymns in its original rhythm and tune. Arab invasion and Syriac literature and similar topics.

Assignments

Conjugation of verbs under exceptional category. Pronominal suffixes added to prepositions that assume changes. Derivatives of verbs. Creation of dialogues and similar topics. Similarities and differences of various primitive Syriac scripts.

Books Recommended

1. Collection of Syriac Gems
2. 'Sugyotho'
3. Dialogue Poems
4. Syriac New Testament
5. Collection of Business Letters
6. Syriac Chaldaic Grammar – Fr. Gabriel CMI

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8. Syriac Grammar – Robinson
9. ‘Suriyani Bhasha Pravesika’ – Konattu Abraham Kathanaar
10. Short History of Syriac Literature – W. Wright
11. A Brief History of Syriac Literature – Sebastian P. Brock
12. Eastern Christianity in India – Fr. Hambye ER SJ
13. ‘Keralathile KraisthavaSabhakal’ – Dr. G. Chediyath
14. Brief sketch of the History of Syrian Christians - Dr. Romeo Thomas
15. ‘Bharatha Sabha Charithram’ – Dr. Xavier koodappuzha

Semester II

Course Code: SR 1211.1

Total Credits - 3

Grammar, Communication, Poetry, History of Syriac Literature (Post Golden Age)

1. Grammar

Noun – Pronominal suffixes (second group – plural) added to common and exceptional Plural nouns
Contraction and expansion of nouns

Verbs – Conjugation of verbs in active voice in future (imperfect) tense only

Grammatical construction and analysis

Prepositions – various groups of prepositions, Pronominal suffixes (second group – plural) added to prepositions, Translations / sentence making

2. Communication in Syriac - Conversations using simple and common dialogues.

3. Lessons from the Text

A. Wise way

B. Stray Gems

C. On custody of Senses

4. History of Syriac literature

Post Golden age of Syriac literature, life and contributions of main authors of Syriac Literature like Narsai, Issaac of Antioch, Jacob of Sarug, Philexinos of Mabbug, jacob of Edessa, Bar Hebraeus, Abdiso of Soba, Metrical system - in general - employed by main poets, Main causes for the decline of Syriac literary enthusiasm etc.

Seminars

Comparison on enthusiastic approach to Syriac literature before and after the Golden age of Syriac.

Renowned Syriac Poets and their contributions during the Golden age. Various meters employed by Syriac poets. Various meters named after Renowned Syriac Poets. Exchange between Syriac heritage and Indian Culture. Trade and commerce in early centuries between India and Middle East.

Recitation of various Syriac hymns in its original rhythm and tune. Arab invasion and Syriac literature and similar topics.

Assignments

Conjugation of verbs under exceptional category. Pronominal suffixes added to prepositions that assume changes. Derivatives of verbs. Creation of dialogues and similar topics. Similarities and differences of various primitive Syriac scripts.

Books Recommended

1. Collection of Syriac Gems
2. 'Sugyotho'
3. Dialogue Poems
4. Syriac New Testament
5. Collection of Business Letters
6. Syriac Chaldaic Grammar – Fr. Gabriel CMI
7. Aramaic Grammar Vol. I and II – Thomas Arayathinaal
8. Syriac Grammar – Robinson
9. 'Suriyani Bhasha Pravesika' – Konattu Abraham Kathanaar
10. Short History of Syriac Literature – W. Wright
11. A Brief History of Syriac Literature – Sebastian P. Brock
12. Eastern Christianity in India – Fr. Hambye ER SJ
13. 'Keralathile KraisthavaSabhakal' – Dr. G. Chediyath
14. Brief sketch of the History of Syrian Christians - Dr. Romeo Thomas
15. 'Bharatha Sabha Charithram' – Dr. Xavier koodappuzha

Semester III

Course Code: SR 1311.1

Total Credits - 3

Grammar, Communication, Prose, History of Syriac People in India

1. Grammar

Objective Pronominal suffixes

Contraction and expansion of nouns

Noun – Pronominal suffixes (second group – plural) added to common and exceptional Plural nouns

Verbs – classification of verbs – strong and weak, Conjugation of verbs in passive voice in past (perfect) tense only, Derivatives of verbs, Grammatical construction and analysis, Translations / sentence construction.

2. **Communication in Syriac** - Conversations and simple and common dialogues from the given text.

3. Lessons from the Text

A. Sermon on the Mount Mt. 5: 1-26

B. The old and the New Mt. 5: 27- 48

C. On Chastity, Prayer, Fasting, Possessions etc Mt. 6: 1 ff.

4. History of Syrian Church in India

Synod of Diamper, Coonan Cross oath, Establishment of Syro-Malabar Hierarchy, Origin and Development of Orthodox and Jacobite Churches.

Seminars

Renowned Syriac authors and their contributions during the Golden age. Various idioms, phrases, and usages employed in the text. Exchange between Syriac heritage and Indian Culture. Trade and commerce in early centuries between India and Middle East. Recitation of various Syriac hymns in its original rhythm and tune. Arab invasion and Syriac literature and similar topics.

Assignments

Conjugation of verbs under exceptional category. Conjugation in passive voices in future (imperfect) tense. Derivatives of verbs. Creation of dialogues on certain given topics. Letter writing. Gharshuni. Calligraphy. Syriac loan words in Malayalam.

Books Recommended

1. Collection of Syriac Gems
2. 'Sugyotho'
3. Dialogue Poems
4. Syriac New Testament
5. Collection of Business Letters
6. Syriac Chaldaic Grammar – Fr. Gabriel CMI
7. Aramaic Grammar Vol. I and II – Thomas Arayathinaal
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14. Brief sketch of the History of Syrian Christians - Dr. Romeo Thomas
15. 'Bharatha Sabha Charithram' – Dr. Xavier koodappuzha

Semester IV

Course Code: SR 1411.1

Total Credits - 3

Grammar, Communication, Prose, History of Syriac People in India

1. Grammar

Contraction and expansion of nouns

Noun – Pronominal suffixes (second group – plural) added to common and exceptional Plural nouns

Verbs Conjugation of verbs in passive voice in future (imperfect) tense only, conjugation of verbs in present tense (active participle) only

Verbal nouns, phrases and usages from the text

Grammatical construction and analysis, Translations / sentence construction

- 2. Communication in Syriac** - Conversations and simple and common dialogues from the given text.

3. Lessons from the Text

- A. Miracle of five loaves Jn. 6: 1-34
- B. Bread of life Jn. 6: 35 – 72
- C. New Commandment Jn. 13: 1-38
- D. True vine Jn. 15: 1-27

4. History of Syrian Church in India

Re-union movement of Archbishop Mar Ivanios, Establishment of Malankara Catholic Church, Marthoma Church, Thozhiyoor Church, Church Missionary Society (CMS), Church of South India (CSI) etc.

Seminars

Renowned Syriac authors and their contributions during the Golden age. Various idioms, phrases, and usages employed in the text. Exchange between Syriac heritage and Indian Culture. Trade and commerce in early centuries between India and Middle East. Recitation of various Syriac hymns in its original rhythm and tune. Arab invasion and Syriac literature and similar topics.

Assignments

Conjugation of verbs under exceptional category. Conjugation in passive voices in future (imperfect) tense. Derivatives of verbs. Creation of dialogues on certain given topics. Letter writing. Gharshuni. Calligraphy. Syriac loan words in Malayalam.

Books Recommended

1. Collection of Syriac Gems
2. 'Sugyotho'
3. Dialogue Poems
4. Syriac New Testament
5. Collection of Business Letters
6. Syriac Chaldaic Grammar – Fr. Gabriel CMI
7. Aramaic Grammar Vol. I and II – Thomas Arayathinaal
8. Syriac Grammar – Robinson
9. 'Suriyani Bhasha Pravesika' – Konattu Abraham Kathanaar
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14. Brief sketch of the History of Syrian Christians - Dr. Romeo Thomas
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