

MAR IVANIOS COLLEGE (AUTONOMOUS)

**Affiliated to the
University of Kerala Thiruvananthapuram
Kerala**



**SCHEME AND SYLLABUS FOR THE
FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)**

DEPARTMENT OF SYRIAC

(With effect from 2024 Admissions)

Approved by the Board of Studies in
Languages

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PREAMBLE

National Education Policy (NEP 2020) envisions ‘higher education as playing an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all’ (Section 9.1). NEP also expects higher education ‘to develop good, thoughtful, well-rounded, and creative individuals, enabling an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects’ (Section 9.1.1). Hence, more than the creation of greater opportunities for individual employment, higher education represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. (Section 9.1.3). NEP also identifies some of the major problems currently faced by the higher education system in India (Section 9.2) and envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion (Section 9.3). One of the major changes which the policy proposes is moving towards a more multidisciplinary undergraduate education (Section 9.3(b)) which develops all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner (Section 11.3). In order to achieve this in its full potential, NEP visions the adjusting of the structure and lengths of degree programmes accordingly. “The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor ’s degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.” (Section 11.9)

In accordance with the NEP 2020, the UGC formulated a new student-centric “Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)” incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options and establishing three Broad Pathways,

- (a) 3-year UG Degree,
- (b) 4-year UG Degree (Honours), and
- (c) 4-year UG Degree (Honours) with Research)

Accordingly, the Kerala Higher Education Reforms Commission 2022, headed by Prof Shyam B. Menon, has recommended a comprehensive reform in the undergraduate curriculum with the adoption of the 4-year undergraduate Programmes, which will bring undergraduate education in Kerala at par with the universities abroad. Consequently, Kerala State Curriculum Committee for Higher Education 2023 has been constituted, with Dr Suresh Das as Chairman, and they have proposed a model Kerala State Higher Education Curriculum framework for undergraduate education.

The University of Kerala has decided to introduce the Four Year Under Graduate Programmes (FYUGP) from the academic year 2024-2025 onwards in its teaching departments and all affiliated colleges, and has issued many draft documents and conducted college level awareness programmes about the same.

Mar Ivanios College, by virtue of its autonomy status, conferred in 2014 and extended in 2022, vide University Grants Commission (Conferment of Autonomous Status Upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2023, has the power to review existing courses/programmes and, restructure, redesign and prescribe its own courses/programmes of study and syllabi and to formulate new courses/programmes within the nomenclature specified by UGC as per the Specification of Degrees 2014 as amended from time to time. Accordingly, the Board of Studies in Languages of Mar Ivanios College (Autonomous) proposed the implementation of the FYUGP scheme with effect from 2024 admission onwards and prepared the scheme and syllabi through many of the meetings and discussions. The Academic Council of the college which met on 30th April gave discussed the proposal and syllabi in detail and approved the same to be implemented from 2024 admission onwards, subject to the final directions of the University of Kerala.

The salient features of the syllabus prepared and presented by the Board of Studies include the following:

- The curriculum is designed based on Outcome Based Education (OBE) approach.
- The curriculum follows Choice-Based Credit System (CBCS): This system allows students to select courses from a prescribed list. A specified number of credits must be earned to award the degree

- The curriculum follows the basic framework, course wise/programme-wise minimum/maximum credits set by the University of Kerala for FYUGP and abides by the basic mandatory principles of **Four Year Under Graduate Programmes (UoK-FYUGP) Regulations, 2024.**
- Students will be able to understand the Syriac literature
- Students will be able to understand the basics of Syriac grammar
- Students will be able to describe the works of early Syriac literature
- The relationship between Syriac Language and the culture of Kerala describes the relevance of this language.

Graduate Attributes and Programme Outcomes (POs):

The National Higher Education Qualification Framework (NHEQF) envisages that students on completion of a programme of study must possess and demonstrate the expected graduate profile/attributes acquired through one or more modes of learning. The graduate profile/attributes indicate the quality and feature or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study. The graduate profile/attributes include capabilities that help widen the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in the society. The graduate profile/attributes are acquired incrementally and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed. Graduate profile/attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking. Mar Ivanios College (Autonomous) is fully committed to ensuring the attainment of the necessary graduation attributes by the students. The college has clearly defined its *raison de'tre*, the philosophy of its existence, through the Motto "Truth Shall Liberate You" (*Veritas Vos Liberabit*) which refers to the ultimate enlightenment which can emerge only at the intersection of sharp intellect, sound physique, strong mind, staunch ethics, and profound spirituality. This is further made explicit through its Vision, Mission and Goals and the same expect all students who graduate from the college to:

- Have inculcated "the values of truth and charity for the protection and promotion of human dignity and of a cultural heritage, through teaching, research, and extension activities

dedicated to society”;

- Be co-creators of a vibrant academic community known for its innovation, intellectual rigour and social commitment;
- Be “intellectually trained, morally upright, socially committed, spiritually inspired and ecologically conscious young men and women who would be dedicated to working for the good of society, the nation and the world”;
- Have acquired “global competencies and skills”;
- Have inculcated a sense of harmony, equality and fraternity among youth, transcending religious, linguistic, regional or sectional diversities; and
- Have developed “scientific temper, humanism and the spirit of inquiry and reform”.

Programme Outcomes are the expected student attributes achieved by a student after the student completes the FYUGP from any of the streams/pathways.

The Programme Outcomes (POs) for the FYUGP programmes across all streams and pathways, based on the above core philosophy, and in consonance with the National Higher Education Qualifications Framework (NHEQF) are given below:

By the end of the Four-Year Under-Graduate Programme, students will:

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| PO 1 | <p>Demonstrate the acquisition of all necessary knowledge and skills within their disciplinary/ multi-disciplinary areas of learning. These include the acquisition of:</p> <ul style="list-style-type: none"> • comprehensive knowledge and coherent understanding of their chosen disciplinary/ interdisciplinary areas of study, their linkages with related fields, and the awareness of current trends in their chosen area of study; • essential knowledge for skilled work in chosen field(s), including self-employment and entrepreneurship skills; • proficiency in specialized areas within chosen fields of study, encompassing diverse practical skills applicable to different situations within those fields; • the ability to apply learned knowledge to novel situations, solve problems, and relate concepts to real-world scenarios rather than just memorizing curriculum content. |
| PO 2 | <p>Acquire problem-solving, critical thinking, analytical reasoning skills and demonstrate creativity in their thought processes by demonstrating the ability to:</p> <ul style="list-style-type: none"> • solve different kinds of problems in familiar and non-familiar contexts both within and outside their disciplinary/ multidisciplinary areas of learning; • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, and beliefs; • analyse and synthesize data from a variety of sources and draw valid |

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| | <p>conclusions and support them with evidence and examples.</p> <ul style="list-style-type: none"> • the ability to plan, execute and report the results of an experiment or investigation; • adhere to scientific temper and ethics in their thought process; • adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence; and • incubate entrepreneurial and start-up ideas. |
| PO 3 | <p>Develop a profound environmental dedication by fostering ecological awareness and engaging in actions that promote sustainable development by achieving the ability to</p> <ul style="list-style-type: none"> • recognize environmental and sustainability issues, and participate in actions to promote sustainable development as well as mitigate the effects of environmental degradation, climate change, and pollution; • contribute to effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, sustainable development and living, and the preservation of life in all forms. • participate in community-engaged services/ developmental activities and thus exemplify the ideals of community engagement and service learning and deep social commitment. |
| PO 4 | <p>Accomplish perfect communication, teamwork, and leadership skills, particularly in academic and professional settings, while demonstrating nuance and attention to etiquette in all communicative contexts. This will enable them to:</p> <ul style="list-style-type: none"> • listen carefully, and read texts and research documents, and present complex information with clarity and precision to different audiences; • express thoughts and ideas and communicate effectively through speech and writing using appropriate media; • communicate using language which is respectful of gender and minority orientations; • act together as a group or a team in the interests of a common cause and working efficiently as a member of a team; • inspire the team with a vision to achieve a stated goal, and use management skills to guide the team in the right direction. |
| PO5 | <p>Acquire the necessary skills, including ‘learning to learn’ skills, and foster innovative ideas to improve competence and employability, keeping pace with the evolving global landscape and technological advancements by demonstrating the ability to:</p> <ul style="list-style-type: none"> • pursue learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling; • work independently, identify appropriate resources required for further learning; • acquire organizational and time management skills to set self-defined goals and targets with timelines; |

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| | <ul style="list-style-type: none"> • be a proactive life-long learner. • use ICT in a variety of learning and work situations; • access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data; • navigate cyberspaces by following appropriate ethical principles and cyber etiquette. • use cutting edge AI tools with equal commitment to efficiency and ethics. • think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts; |
| PO6 | <p>Develop research-related skills including the ability to conceptualize research hypotheses/projects and adopt suitable tools and methodologies for analysis with:</p> <ul style="list-style-type: none"> • a keen sense of observation, inquiry, and capability for asking relevant/appropriate research questions; • the ability to problematize, synthesize, and articulate issues and design research proposals; • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and effect relationships; • the capacity to develop appropriate methodology and tools for data collection; • the appropriate use of statistical and other analytical tools and techniques; • the ability to plan, execute and report the results of an experiment or investigation; • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or the field of study |
| PO7 | <p>Assimilate a sound value system, a sense of autonomy, multicultural competence, social commitment, and the spirit of inclusivity and empathy by imbibing the spirit and the holistic ethos of the ‘Multi-Dimensional Ivanian’ (MDI) approach. This will enable them to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of integrity, truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values; • identify ethical issues related to work, follow ethical practices and be objective, unbiased, and truthful actions in all aspects of work, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights; • exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces; • practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, |

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| | <p>tolerant, inclusive, secure, and sustainable societies;</p> <ul style="list-style-type: none"> effectively engage in a multicultural group/society and interact respectfully with diverse groups; identify with or understand the perspective, experiences, or points of view and emotions of another individual or group. demonstrate gender sensitivity and adopt a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities; demonstrate proficiency in arts/ sports/ games, physical, mental and emotional fitness, entrepreneurial /organizational /pubic speaking/environmental/ community-oriented areas by actively participating in the wide range of co-curricular activities that are available to the students of Mar Ivanios College. |
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Course and Credit Structure of FYUGP

The pathway preferably followed by the department will be Major with Minor or Major with multiple disciplines of study.

The Course and Credit Structure of FYUGP is given below:

| Sem | DSC (4 Cr) | DSE (4 Cr) | AEC (3 Cr) | SEC (3 Cr) | MDC (3 Cr) | VAC (3 Cr) | Internship (credit-2)/ Project/ Additional Courses (credit-12) | Total courses | Total credits |
|-------------------------------------------------------------------------------------|-----------------------------------------|------------------|------------------------------|---------------|------------------------------|----------------|-------------------------------------------------------------------------------|------------------|------------------|
| I | A-1 B-1 C-1 | | AEC (Eng)- 1 AEC(OL)-2 | | MDC-1 | | | 6 | 21 |
| II | A-2 B-2 C-2 | | AEC (Eng)- 3 AEC(OL)-4 | | MDC-2 | | | 6 | 21 |
| III | A-2 B-2 C-2 | DSE A -1 | | | MDC (Kerala Studies)-3 | VAC-1 | | 6 | 22 |
| IV | A-4 A-5 | DSE A- 2 | | SEC-1 | | VAC-2 VAC-3 | Internship | 6 | 21 |
| V | A-6 A-7 A-8 | DSE -3 DSE -4 | | SEC-2 | | | | 6 | 23 |
| VI | A-9 A-10 A-11 | DSE -5 DSE -6 | | SEC-3 | | | | 6 | 23 |
| Total | A (11) B (3) C (3) | 6 | 4 | 3 | 3 | 3 | 1* | 36 | 133 |
| EXIT OPTION AVAILABLE AND STUDENTS WILL BE AWARDED UG DEGREE WITH MAJOR IN A | | | | | | | | | |
| VII | A-12 A-13 B/C-4 B/C-5 B/C-6 | DSE -7 | | | | | | 6 | 24 |
| VIII | MOOC courses A -14, | | | | | | Research Project/ Internship | 2+1**/3*** | 20 |

| | | | | | | | | | |
|--------------|-----------------------------------|---|---|---|---|---|------------------------------------|---------------------|-----|
| | A -15 | | | | | | /Project or 03 courses -12Cr | | |
| Total | A (15) B(3) C (3) B/C(3) | 7 | 4 | 3 | 3 | 3 | 1*+1**/ 3*** | 44+1* + 1**/3*** | 177 |

A – Major Discipline

B/C-Minor/Multiple discipline

* - Mandatory Internship at the end of Semester 4

** - Research Project/ Internship /Project as part of Honours with Research

*** - Additional courses of 4 credits each.

Cr - Credits

- **Research group project for students exiting after UG 3 years:** Students who propose to exit after 3 Year UG programme can do a group project with an extra two credits to obtain research experience in discipline-specific areas of the program. The BoS can decide the number of students for the group and the evaluation criteria.
- Students will be able to take other pathways permissible under **University of Kerala Four Year Under Graduate Programmes (UoK-FYUGP) Regulations, 2024**, subject to the availability of courses/ faculty/infrastructure of the college.
- The Board of Studies shall prepare and publish a list of online courses at different levels before the commencement of classes in the respective semester offered in various online educational platforms recognised by the academic council of the college, which can be opted by the students for acquiring additional credits.

Course Participation/Attendance-

1. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if the student has completed 75% of the prescribed classroom activities in physical, online, or blended modes, as stipulated by the BoS, including any makeup activities as specified by the faculty of that particular course.
2. The reasons/cases of permissible authorised leave shall be specified by the college, with the approval of the Academic Council, ratified by the Governing Body.
3. The condonation facility shall be availed as per the existing University/college norms.

Assessment and Evaluation

1. The assessment of a course shall combine a Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
2. For courses without practical/lab modules, 30% weightage shall be given for CCA and the remaining 70% of the weight shall be for the ESE.
3. CCA will have two sub-components: Formative Assessment (FA) and Summative Assessment (SA).

4. The CCA subcomponents will be given marks as per the following proportions:
- Discipline specific summative assessment - 15% of the total
 - Course attendance (Formative) - 5 % of the total.
 - Discipline specific formative assessment - 10% of the total.
5. The details of summative and formative assessment criteria, including that of attendance, will be specified by each course coordinator at the beginning of the semester, with the approval of the respective Head of the Department/BoS Chairperson and the Principal, and will be published on the college website.
6. For courses with practical/lab modules, 40% weightage shall be given for CCA and the remaining 60% of the weight shall be for the ESE.
7. In such cases specified in the item above, the CCA subcomponents will be given marks as per the following proportions:
- Discipline specific summative assessment - 10% of the total
 - Course attendance (Formative) - 5 % of the total
 - Discipline specific formative assessment - 15% of the total.
 - Summative Assessment (Practical Record, Practical test, skill, etc). - 10% of the total.

| Sl. No. | Activity | Percentage (%) of the total | |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------|
| | | Theory courses | Courses with practical |
| 1. | Summative Assessment (written Test or any other discipline specific assessment tools like Open book test, Lab reports, problem-based assignments, individual or team project report, case study report, literature survey, book reviews, video/film/documentary productions, etc) | 15 | 10 |
| 2. | Summative Assessment (Practical Record, Practical test, skill, etc) | ----- | 10 |
| 3. | Formative Assessment (Attendance) | 5 | 5 |
| 4. | Formative Assessment (Class room activities, observation of skills, viva voce, quiz, interview, oral presentations, in class discussions, computerized adaptive testing, group tutorial work, reflection writing assignments, field study reports, self and peer assessments, service-learning activities, etc.) | 10 | 15 |
| | Total | 30 | 40 |

8. The Course Coordinator shall be responsible for evaluating all the components of CCA for the course in question. Any grievances regarding the same shall be submitted to the Course Coordinator within 5 days of the publication of the same on the department notice board or official class group. If the grievance is not settled at the Course Coordinator level, the student is free to appeal to the Head of the Department, within the next 3 days, who will discuss the same in the Department Level Monitoring Committee (DLMC). If still needed, students can further appeal to the College Level Monitoring Committee (CLMC) or in essential situations the University Level Monitoring Committee (ULMC) in a time period as specified by these bodies.
9. Regarding evaluation, one credit will be evaluated for 20 marks in a semester; thus, a 4-credit course will be evaluated for 80 marks, and 3-credit courses for 60 marks. However, any changes to this if brought by the University will be followed.
10. The duration of the end semester examination of a course with 4 credits will be 2 hours and the same for a course with 3 credits may be 1.5 hours/2 hours.

Letter Grades and Grade Point

1. A mark system is followed to evaluate each question. For each course in the semester, letter grades and grade points are introduced in a 10-point indirect grading system as per the guidelines given below.
2. The Semester Grade Point Average (SGPA) is computed from the grades to measure the student's performance in a given semester. The SGPA is based on the current term's grades, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.
3. The weighted grade point will be mentioned in the student's final grade cards, issued by the college, based on the marks obtained.
4. **The grades and grade points will be given as per the following format:**

| Letter Grade | Grade Point | Percentage of marks (X) (CCA + ESE together) | Class |
|-------------------|-------------|-------------------------------------------------|------------------------------------|
| O (Outstanding) | 10 | $X \geq 95\%$ | FIRST CLASS WITH DISTINCTION |
| A+ (Excellent) | 9 | $85\% \leq X < 95\%$ | |
| A (Very Good) | 8 | $75\% \leq X < 85\%$ | |
| B+ (Good) | 7 | $65\% \leq X < 75\%$ | FIRST CLASS |
| B (Above Average) | 6 | $55\% \leq X < 65\%$ | |

| | | | |
|-------------|---|----------------------|--------------|
| C (Average) | 5 | $45\% \leq X < 55\%$ | SECOND CLASS |
| P (Pass)* | 4 | $35\% \leq X < 45\%$ | THIRD CLASS |
| F (Fail) | 0 | $X < 35\%$ | FAIL |
| Ab (Absent) | 0 | | FAIL |

- For a course PASS, separate minimum of 35% is needed for CCA and ESE.
- Less than 35% in either ESE or CCA is FAIL.

Computation of SGPA and CGPA

SGPA (Semester Grade Point Average) and CGPA (cumulative Grade Point Average) will be computed as follows:

1. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester. That is,

$$S_i = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where S_i is the SGPA in the i^{th} semester,

C_i is the number of credits for the i^{th} course, and

G_i is the the grade point scored by the student in the i^{th} course.

2. The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme. That is,

$$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA in the i^{th} semester and

C_i is the total number of credits in the i^{th} semester.

3. The SGPA and CGPA shall be rounded to 2 decimal points and reported in the transcripts

Fr Vincy Varghese
Chairman BoS
(Languages)
Mar Ivanios College (Autonomous),
Thiruvananthapuram

Thiruvananthapuram
10-05-2024

Syllabus Index

Name of the Major Subject: Syriac

Semester: 1

| Course Code | Title of the Course | Type of the Course AEC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|-----------------------|---------------------------------------|------------------------------------------------|--------|----------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MICUK1AECSYR10 0.1 | Foundational Studies on Syriac (Arts) | AEC | 3 | 4 | 2 | | 2 | |
| MICUK1AECSYR10 1.1 | Introduction to Syriac (Commerce) | AEC | 3 | 4 | 2 | | 2 | |
| MICUK1AECSYR10 2.1 | Elementary Syriac (Science) | AEC | 3 | 4 | 2 | | 2 | |
| MICUK1MDCSYR10 1.1 | Basic Course on Functional Syriac | MDC 1 | 3 | 3 | 3 | | | |

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester: 2

| Course Code | Title of the Course | Type of the Course AEC, MDC, SEC etc. | Credit | Hour s/ | Hour Distribution /week | | | |
|-----------------------|--------------------------------------------------|------------------------------------------------|--------|------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| MICUK2AECSYR10 3.1 | Advanced Studies in Syriac Language (Arts) | AEC | 3 | 4 | 2 | | 2 | |
| MICUK2AECSYR10 4.1 | Extensive studies in Syriac Language (Commerce) | AEC | 3 | 4 | 2 | | 2 | |
| MICUK2AECSYR10 5.1 | Comprehensive Study in Syriac Language (Science) | AEC | 3 | 4 | 2 | | 2 | |
| MICUK2MDCSYR10 2.1 | Advanced Course on Functional Syriac | MDC 2 | 3 | 3 | 3 | | | |

Semester: 3

| Course Code | Title of the Course | Type of the Course VAC, | Credit | Hour s/ | Hour Distribution /week | | | |
|-------------|---------------------|----------------------------|--------|------------|-------------------------|--|--|--|
| | | | | | | | | |

| | | | | | | | |
|-----------------------|-----------------------------------------------|------------------|---|---|---|--|---|
| | | MDC, SEC etc. | | | | | |
| MICUK3MDCSYR20 1.1 | Syriac Language: Art, Religion and Culture | MDC 3 | 3 | 4 | 2 | | 2 |
| MICUK3VACSYR20 1.1 | Linguistic and Cultural Aspects of Syriac | VAC 1 | 3 | 4 | 2 | | 2 |

Semester: 4

| Course Code | Title of the Course | Type of the Course VAC, MDC, SEC etc. | Credit | Hour s/ | Hour Distribution /week | | | |
|-----------------------|--------------------------------------------------|------------------------------------------------------|--------|------------|----------------------------|---|---|---|
| | | | | | L | T | P | O |
| MICUK4SECSYR201 .1 | Acquisition of Skills in Syriac Language | SEC 1 | 3 | 4 | 2 | | 2 | |
| MICUK4VACSYR20 2.1 | Syriac Language and Syriac Tradition in India | VAC 2 | 3 | 4 | 2 | | 2 | |



MAR IVANIOS COLLEGE (AUTONOMOUS)

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| Programme | Syriac Language | | | | | |
| Course Name | Foundational Studies on Syriac (Arts) | | | | | |
| Type of course | AEC (Arts) | | | | | |
| Course Code | MICUK1AECSYR100.1 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | This course is for the beginners. This course aims at imparting knowledge of different scripts of Syriac language and the basics of Syriac grammar and vocabulary. This course also includes history of Syriac Language and literature and some popular stories. | | | | | |
| Semester | I | Credits | | | 3 | Total Hrs. |
| Course Details | Learning Approac h | Lecture | Tutorial | Practical | Others | |
| | | 2 | 0 | 2 | 0 | 4 |
| Pre -requisites | | | | | | |

COURSE OUTCOME (CO)

| CO No. | Expected Course Outcomes | Learning Domains |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------|
| 1 | Students will be able to learn and write the different scripts | K |
| 2 | Students will be able to understand the Syriac literature | U |
| 3 | Students will be able to understand the basics of Syriac grammar | A |
| 4 | Students will be able to describe the works of early Syriac literature | AP |
| Remember (K), Understand (U), Apply (A), Analyse (A), Evaluate (E) Create(C), Skill (S), Interest (I) and Appreciation (AP) | | |

Module 1 History of Syriac Language and Early Syriac

Writings Module 2 Syriac Grammar

Module 3 Popular Literature in

Syriac Module 4 Teacher

Specific Content

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|--------------------------------------------------------------------------------------------------------------------------------------|------|--------|
| 1 | 1.1 | Origin and Development of Syriac Language | 4 | 1 |
| | 1.2 | Development of different scripts, Vowel system, Early Syriac Learning centers | 3 | 1 |
| | 1.3 | Peshitta OT | 3 | 2 |
| | 1.4 | Diatessaron | 2 | 2 |
| | 1.5 | Act of Thomas | 2 | 2 |
| | 1.5 | Demonstrations | 2 | 2 |
| 2 | 2.1 | Writing Systems -Scripts - Alphabets -Vowels - Diacritic Points & Other Orthographical Signs, -Punctuation, Ligatures | 4 | 3 |
| | 2.2 | Phonology - Rukokho - Qushoyo - Syllabification | 4 | 3 |
| | 2.3 | Noun & Pronoun - Number & Gender - Prefix & Suffix (Common Singular Nouns Only) | 4 | 3 |
| | 2.4 | Reading & Writing - Syriac Vocabulary - Salutations in Syriac - Numbers & Numerals | 4 | 3 |
| 3 | 3.1 | Story of Ahikar | 3 | 4 |
| | 3.2 | The Story of Prodigal Son (Lk 15: 11-32) | 3 | 4 |
| | 3.3 | The Story of Abel and Cain (Gen 4: 1-16) | 3 | 4 |
| | 3.4 | The Story of Good Samaritan (LK 10: 27-37) | 4 | 4 |
| 4 | 4.1 | Teacher Specific Content | | |

| | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam1 -Model Exam |
| | B. Semester End Examination (2Hrs) 70 Marks Part A 8 x 1 = 8 Part B 6 x 4 = 24 (out of 9) Part C 3 x 6 = 18 (out of 6) Part D 2 x 10 = 20 (out of 4) |

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |

References

1. Abraham, Konat. *An Introduction to Syriac Grammar*. MOC Publications, 2018.
2. Aprem, Mar. *Teach Yourself Aramaic*. Mar Narsai Press, 1981.
3. Arayathinal Thomas, editor. *Kunos Margonyotho Suryoyotho*. St Josephs Printing House, 1937.
4. Brock, Sebastian Paul. *Moran Etho 9 A Brief Outline of Syriac Literature*. First, St. Ephrem Ecumenical Research Institute, 2009.
5. Gabriel, Joseph. *Syro-Chaldaic Grammar*. Edited by Emmanuel, 7 rev.ed., Oriental Institute for Religious Studies, 1984.
6. J, Coakley. *Robinsons Paradigms and Exercises in Syriac Grammar*. 5th ed., oxford University Press, 2002.
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8. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
9. ---. *Vyakarana Sahai Paschathiya Suriyani Lipiyil*. St. Ephrem Ecumenical Research Institute, 2020.
10. Thomas, William, editor. *Collection of Syriac Gems*. St Josephs Printing Press, 1999.



MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|---------------|------------|
| Programme | Syriac Language | | | | | |
| Course Name | Introduction to Syriac (Commerce) | | | | | |
| Type of course | AEC (Commerce) | | | | | |
| Course Code | MICUK1AECSYR101.1 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | This course covers history of Syriac language, origin and development of Syriac scripts and vowel systems. It offers a well-rounded entry into the Syriac Language, basic grammar rules and foundational vocabulary. It helps students to get acquainted with popular literature in Syriac. | | | | | |
| Semester | I | Credits | | | 3 | Total Hrs. |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 2 | 0 | 2 | 0 | 4 |
| Pre -requisites | | | | | | |

COURSE OUTCOME(CO)

| Co No | Expected Course Outcome | Learning Domains |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------|
| 1 | Students will be able to learn and write the different script | U |
| 2 | Students will be able to compare the works of early Syriac writers | U Ap |
| 3 | Students will be able to understand the | U A |
| 4 | Students will be able to categorize the secular literature | U E |
| Remember (K) Understand (U) Apply (A) Analyse (An), Evaluate (E), Create (C) Skill(S), Interest (I) and Appreciation (AP) | | |

Module 1 History of Syriac Language and Early Syriac Writings

Module 2 Syriac Grammar

Module 3 Popular Literature in Syriac

Module 4 Teacher Specific Content

COURSE CONTENT

Content for Classroom Transaction (Units)

| Module | Units | Course Description | Hrs. | CO.No |
|--------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|
| 1 | 1.1 | Origin &Development of Syriac Language, Origin &Development of Syriac Scripts, Development of Syriac Vowel System, Early Syriac Learning Centers: Nisibis & Edessa | 6 | 1 |
| | 1.1 | Odes of Solomon | 2 | 2 |
| | 1.2 | Act of Thomas | 2 | 2 |
| | 1.3 | Demonstrations | 2 | 2 |
| | 1.4 | Libergradum | 2 | 2 |
| 2 | 2.1 | Writing System -Scripts -Alphabets -Vowels -Diacritic Points &Other Orthographic Signs | 6 | 3 |
| | 2.2 | Nouns &Pronouns -Number &Gender -States of Nouns -Prefix & Suffix (Common Singular Nouns Only) | 4 | 3 |
| | 2.3 | Phonology -Rukokho & Qushoyo -Syllabification | 4 | 3 |
| | 2.4 | Reading &Writing -Salutations in Syriac -Days &Months in Syriac -Syriac Vocabulary | 4 | 3 |
| 3 | 3.1 | Story of Ahikar | 3 | 4 |
| | 3.2 | The story of Rich Man and Lazarus (LK 16:19-31) | 4 | 4 |
| | 3.3 | The Story of David and Goliath (I Sam 17) | 3 | 4 |
| | 3.4 | The Story of Ten Lepers (LK 17: 11-19) | 3 | 4 |
| 4 | 4.0 | Teacher Specific Content | | |

| | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam1 -Model Exam |
| | B. Semester End Examination (2Hrs) 70 Marks Part A 8 x 1 = 8 Part B 6 x 4 = 24 (out of 9) |

| | |
|--|---------------------------------------------------------------|
| | Part C 3 x 6 = 18 (out of 6) Part D 2 x 10 = 20 (out of 4) |
|--|---------------------------------------------------------------|

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |

REFERENCE

1. Abraham, Konat. *An Introduction to Syriac Grammar*. MOC Publications, 2018.
2. Arayathinal Thomas, editor. *Kunos Margonyotho Suryoyotho*. St Josephs Printing House, 1937.
3. Brock, Sebastian Paul, Butts Aaron, Kiraz George, editor. *Gorgias Encyclopedic Dictionary of the Syriac Heritage*. Georgian Press for Beth Mardutho, 2011.
4. Brock, Sebastian Paul. *Moran Etho 9 A Brief Outline of Syriac Literature*. First, St. Ephrem Ecumenical Research Institute, 2009.
5. Gabriel, Joseph. *Syro-Chaldaic Grammar*. Edited by Emmanuel, 7 rev.ed., Oriental Institute for Religious Studies, 1984.
6. J, Coakley. *Robinsons Paradigms and Exercises in Syriac Grammar*. 5th ed., oxford University Press, 2002.
7. John, Kannanthanam, editor. *Syriac Language and Literature*. Mathew Kuttiyanickal, 2009.
8. Mathew, Cheriyahtottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
9. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
10. *Vyakarana Sahai Paschathiya Suriyani Lipiyil*. St. Ephrem Ecumenical Research Institute, 2020.
11. Thomas, William, editor. *Collection of Syriac Gems*. St Josephs Printing Press, 1999.



MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|------------|
| Programme | Syriac Language | | | | |
| Course Name | Elementary Syriac(Science) | | | | |
| Type of course | AEC (Science) | | | | |
| Course Code | MICUK1AECSYR102.1 | | | | |
| Course Level | 100-199 | | | | |
| Course Summary | The course aims at providing the basics of Syriac language and literature, including its script, grammar, vocabulary and early Syriac writings. This course may introduce elements of Syriac culture and history as well. This course also introduces popular literary works in Syriac. | | | | |
| Semester | I | Credits | | 3 | Total Hrs. |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | |
| | | 2 | 0 | 2 | |
| Pre -requisites | | | | | |

COURSE OUTCOME(CO)

| Co No | Expected Course Outcome | Learning Domains |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------|
| 1 | Students will be able to understand the origin and development of Syriac Language | K |
| 2 | Students will be able to describe the old Syriac literature | U |
| 3 | Students will be able to learn the basics of Syriac Grammar | A |
| 4 | Students will be able to understand the popular Syriac literature | U Ap |
| Remember (K) Understand (U) Apply (A) Analyse (An), Evaluate (E), Create (C) Skill(S), Interest (I) and Appreciation (AP) | | |

Module 1 History of Syriac Language and Early Syriac Writings

Module 2 Fundamentals of Syriac Grammar

Module 3 Popular Literature in Syriac

Module 4 Teacher Specific Content

CCOURSE CONTENT

Content for Class room transaction (Units)

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|
| 1 | 1.1 | Origin &Development of Syriac Language, Origin &Development of Syriac Script, Development of Vowel System, Early Syriac Learning Centers- Nisibis & Edessa | 6 | 1 |
| | 1.2 | Peshitta OT & NT | 3 | 2 |
| | 1.3 | Diatessaron | 2 | 2 |
| | 1.4 | Old Syriac Gospels | 2 | 2 |
| | 1.5 | Acts of Thomas | 2 | 2 |
| 2 | 2.1 | Writing System -Scripts -Alphabets -Vowels -Diacritic Points & Other Orthographic Signs -Ligatures, Punctuations | 8 | 3 |
| | 2.2 | Phonology -Rukokho & Qushoyo -Syllabification | 3 | 3 |
| | 2,3 | Noun &Adjectives -Number & Gender -States of Noun -Prefix & Suffix (Common Singular Nouns Only) | 4 | 3 |
| | 2.4 | Reading and Writing -Syriac Vocabulary -Numerals | 3 | 3 |
| 3 | 3.1 | Story of Ahikar | 3 | 4 |
| | 3.2 | The Story of Prodigal Son (LK 15: 11-32) | 3 | 4 |
| | 3.3 | The Story of Abel and Cain (Gen 4: 1-16) | 3 | 4 |
| | 3.4 | The Story of Good Samaritan (LK 10: 29-37) | 3 | 4 |
| 4 | 4.0 | Teacher Specific Content | | |

| | |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar |

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>- Assignments</p> <p>-Internal Exam1</p> <p>-Model Exam</p> |
| | <p>B. Semester End Examination (2Hrs) 70 Marks</p> <p>Part A 8 x 1 = 8</p> <p>Part B 6 x 4 = 24 (out of 9)</p> <p>Part C 3 x 6 = 18 (out of 6)</p> <p>Part D 2 x 10 = 20 (out of 4)</p> |

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ |
| CO 2 | ✓ | ✓ | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |

Reference

1. Aprem, Mar. *Teach Yourself Aramaic*. Mar Narsai Press, 1981.
2. Arayathinal Thomas, editor. *Kunos Margonyotho Suryoyotho*. St Josephs Printing House, 1937.
3. Assad, Sauma. *Moran Etho 35 Syriac Without a Teacher*. St. Ephrem Ecumenical Research Institute, 2015.
4. Brock, Sebastian Paul, Butts Aaron, Kiraz George, editor. *Gorgias Encyclopedic Dictionary of the Syriac Heritage*. Georgian Press for Beth Mardutho, 2011.
5. Brock, Sebastian Paul. *Moran Etho 9 A Brief Outline of Syriac Literature*. First, St. Ephrem Ecumenical Research Institute, 2009.
6. Gabriel, Joseph. *Syro-Chaldaic Grammar*. Edited by Emmanuel, 7 rev.ed., Oriental Institute for Religious Studies, 1984.
7. J, Coakley. *Robinsons Paradigms and Exercises in Syriac Grammar*. 5th ed., oxford University Press, 2002.
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9. Mathew, Cheriaythottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
10. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
11. Thomas, William, editor. *Collection of Syriac Gems*. St Josephs Printing Press, 1999.

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MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|-----------|
| Programme | Syriac Language | | | | |
| Course Name | Basic Course on Functional Syriac | | | | |
| Type of course | MDC | | | | |
| Course Code | MICUK1MDCSYR101.1 | | | | |
| Course Level | 100-199 | | | | |
| Course Summary | The course focuses on practical language skills for everyday communications. It offers an introduction to basic Syriac grammar, essential vocabulary and common phrases to engage in functional conversations. It also aims at imparting listening and speaking skills in Syriac. The course also includes an overview of the early history of Syrian Church in India and the study of some important Syriac texts. | | | | |
| Semester | I | Credits | | 3 | Total Hrs |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | |
| | | 3 | | | |
| Pre –requisites | | | | | |

COURSE OUT COME(CO)

| CO. No | Expected Course Outcome | Learning Domains |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------|
| 1 | Familiarize students with Syriac alphabets and pronunciations | K |
| 2 | Imparts basic knowledge of grammar. Evaluate the basics of Syriac Grammar | A |
| 3 | Able to know the history of Syrian Church in India | U |
| 4 | Able to develop the skill of simple translations through practical sessions | U S |
| Remember(K), Understand (U), Apply (A), Analyse (An), Evaluate, (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | |

Module 1 Syriac Grammar and Listening, Speaking Syriac

Module 2 Early History of Syrian Church in India

Module 3 Syriac Prose (Practicum)

Module 4 Teacher Specific Content

COURSE CONTENT

Content for Classroom transaction

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|--------------------------------------------------------------------------|------|--------|
| 1 | 1.1 | Alphabets, Different Scripts, Personal Pronoun | 4 | 1 |
| | 1.2 | Transliteration, Phonetics and Pronunciation | 3 | 1 |
| | 1.3 | Salutations in Syriac | 2 | 1 |
| | 1.4 | Self-Introduction | 2 | 1 |
| | 1.5 | Simple Conversations | 3 | 1 |
| | 1.6 | Sentence Structure and Word Order | 3 | 1 |
| 2 | 2.1 | Apostolate of St. Thomas | 4 | 2 |
| | 2.2 | Seven Churches founded by St. Thomas | 3 | 2 |
| | 2.3 | Syrian Colonization | 3 | 2 |
| | 2.4 | Cheppeds, Cosmos Indicopleustes | 3 | 2 |
| 3 | 3.1 | The New Commandment in Jn 13: Text and its translations (Practicum) | 10 | 3 |
| | 3.2 | The Sermon on the Mount in Mathew: Text and its translations (Practicum) | 10 | 3 |
| | 3.3 | Teaching of Jesus in Luke 14 Text and its translations (Practicum) | 10 | 3 |
| 4 | 4.1 | Teacher Specific Content | | |

| | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam I -Model Exam |
| | B. Semester End Examination (2Hrs) 70 Marks Part A 8 x 1 = 8 Part B 6 x 4 = 24 (out of 9) Part C 3 x 6 = 18 (out of 6) Part D 2 x 10 = 20 (out of 4) |

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | ✓ | ✓ |
| CO 4 | | ✓ | ✓ |

REFERENCES

1. Abraham, Konat. *An Introduction to Syriac Grammar*. MOC Publications, 2018.
2. Arayathinal Thomas, editor. *Kunos Margonyotho Suryoyotho*. St Josephs Printing House, 1937.
3. Brock, Sebastian Paul, Butts Aaron, Kiraz George, editor. *Gorgias Encyclopedic Dictionary of the Syriac Heritage*. Georgian Press for Beth Mardutho, 2011.
4. Brock, Sebastian Paul. *Moran Etho 9 A Brief Outline of Syriac Literature*. First, St. Ephrem Ecumenical Research Institute, 2009.
5. chatonnet Francoise, Debie Muriel. *The Syriac World in Search of a Forgotten Christianity*. Le Monde Syriaque, 2017.
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7. Kaithayil, Geevarghese. *Moran Etho 49 The Book of Gramathi*. Edited by Edamuriyil George, St. Ephrem Ecumenical Research Institute, 2022.
8. Mathew, Cheriyahtottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
9. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
10. ---. *Vyakarana Sahai Paschathiya Suriyani Lipiyil*. St. Ephrem Ecumenical Research Institute, 2020.
11. Thomas, William, editor. *Collection of Syriac Gems*. St Josephs Printing Press, 1999.



MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|---------------|
| Programme | Syriac Language | | | | |
| Course Name | Advanced Studies in Syriac Language (Arts) | | | | |
| Type of course | AEC (Arts) | | | | |
| Course Code | MICUK2AECSYR103.1 | | | | |
| Course Level | 100-199 | | | | |
| Course Summary | This course aims at acquiring a sound knowledge in the advanced level of grammar. It introduces ancient writers in Syriac. The course includes the history of Syriac Churches in Kerala. It also offers detailed study of excerpts from Syriac literature. | | | | |
| Semester | II | Credits | | 3 | Total Hrs. |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | |
| | | 2 | 0 | 2 | 4 |
| Pre –requisites | | | | | |

COURSE OUTCOME(CO)

| CO. No | Expected Course Outcome | Learning Domains |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------|
| 1 | Students will be able to learn the works of early Syriac writers | U Ap |
| 2 | Students will be able to understand the history of St. Thomas Christians | U |
| 3 | Students will be able to learn Syriac literature | U Ap |
| 4 | Students will be able to apply the □□□ □□□ □□□ □ | A |
| Remember (K), Understand (U), Apply (A), Analyse (AN), Evaluate (E), Create (C) Skill(S), Interest (I) and Appreciation (Ap) | | |

Module1 Ancient Syriac Writers and History of St. Thomas Christians in Kerala

Module 2 Excerpts from Syriac Literature

Module 3 Syriac Grammar

Module 4 Teacher Specific Content

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|-----------------------------------------------------------------------------------------------------------------------------------|------|--------|
| 1 | 1.1 | Ancient Syriac Writers: Life and Works of Jacob of Aphrahat, Mar Ephrem, Jacob of Serugh, Narsai, Jacob of Edessa Narsai | 6 | 1 |
| | 1.2 | Life and Works of Bar Hebraeus | 2 | 1 |
| | 1.3 | St. Thomas Christians | 3 | 2 |
| | 1.4 | Syrian Colonization | 3 | 2 |
| | 1,5 | Synod of Diamper | 3 | 2 |
| | 1,6 | Coonan Cross Oath | 3 | 2 |
| 2 | 2.1 | Custody of Senses | 3 | 3 |
| | 2.2 | Psalm 51 | 2 | 3 |
| | 2.3 | Sermon on the Mount (Mt 5) | 3 | 3 |
| 3 | 3.1 | Pronoun -Personal Pronoun -Demonstrative -Interrogative Pronoun | 4 | 4 |
| | 3.2 | Possessive Suffixes - Plural Nouns | 4 | 4 |
| | 3.3 | Verbs: Tenses -Classification of Verb: Strong & Weak - Derivatives of Verbs -Conjugation of Verbs: Past & Present Tenses | 6 | 4 |
| | 3.4 | Cardinal and Ordinal Numbers | 3 | 4 |
| 4 | 4.0 | Teacher Specific Content | | |

| | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam1 -Model Exam |
| | B. Semester End Examination (2Hrs) 70 Marks Part A 8 x 1 = 8 Part B 6 x 4 = 24 (out of 9) Part C 3 x 6 = 18 (out of 6) Part D 2 x 10 = 20 (out of 4) |

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | ✓ | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |

REFERENCES

1. Assad, Sauma. *Moran Etho 35 Syriac Without a Teacher*. St. Ephrem Ecumenical Research Institute, 2015.
2. Brock, Sebastian Paul, Butts Aaron, Kiraz George, editor. *Gorgias Encyclopedic Dictionary of the Syriac Heritage*. Georgian Press for Beth Mardutho, 2011.
3. Brock, Sebastian Paul. *Moran Etho 9 A Brief Outline of Syriac Literature*. First, St. Ephrem Ecumenical Research Institute, 2009.
4. Gabriel, Joseph. *Syro-Chaldaic Grammar*. Edited by Emmanuel, 7 rev.ed., Oriental Institute for Religious Studies, 1984.
5. J, Coakley. *Robinsons Paradigms and Exercises in Syriac Grammar*. 5th ed., oxford University Press, 2002.
6. John, Kannanthanam, editor. *Syriac Language and Literature*. Mathew Kuttiyanickal, 2009.
7. Mathew, Cheriyahtottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
8. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
9. ---. *Vyakarana Sahai Paschathiya Suriyani Lipiyil*. St. Ephrem Ecumenical Research Institute, 2020.

COURSE CONTENT

Content for Classroom transactions (Units)

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|-----------------------------------------------------------------------------------------------------------------------------|------|--------|
| 1 | 1.0 | Early Syriac Writers: Jacob of Aphraat, Mar Ephrem, Mar Narsai, Dionysius Bar Salibi, Moses Bar Kepha, Timothy I | 5 | 1 |
| | 1.2 | Syriac Patrimony of St. Thomas Christians in Kerala | 3 | 2 |
| | 1.3 | Synod of Diamper | 3 | 2 |
| | 1.4 | Coonan Cross Oath | 3 | 2 |
| 2 | 2.1 | Sermon on the mount (Mt 6) | 3 | 4 |
| | 2.2 | Psalm 51 | 4 | 4 |
| | 2.3 | The New Commandment (Jn 13) | 4 | 4 |
| | 2.4 | Upon the Custody of the Senses | 3 | 4 |
| 3 | 3.1 | Pronouns -Personal -Demonstrative -Possessive and Interrogative | 5 | 3 |
| | 3.2 | Pronominal Suffixes -Singular Nouns | 4 | 3 |
| | 3.3 | Preposition in Syriac | 3 | 3 |
| | 3.4 | Verb Classification of Verb: Strong and Weak Verb Derivatives of Verb Conjugation of Verb: Past and Present Tenses | 5 | 3 |
| 4 | 4.0 | Teacher Specific Content | | |

| | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam I -Model Exam |

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>B. Semester End Examination (2Hrs) 70 Marks</p> <p>Part A 8 x 1 = 8</p> <p>Part B 6 x 4 = 24 (out of 9)</p> <p>Part C 3 x 6 = 18 (out of 6)</p> <p>Part D 2 x 10 = 20 (out of 4)</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | ✓ | ✓ |
| CO 4 | | ✓ | ✓ |

REFERENCES

1. Aprem, Mar. *Teach Yourself Aramaic*. Mar Narsai Press, 1981.
2. Arayathinal Thomas, editor. *Kunos Margonyotho Suryoyotho*. St Josephs Printing House, 1937.
3. Assad, Sauma. *Moran Etho 35 Syriac Without a Teacher*. St. Ephrem Ecumenical Research Institute, 2015.
4. Brock, Sebastian Paul, Butts Aaron, Kiraz George, editor. *Gorgias Encyclopedic Dictionary of the Syriac Heritage*. Georgian Press for Beth Mardutho, 2011.
5. chatonnet Francoise, Debie Muriel. *The Syriac World in Search of a Forgotten Christianity*. Le Monde Syriaque, 2017.
6. J, Coakley. *Robinsons Paradigms and Exercises in Syriac Grammar*. 5th ed., oxford University Press, 2002.
7. John, Kannanthanam, editor. *Syriac Language and Literature*. Mathew Kuttiyanickal, 2009.
8. Kaithayil, Geevarghese. *Moran Etho 49 The Book of Gramathi*. Edited by Edamuriyil George, St. Ephrem Ecumenical Research Institute, 2022.
9. Mathew, Cheriyahtottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
10. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
11. ---. *Vyakarana Sahai Paschathiya Suriyani Lipiyil*. St. Ephrem Ecumenical Research Institute, 2020.
12. Thomas, William, editor. *Collection of Syriac Gems*. St Josephs Printing Press, 1999.



MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|---------------|------------|
| Programme | Syriac Language | | | | | |
| Course Name | Comprehensive Study in Syriac Language (Science) | | | | | |
| Type of course | AEC (Science) | | | | | |
| Course Code | MICUK2AECSYR104.1 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | The course offers a detailed study of the renowned writers in Syriac literature. It includes advanced level of Syriac grammar and syntax. The course also offers an overview of the history and culture of the Syriac Christians in India. The course includes in-depth study of some important Syriac texts. | | | | | |
| Semester | II | Credits | | | 3 | Total Hrs. |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | 3 |
| | | 3 | 0 | 0 | 0 | |
| Pre –requisites | | | | | | |

COURSE OUTCOME

| CO.NO | Expected Course Outcome | Learning Domains |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------|
| 1 | Students will be able to describe and compare the works of Syriac writers | U |
| 2 | Students will be able to understand the Syriac traditions of St. Thomas Christians | U |
| 3 | Students will be able to learn and translate the simple Syriac poems and passages | U Ap |
| 4 | Students will be able to construct and apply the | U A |
| Remember(K), Understanding (U), Apply (A), Analyse (An), Evaluate (E), Create (C) Skill(S), Interest (I) and Appreciation (Ap) | | |

Module 1 Renowned Writers in Syriac Literature and Syriac Christians in India

Module 2 Syriac Texts from Syriac Writings

Module 3 Syriac Grammar

Module 4 Teacher Specific Content

COURSE CONTENT

Content for Classroom transactions (Units)

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|
| 1 | 1.0 | Renowned Writers in Syriac Literature: Life and Contributions of Jacob of Aphraat, Mar Ephrem, Mar Narsai, Philexinos of Mabbug, Michael the Great, Isaac of Nineveh | 6 | 1 |
| | 1.2 | Syriac Christians in India | 2 | 2 |
| | 1.3 | History of St. Thomas Christians | 2 | 2 |
| | 1.4 | Syrian Colonization | 2 | 2 |
| | 1.5 | Synod of Diamper | 3 | 2 |
| | 1.6 | Coonan Cross Oath | 3 | 2 |
| 2 | 2.1 | Sermon on the Mount (Mt 7) | 3 | 3 |
| | 2.2 | The New Commandment (Jn 13) | 4 | 3 |
| | 2.3 | Upon the Custody of the Senses | 3 | 3 |
| 3 | 3.1 | Pronouns: Personal, Demonstrative, Possessive & Interrogative | 4 | 4 |
| | 3.2 | Pronominal Suffixes-Singular Nouns & Prepositions | 4 | 4 |
| | 3.3 | Prepositions and Cardinal and Ordinal Numbers | 3 | 4 |
| | 3.4 | Verb: Tenses -Classification of Verb: Strong & Weak -Derivatives of Verb -Conjugation of Verb: Past & Present Tenses | 6 | 4 |
| 4 | 4.1 | Teacher Specific Content | | |

| | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam1 -Model Exam |
| | B. Semester End Examination (2Hrs) 70 Marks Part A 8 x 1 = 8 Part B 6 x 4 = 24 (out of 9) Part C 3 x 6 = 18 (out of 6) Part D 2 x 10 = 20 (out of 4) |

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ |
| CO 2 | ✓ | ✓ | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |

REFERENCES

1. Abraham, Konat. *An Introduction to Syriac Grammar*. MOC Publications, 2018.
2. Aprem, Mar. *Teach Yourself Aramaic*. Mar Narsai Press, 1981.
3. Arayathinal Thomas, editor. *Kunos Margonyotho Suryoyotho*. St Josephs Printing House, 1937.
4. Assad, Sauma. *Moran Etho 35 Syriac Without a Teacher*. St. Ephrem Ecumenical Research Institute, 2015.
5. Brock, Sebastian Paul, Butts Aaron, Kiraz George, editor. *Gorgias Encyclopedic Dictionary of the Syriac Heritage*. Georgian Press for Beth Mardutho, 2011.
6. Brock, Sebastian Paul. *Moran Etho 9 A Brief Outline of Syriac Literature*. First, St. Ephrem Ecumenical Research Institute, 2009.
7. John, Kannanthanam, editor. *Syriac Language and Literature*. Mathew Kuttiyanickal, 2009.
8. Kaithayil, Geevarghese. *Moran Etho 49 The Book of Gramathi*. Edited by Edamuriyil George, St. Ephrem Ecumenical Research Institute, 2022.
9. Mathew, Cheriathottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
10. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
11. ---. *Vyakarana Sahai Paschathiya Suriyani Lipiyil*. St. Ephrem Ecumenical Research Institute, 2020.



MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|---------------|------------|
| Programme | Syriac Language | | | | | |
| Course Name | Advanced Course on Functional Syriac | | | | | |
| Type of course | MDC | | | | | |
| Course Code | MICUK2MDCSYR102.1 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | The course offers a detailed study of advanced Syriac grammar. The course aims to introduce Syriac literature, art forms, manuscripts, inscriptions, and iconography etc. It also aims to enhance practical language skills and to develop higher level of fluency. Specialized topics relevant to Syriac liturgical field will be covered. | | | | | |
| Semester | II | Credits | | | 3 | Total Hrs. |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 3 | 0 | 0 | 0 | 3 |
| Pre –requisites | Nil. | | | | | |

COURSE OUT COME(CO)

| CO. No | Expected Course Outcome | Learning Domains |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------|
| 1 | Familiarize students with Syriac Grammar | U |
| 2 | Imparts basic knowledge Golden age of Syriac | U |
| 3 | Students will be able to create interest in Syriac Art | U I |
| 4 | Able to develop the skill of simple translations through practical sessions | A |
| Remember(K), Understand (U), Apply (A), Analyse (An), Evaluate, (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | |

Module 1 Syriac Linguistic Features and Golden Age of Syriac Literature

Module 2 Syriac Archaeology

Module 3 Syriac Liturgical Texts (Practicum)

Module 4 Teacher Specific Content

COURSE CONTENT

Content for Classroom transaction

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|---------------------------------------------------------------|------|--------|
| 1 | 1.1 | States of Noun, Prefix, Pronominal Suffixes | 4 | 1 |
| | 1.2 | Tense, Conjugation of Verbs (Present Tense & Past) | 4 | 1 |
| | 1.3 | Aphrahat | 3 | 2 |
| | 1.4 | St. Ephrem | 3 | 2 |
| | 1.5 | Mar Narsai | 2 | 2 |
| | 1.6 | Mar Jacob of Sarug | 3 | 2 |
| | 1.7 | Mar Jacob of Edessa | 2 | 2 |
| 2 | 2.1 | Syriac Art Forms | 2 | 3 |
| | 2.2 | Syriac Iconography | 3 | 3 |
| | 2.3 | Syriac Manuscripts | 2 | 3 |
| | 2.4 | Syriac Inscriptions | 2 | 3 |
| 3 | 3.1 | Lord's Prayer (Practicum) | 10 | 4 |
| | 3.2 | Liturgical Reception Song (East & West Tradition) (Practicum) | 10 | 4 |
| | 3.3 | Prayer of Fraction in West Syrian Tradition (Practicum) | 10 | 4 |
| 4 | 4.1 | Teacher Specific Content | | |

| | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam I -Model Exam |
| | B. Semester End Examination (2Hrs) 70 Marks Part A 8 x 1 = 8 Part B 6 x 4 = 24 (out of 9) Part C 3 x 6 = 18 (out of 6) Part D 2 x 10 = 20 (out of 4) |

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | ✓ | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |

REFERENCES

1. Abraham, Konat. *An Introduction to Syriac Grammar*. MOC Publications, 2018. Aprem, Mar.
Teach Yourself Aramaic. Mar Narsai Press, 1981.
2. Brock, Sebastian Paul. *Moran Etho 9 A Brief Outline of Syriac Literature*. First, St. Ephrem Ecumenical Research Institute, 2009.
3. chatonnet Francoise, Debie Muriel. *The Syriac World in Search of a Forgotten Christianity*. Le Monde Syriaque, 2017.
4. Gabriel, Joseph. *Syro-Chaldaic Grammar*. Edited by Emmanuel, 7 rev.ed., Oriental Institute for Religious Studies, 1984.
5. J, Coakley. *Robinsons Paradigms and Exercises in Syriac Grammar*. 5th ed., oxford University Press, 2002.
6. John, Kannanthanam, editor. *Syriac Language and Literature*. Mathew Kuttiyanickal, 2009.
7. Mathew, Cheriyahtottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
8. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
9. ---. *Vyakarana Sahai Paschathiya Suriyani Lipiyil*. St. Ephrem Ecumenical Research Institute, 2020.
10. Thomas, William, editor. *Collection of Syriac Gems*. St Josephs Printing Press, 1999.



MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|-----------|
| Programme | Syriac Language | | | | |
| Course Name | Syriac Language: Art, Religion and Culture | | | | |
| Type of course | MDC | | | | |
| Course Code | MICUK3MDCSYR201.1 | | | | |
| Course Level | 200-299 | | | | |
| Course Summary | The course provides a comprehensive understanding of Syriac's linguistic evolution and its cultural context. The significance of Syriac culture which are expressed in religious texts, art and music and its influence on the cultural history of Kerala are dealt with. It also explores the significance of Syriac language in the context of Christian religion. This course aims to provide a holistic perspective of Syriac historical and cultural heritage. | | | | |
| Semester | III | Credits | | 3 | Total Hrs |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | |
| | | 3 | 0 | 0 | 0 |
| Pre -requisites | | | | | |

COURSE OUTCOMES (CO)

| CO. No. | Expected Course Outcome | Learning Domains |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------|
| 1 | Students will be able to develop writing and reading skills | U |
| 2 | Students will be able to learn the development of different scripts and vowels | U |
| 3 | Students will be able to learn the importance of Syriac in Liturgy | U I |
| 4 | Students will be able to understand the Syriac tradition and Culture | U I |
| Remember (K), Understand (U), Apply(A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap) | | |

Module 1 Introduction to Syriac Language and Historical Overview

Module 2 Cultural Studies

Module 3 Syriac as Liturgical Language

Module 4 Teacher Specific Content

COURSE CONTENT

Content for classroom transaction (Units)

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|----------------------------------------------------------------------------------------------------------------------|------|--------|
| 1 | 1.1 | Elementary Grammar and Syntax | 5 | 1 |
| | 1.2 | Reading and Writing Syriac, Sentence Structure in Syriac | 5 | 1 |
| | 1.3 | Basic Vocabulary and Syriac Loaned Words | 2 | 1 |
| | 1.4 | Historical Context of Syriac Speaking Communities | 4 | 2 |
| | 1.5 | Evolution of Syriac Scripts | 3 | 1 |
| | 1.6 | Ancient Syriac Literature: Peshitta OT, Diatessaron, Acts of Thomas, Libergradum, Demonstrations, Old Syriac Gospels | 3 | 4 |
| 2 | 2.1 | Cultural and Liturgical traditions of Syriac Christians Baptism, Marriage, Funeral, Lent, Passion Week etc. | 4 | 3 |
| | 2.2 | Art and Music in Syriac Culture: Ramban Pattu, MagramKali Pattu, Veeradian Pattu, Parichamuttu Kali, Beth Gazo. | 4 | 4 |
| | 2.3 | Influence of Syriac Culture and Tradition on Kerala Culture | 3 | 4 |
| 3 | 3.1 | Study of Syriac in the Context of Christianity | 4 | 4 |
| | 3.2 | Syriac Liturgical Traditions (East and West) | 4 | 3 |
| | 3.3 | Syriac Liturgical Texts: Tekso de qurobo, Kthobo de Qudoshe, Book of Liturgy of Hours. | 4 | 3 |
| 4 | 4.1 | Teacher Specific Content | | |

| | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam1 -Model Exam |
| | B. Semester End Examination (2Hrs) 70 Marks Part A 8 x 1 = 8 Part B 6 x 4 = 24 (out of 9) Part C 3 x 6 = 18 (out of 6) Part D 2 x 10 = 20 (out of 4) |

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | ✓ | ✓ |
| CO 4 | | ✓ | ✓ |

REFERENCES

1. Brock, Sebastian Paul, Butts Aaron, Kiraz George, editor. *Gorgias Encyclopedic Dictionary of the Syriac Heritage*. Georgian Press for Beth Mardutho, 2011.
2. chatonnet Francoise, Debie Muriel. *The Syriac World in Search of a Forgotten Christianity*. Le Monde Syriaque, 2017.
3. Gabriel, Joseph. *Syro-Chaldaic Grammar*. Edited by Emmanuel, 7 rev.ed., Oriental Institute for Religious Studies, 1984.
4. J, Coakley. *Robinsons Paradigms and Exercises in Syriac Grammar*. 5th ed., oxford University Press, 2002.
5. John, Kannanthanam, editor. *Syriac Language and Literature*. Mathew Kuttiyanickal, 2009.
6. Kaithayil, Geevarghese. *Moran Etho 49 The Book of Gramathi*. Edited by Edamuriyil George, St. Ephrem Ecumenical Research Institute, 2022.
7. Mathew, Cheriathottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
8. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
9. ---. *Vyakarana Sahai Paschathiya Suriyani Lipiyil*. St. Ephrem Ecumenical Research Institute, 2020.



MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|---------------|-----------|
| Programme | Syriac Language | | | | | |
| Course Name | Linguistic and Cultural Aspects of Syriac Language and Literature | | | | | |
| Type of course | VAC | | | | | |
| Course Code | MICUK3VACSYR201.1 | | | | | |
| Course Level | 200-299 | | | | | |
| Course Summary | This course aims to introduce the learners the history of Syriac language and literature along with archaeological imprints of Syriac Language. It also offers a basic understanding about Syriac grammar. The course helps to get a glimpse of moral values through popular stories. This course aims to provide a holistic perspective, combining linguistic analysis with a deep appreciation for the cultural richness embedded in Syriac language and literature. | | | | | |
| Semester | III | Credits | | | 3 | Total Hrs |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 2 | 0 | 2 | 0 | 4 |
| Pre –requisites | | | | | | |

COURSE OUTCOME (CO)

| CO. No | Expected Course Outcome | Learning Domains |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------|
| 1 | Students will be able to learn the origin and development of Syriac language | U |
| 2 | To learn basic grammar of Syriac language | A |
| 3 | Understand the moral values of Syriac Prose and Poems | U I |
| 4 | To create interest in Arts and Culture | U Ap |
| Remember(K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill(S), Interest (I)and Appreciation (Ap) | | |

Module 1 History of Syriac Language and Literature

Module 2 Syriac Grammar

Module 3 Ethical and Moral Content in Syriac Texts and Archaeological Imprints of Syriac Language

Module 4 Teacher Specific Content

COURSE CONTENT

Content for Classroom transactions (Units)

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|------------------------------------------------------------------------------------------------------------------------|------|--------|
| 1 | 1.1 | Origin and development of Syriac Language | 3 | 1 |
| | 1.2 | Origin of different scripts | 2 | 1 |
| | 1.3 | Development of Vowel system | 2 | 1 |
| | 1.4 | Golden age of Syriac Literature | 3 | 1 |
| | 1.5 | Prominent Syriac Writers- Aphrahat, Ephrem, Mar Narsai, Mar Jacob of Sarug, Bar Hebraeus | 7 | 1 |
| 2 | 2.0 | Noun & Adjective | 3 | |
| | 2.2 | Prefix | 3 | 2 |
| | 2.3 | Personal pronoun used as verb 'to be' | 2 | 2 |
| | 2.4 | Pronominal Suffixes (Common Singular Nouns) | 2 | 2 |
| | 2.5 | Verbs – Past tense | 3 | 2 |
| 3 | 3.0 | Custody of Senses | 3 | 3 |
| | 3.1 | Sermon on the Mount (Mathew 7) | 3 | 3 |
| | 3.2 | The New Commandment (John 13) | 3 | 3 |
| | 3.3 | Syriac Manuscripts & Syriac Inscriptions | 3 | 4 |
| | 3.4 | Syriac Liturgical Traditions (East and West), Art forms (Music and Dance) and Customs (Baptism, Marriage, and Funeral) | 3 | 4 |
| 4 | 4.1 | Teacher Specific Content | | |

| | |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam I -Model Exam |
| | B. Semester End Examination (2Hrs) 70 Marks Part A 8 x 1 = 8 Part B 6 x 4 = 24 (out of 9) Part C 3 x 6 = 18 (out of 6) Part D 2 x 10 = 20 (out of 4) |

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | ✓ | ✓ |
| CO 4 | | ✓ | ✓ |

REFERENCES

1. Arayathinal Thomas, editor. *Kunos Margonyotho Suryoyotho*. St Josephs Printing House, 1937.
2. Brock, Sebastian Paul. *Moran Etho 9 A Brief Outline of Syriac Literature*. First, St. Ephrem Ecumenical Research Institute, 2009.
3. chatonnet Francoise, Debie Muriel. *The Syriac World in Search of a Forgotten Christianity*. Le Monde Syriaque, 2017.
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7. Kaithayil, Geevarghese. *Moran Etho 49 The Book of Gramathi*. Edited by Edamuriyil George, St. Ephrem Ecumenical Research Institute, 2022.
8. Mathew, Cheriyahtottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
9. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
10. Thomas, William, editor. *Collection of Syriac Gems*. St Josephs Printing Press, 1999.



MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|---------------|------------|
| Programme | Syriac Language | | | | | |
| Course Name | Acquisition of Skills in Syriac Language | | | | | |
| Type of course | SEC | | | | | |
| Course Code | MICUK4SECSYR201.1 | | | | | |
| Course Level | 200-299 | | | | | |
| Course Summary | The course is designed to develop practical abilities in reading, writing, speaking, and listening. It helps to develop proficiency in grammar, vocabulary, and translation skills. It explores the feasibility of modern technology and use of social media in the effective learning of Syriac language. | | | | | |
| Semester | IV | Credits | | | 3 | Total Hrs. |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 2 | 0 | 2 | 0 | 4 |
| Pre -requisites | | | | | | |

COURSE OUTCOME(CO)

| CO. No | Expected Course Outcome | Learning Domains |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------|
| 1 | Students will be able to develop the skill of writing and reading Syriac language | U |
| 2 | Students will be able to enhance the communication skill | K S |
| 3 | Students will be able to use modern technologies in Syriac language | A S |
| 4 | Students will be able to use dictionary, Manuscripts and Meltho | U A |
| Remember(K), Understand (U), Apply (A), Analyse (An), Evaluate, (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | |

Module 1 Basic Grammar and Introduction to Reading and Writing

Module 2 Use of Modern Technology in Syriac Studies

Module 3 Comprehensive Skills in Syriac Study

Module 4 Teacher Specific Content

COURSE CONTENT

Content for Classroom transaction

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|-----------------------------------------------------------------------------------------------|------|--------|
| 1 | 1.1 | Scripts and Alphabets, Vowels and Orthographic Features, Syriac Calligraphy | 6 | 1 |
| | 1.2 | Reading Comprehension: Reading Syriac Texts, Practice Writing: Copy passage from Syriac Texts | 4 | 1 |
| | 1.3 | Translation: Sentences from native Language to Syriac | 3 | 1 |
| | 1.4 | Audio Resources | 2 | 2 |
| | 1.5 | Listening Skills | 3 | 2 |
| | 1.6 | Simple Conversations | 3 | 2 |
| | 1.7 | Consistent Practice | 3 | 2 |
| 2 | 2.1 | Use of Language App | 2 | 3 |
| | 2.2 | Online Platform of Language exchange | 3 | 3 |
| | 2.3 | Online Forums and Social Media groups for Syriac Language | 2 | 3 |
| | 2.4 | Online Courses for Syriac Studies | 3 | 3 |
| 3 | 3.1 | How to Use Dictionary | 2 | 4 |
| | 3.2 | How to find the root form of Verb | 3 | 1 |
| | 3.3 | How to Read Manuscripts | 2 | 4 |
| | 3.4 | How to type in ܐܘܪܘܿܫܐܿܠܐܿܝܿܡ ܘܿܕܢܐܿܘܿܫܐܿܝܿܡ | 4 | 4 |
| 4 | 4.1 | Teacher Specific Content | | |

| | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam1 -Model Exam |

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>B. Semester End Examination (2Hrs) 70 Marks</p> <p>Part A 8 x 1 = 8</p> <p>Part B 6 x 4 = 24 (out of 9)</p> <p>Part C 3 x 6 = 18 (out of 6)</p> <p>Part D 2 x 10 = 20 (out of 4)</p> |
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Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ |
| CO 2 | ✓ | ✓ | ✓ |
| CO 3 | ✓ | | ✓ |
| CO 4 | | ✓ | ✓ |

REFERENCES

1. Arayathinal Thomas, editor. *Kunos Margonyotho Suryoyotho*. St Josephs Printing House, 1937.
2. Assad, Sauma. *Moran Etho 35 Syriac Without a Teacher*. St. Ephrem Ecumenical Research Institute, 2015.
3. Brock, Sebastian Paul, Butts Aaron, Kiraz George, editor. *Gorgias Encyclopedic Dictionary of the Syriac Heritage*. Georgian Press for Beth Mardutho, 2011.
4. Brock, Sebastian Paul. *Moran Etho 9 A Brief Outline of Syriac Literature*. First, St. Ephrem Ecumenical Research Institute, 2009.
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10. ---. *Vyakarana Sahai Paschathiya Suriyani Lipiyil*. St. Ephrem Ecumenical Research Institute, 2020.
11. Thomas, William, editor. *Collection of Syriac Gems*. St Josephs Printing Press, 1999.



MAR IVANIOS COLLEGE (AUTONOMOUS)

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|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|------------------|---------------|---------------|
| Programme | Syriac Language | | | | | |
| Course Name | Syriac Language and Syriac Tradition in India | | | | | |
| Type of course | VAC | | | | | |
| Course Code | MICUK4VACSyr202.1 | | | | | |
| Course Level | 200-299 | | | | | |
| Course Summary | The course intends to explore the Syriac language within the specific Indian Syriac tradition, covering linguistic elements, historical developments, and cultural influences. This course includes the moral lessons with in the Syriac religious texts. | | | | | |
| Semester | IV | Credits | | | 3 | Total Hrs. |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others | |
| | | 2 | 0 | 2 | 0 | 4 |
| Pre -requisites | | | | | | |

COURSE OUTCOME (CO)

| CO. No | Expected Course Outcome | Learning Domains |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------|
| 1 | Students will be able to learn the Syriac Traditions | U |
| 2 | To learn the advanced level of Syriac grammar | A |
| 3 | Understand the moral values of Syriac Prose and Poems | U Ap |
| 4 | To understand the influence of Syriac language on other culture and religion | U Ap |
| Remember(K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill(S), Interest (I)and Appreciation (Ap) | | |

Module 1 Syriac Grammar Essentials

Module 2 Syriac Tradition in India

Module 3 Ethical and Moral Lessons in Syriac Texts and Historical Analysis

Module 4 Teacher Specific Content

COURSE CONTENT

Content for Classroom transactions (Units)

| Module | Units | Course Description | Hrs. | CO. No |
|--------|-------|------------------------------------------------|------|--------|
| 1 | 1.1 | Syriac Script and Phonetics | 3 | 2 |
| | 1.2 | Noun and Adjective | 2 | 2 |
| | 1.3 | Prefix and Suffixes | 2 | 2 |
| | 1.4 | Pronouns | 3 | 2 |
| | 1.5 | Syriac Prepositions and Conjunctions | 2 | 2 |
| | 1.6 | Syriac Verbs and Conjugations (Past Tense) | 3 | 2 |
| 2 | 2.0 | Apostolate of St. Thomas | 3 | 1 |
| | 2.2 | Syrian Colonization | 3 | 1 |
| | 2.3 | Synod of Diamper | 3 | 1 |
| | 2.4 | Coonan Cross Oath | 3 | 1 |
| 3 | 3.0 | The Story of Good Samaritan | 3 | 3 |
| | 3.2 | The Story of Prodigal Son | 3 | 3 |
| | 3.3 | The Story of Cain and Abel | 3 | 3 |
| | 3.4 | Historical Context of Syriac Language | 3 | 4 |
| | 3.5 | Influence of Syriac in ancient civilizations | 3 | 4 |
| | 3.6 | Significance of Syriac on Culture and religion | 3 | 4 |
| 4 | 4.0 | Teacher Specific Content | | |

| | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching and Learning Approach | Classroom Procedure (Mode of Transaction) - Lecture -Tutorials |
| Assessment Type | Mode of Assessment A. Continuous Comprehensive Assessment (CCA) 30Marks -Unit tests/ Quiz/ Seminar - Assignments -Internal Exam1 -Model Exam |
| | B. Semester End Examination (2Hrs) 70 Marks Part A 8 x 1 = 8 Part B 6 x 4 = 24 (out of 9) Part C 3 x 6 = 18 (out of 6) Part D 2 x 10 = 20 (out of 4) |

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | End Semester Examinations |
|------|---------------|------------|---------------------------|
| CO 1 | ✓ | ✓ | ✓ |
| CO 2 | ✓ | | ✓ |
| CO 3 | ✓ | ✓ | ✓ |
| CO 4 | | ✓ | ✓ |

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1. Abraham, Konat. *An Introduction to Syriac Grammar*. MOC Publications, 2018.
2. Aprem, Mar. *Teach Yourself Aramaic*. Mar Narsai Press, 1981.
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9. Mathew, Cheriyyathottam. *The Book of Syriac in Malankara*. 1st ed., C. O. Mathew Foundation, 2014.
10. Raju, Parakot. *Paurasthiya Suriyani Vyakarana Sahai*. 2nd ed., St. Ephrem Ecumenical Research Institute, 2023.
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12. Thomas, William, editor. *Collection of Syriac Gems*. St Josephs Printing Press, 1999.

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

| Sl No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|--------|------|---------------|-----------------|--------------------|--------------------------|---------------|
| 1 | CO 1 | PO3, PO4 | K | F, C | L | -- |
| 2 | CO 2 | PO1, PO3 | U | F, C | L | -- |
| 3 | CO 3 | PO4, PO7 | A | F, M | L | -- |
| 4 | CO 4 | PO3, PO4, PO8 | AP | F,C,M | L | -- |

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Remember (K) Understand (U) Apply (A) Analyse (An), Evaluate (E), Create (C) Skill(S), Interest (I) and Appreciation (AP)

Mapping of COs with POs :

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | -- | -- | 2 | 3 | -- | -- | 2 | -- |
| CO 2 | 1 | -- | 2 | -- | -- | -- | -- | 3 |
| CO 3 | -- | -- | -- | 3 | -- | 1 | 2 | -- |
| CO 4 | -- | -- | 2 | 3 | -- | -- | -- | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

BOARD OF STUDIES MEMBERS

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