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(1950) Department

Ms SERIES.

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G.O. NO. 44 Edu

p3CF

Dated

6-1-50

[Despatch Abstract.]

Schools - Anglo - Indian - Syllabus in Regional
language for Anglo Indian Schools - Affirmed

Back Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

Further Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
Ms.	2792.	Edn.	7-10-50.				

EDUCATION DEPARTMENT.

From The Director of Public Instruction,
Madras.

To The Secretary to Government,
Education and Public Health Department,
Fort St. George, Madras.

Sir,
R.C.No.1292-E1/49 dated 22-12-1949.

28 DEC 1949

Sub: Schools - Anglo-Indian - Revision of the syllabus
in Regional Languages for Anglo-Indian Schools.

In submitting herewith a copy of the Resolution 1 (b) of
the meeting of the Madras Provincial Board for Anglo Indian
Education held on 8-9-1949, I request that the new syllabuses
framed by the Sub.Committee in Tamil, Telugu and Malayalam
submitted herewith and passed by the Board may be approved by
Government for adoption in Anglo-Indian Schools.

Yours faithfully,

[Signature]
for Director of Public Instruction.

BR,23-12.

Copy of Resolution 1 (b) of the meeting of the Madras Provincial
Board for Anglo Indian Education held on 8-9-49.

(b) The framing of the new syllabuses in the ^{regional} original languages:--
The new syllabuses framed by the Sub-Committee in Tamil,
Telugu and Malayalam were passed By the Board and the Secretary
was requested to send them to Government for approval.

True Copy

[Signature]
for Director of Public Instruction.

BR,23-12.

CNO 101191/49

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For orders whether the new syllabuses may be approved

89/12/49

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30/12/49

may be approved

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A draft order is submitted

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Schools - Anglo-Indian - Syllabuses in Regional languages
for Anglo-Indian Schools - Approved.

PICF From the D. P. I. NO. 1292-E1/49 dated 22-12-49.

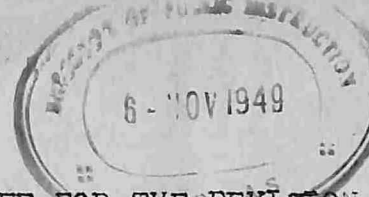
29/6/51

Order (Ms) No 44 Edu dated 6-1-50

The Govt. approve the new syllabuses in Regional
languages ~~for Anglo-Indian Schools~~ passed by the
Madras Provincial Board for Anglo-Indian Education
for adoption in Anglo Indian Schools

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Revised

REPORT OF THE SUB-COMMITTEE FOR THE REVISION OF THE SYLLABUS IN TAMIL*
FOR ANGLO-INDIAN SCHOOLS.

I. INTRODUCTION.

In drawing up the revised Syllabus, the Sub-Committee had before it the following recommendations of the Barne Commission in its report on the Post-War Reconstruction of Anglo-Indian Education in India.

" " One of the main reason responsible for the general aloofness and the feeling of estrangement between the community and the rest of the country has been the fact that it has not acquired any reasonable degree of mastery over the language of the country. How can any individual or group expect to enter into the life of a people if it is unable to speak its language and consequently not share in its thoughts, feelings and aspirations? Hence, it is essential that in the education of Anglo-Indian children special stress should be placed on the proper teaching of Indian languages with the object of ensuring that they will be able to express themselves freely and intelligibly in it. As we have stated already, it is a matter of great concern to us that the standard of language teaching in schools, and consequently of spoken language in the community has been low. We are glad, however, to find that there is, on the whole, a keen and lively realization of this fact in all sections of the community and that they are genuinely anxious that the position should be radically improved. Since the community has not achieved a satisfactory standard in Indian languages and has been rather apt to look down upon these languages, the children at school have been indifferent and apathetic towards them; and since the schools have failed to provide effective teaching, children have not felt sufficiently interested. The cumulative result has been the great poverty of standards. It is now necessary to break this vicious circle and we should like to make the following observations and suggestions: --

- (a). The teaching of an Indian language should be compulsory from the primary to the High school stage.
- (b). The teachers of Indian languages have been usually poorly paid persons, who have had neither the requisite ability nor the status to win the respect and attention of their students. Barring a few institutions, the language teachers in all schools are still poorly qualified and poorly paid. We recommend that, in future, Indian language teachers should enjoy the same status and salaries as other teachers and should be required to take their full share in the life of the school. Efforts should be made to recruit fully trained and qualified teachers and, if Anglo-Indian teachers of requisite qualifications are not available, Indian teachers should be unhesitatingly employed.
- (c). Suitable books, guarded in language and adequately rich in content, should be prepared especially for use in Anglo-Indian Schools.

(d).....

(e). The libraries are almost without exception poor in Indian language books and periodicals, with the result that the students do not get a chance to read anything but their uninteresting text-books and consequently fail to acquire the habit of reading as a leisure hobby. Is it any wonder that, without the chance to read or speak the language, they are weak in it? There is no reason why this section of the Library cannot be strengthened and made a living and integral part of school life. (P. 32 and following).

" The Anglo-Indian child is often surrounded from his earliest infancy by people who speak in Indian language and speak it in many cases badly. It is to correct this constant temptation to pick up and become fluent in an Indian language imperfectly spoken that we consider an early start in learning an Indian language correctly is essential and justified. The method employed should be chiefly oral and direct, and full use should be made of charts, pictures, nursery rhymes, simple poems and songs. The pupils should, however be gradually made familiar with the written word in the appropriate script. The play way is the ideal method of teaching Indian languages at this stage. (P. 21).

* The introduction and general principles apply to the syllabus in the other regional languages also.

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" We recommend the introduction of the teaching of an Indian language in the primary school stage not later than Standard II..... (p. 21).

The Sub-Committee also bore in mind the fact that while English, the mother tongue of Anglo-Indians, is the medium of instruction and the first language in their schools a high standard in the regional language is essential for the community if it is to occupy a useful place in the country.

II. GENERAL PRINCIPLES as follows:

The Regional languages should be so taught in Anglo-Indian schools that the pupils at the end of the school course should be able to read, write, understand and speak the languages fluently. The standard attained at the end of the school course, after the introduction of this syllabus from Standard I, should be such that Anglo-Indian pupils after passing the High School Examination with one of the regional languages as their second language should be able, after a few months special training, to take up the Intermediate-in-Arts course in the regional language. To attain this end, the Sub Committee feels that the standard reached in the IX standard in an Anglo-Indian School should be not be lower than that reached by pupils of the IV Form of Indian Schools. The Sub Committee therefore recommends that:-

(a) The regional language should be taught from Standard I. The teaching in this standard should be mainly oral, without text books and by the Direct Method. Aids to teaching e.g., charts, pictures, etc. and simple conversation should be freely used. The letters of the alphabet should be learned only in the second term.

(b) The Syllabus should be graded as follows:

1. Primary Section. Standards I, II, III & IV
2. Middle Section. -do- V, VI & VII
3. High Section. -do- VIII & IX

(c) Time to be allotted to the teaching of the Regional language.

1. Standards I & II 4 periods a week of 30 minutes each.
(Total 120 minutes a week)
2. Standards III & IV 4 periods a week of 40-45 minutes each.
(Total 160-180 minutes a week)
3. Middle & High Sections. 5 periods of 40 to 45 minutes each week. (Total 200 to 225 minutes a week).

The Committee recommends further that from the lowest standard Teachers capable of speaking the regional language fluently and correctly should be employed, so that Anglo-Indian pupils acquire the correct pronunciation of the language in their earliest years. It also emphasises the recommendation of the Borne Commission that Teachers of the Indian languages should enjoy the same status as the Teachers of other subjects and that such teachers should also possess the necessary qualifications and training.

* The introduction and general principles apply to the syllabuses in the other regional languages also.

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I. Reading stage: Alphabets: vowels, consonants and vowel-consonants of the series to be taught in the second term. அ and ஆ

Building of words of two, three and four letters - About 200 words may be introduced.

II. Text: Radiant Reader in Tamil (Nursery edition by Rajan or a similar Reader may be used.

III. Nursery Rhymes such as சூரியன் உலகம் கிணர்;
சூரியன், சூரியன், உலகம், உலகம்... கிணர், கிணர், உலகம், உலகம்... maybe taught
Standard II.

Average age 8 years. 4 periods a week of 30 minutes each.

1. Text book: Any first Reader.

Nursery Rhymes:

கிணர் கிணர், உலகம், உலகம்...
கிணர் கிணர், கிணர் கிணர், உலகம், உலகம்...
கிணர் கிணர், கிணர் கிணர், உலகம், உலகம்...

2. Oral work: Conversation on the pictures and subject matter in the text book introducing suitable describing words. Familiar objects may also be the topics for conversation- Cardinals up to 100.

3. Reading: Reading correctly matter found in the text with emphasis on proper pronunciation.

4. Writing: Copy writing may be continued with advantage. Transcription of words, phrases and sentences from the text may be given regularly to ensure correct formation of letters.

5. Dictation: Systematic exercises in dictation from the text will make the pupils read correctly.

6. Writtenwork:

- (a). To place an adjective before a noun -- கிணர் கிணர்
(b). To add a suitable noun after an adjective கிணர் கிணர்
(c). To answer questions based on the Text.
(d). To translate into Tamil sentences based on the Text.

Standard III.

Average age 9 years. 4 periods a week of 40 to 45 minutes each.

Text book: Any second Reader.

Poetry: Verse of an easy type.

1. Oral work: Conversation between the teacher and the pupils; between pupils and pupils on the subject matter and illustrations in the text.

Cardinals up to 200.

2. Reading: Reading sentences and passages clearly with good pronunciation.

3. Writing: Copy-writing book III grade. Double lined exercise books may also be used.

4. Dictation: Regular exercises in dictation should be given and corrections should be done.

5. Written work:

- (a). To fill in the blanks with suitable words.
(b). To answer given questions on the text.
(c). To construct sentences with given words.
(d). To translate simple words, phrases and sentences.

STANDARD IV.

Average age 10 years. 4 periods a week of 40 to 45 minutes each.

TEXT BOOK: Any third Reader.

POETRY: Easy verses.

1. Oral work:

Conversation based on the text and pictures.
Singular and plural forms,
Masculine and Feminine genders may be pointed out as they occur
in the text.
Cardinals up to 500.

2. Reading: -

Ability to read clearly and distinctly should be cultivated,
taking note of punctuation.

3. Writing: Copy-writing books IV-grade.

4. Dictation of words and sentences should be given and corrections
of mistakes can be done by the pupils.

5. Written work:

1. To give plural number of given nouns.
2. To give the other gender of given nouns.
3. To fill in the blanks with suitable words.
4. To answer questions on the subject matter in 2 or 3 sentences.
5. To translate into Tamil sentences based on the Text.

.....

AN/

Aim.

- To train the pupils
1. to quick recognition of words in the book and using them correctly.
 2. to frame and answer simple questions on the text and on matters connected with the daily life of the pupils.
 3. to read correctly-distinctly and naturally.
 4. to write neatly and legibly and
 5. to render English sentences into Tamil with idioms and expressions of the text.

HINTS FOR TEACHING TAMIL.

Oral work: Conversation should play a great part in the teaching of lessons. It should be based on the pictures in the book and things connected with the lessons and the daily life of the child.

Reading: Special emphasis should be laid on correct reading; it should be clear, distinct and natural. Aids to rapid reading should be given to pupils such as the breaking up of compound words etc. care should be taken (1) not to place accent on a syllable of any word (2) to pronounce words with re-duplicated consonants properly and (3) to distinguish between letters of similar sounds.

Transcription: - Regular exercises in copy writing and transcription should be given to ensure correct formation of letters and settled writing. Training in script writing should be the aim. Back sloping should never be encouraged.

Dictation: Dictation of words, phrases and sentences from the reading lessons should be regularly given (1) to ensure quick recognition of words and (2) to facilitate correct reading.

Written work: Written work may be based on

1. The correct use of important words and phrases.
2. The subject matter of the text.
3. The systematic exercises in grammar.
4. The oral composition in class such as picture reading etc.
5. The translation of English sentences with idioms and expressions of the text.

STANDARD V. (4 periods a week.)

Text book: Any Tamil Reader IV.
(1). Prose: about 40 pages.
(2). Poetry about 32 lines (stories in verse).

II. Grammar:

1. Parts of simple sentence:

Subject: --- சொந்தம்
Predicate: --- பயனிலை
Object: --- சொல்லுபொருள்
2. Noun: --- பெயர்ச்சொல்
Class: --- பெயர்
Number: --- பெயர்
Person: --- பெயர்
Case: --- பெயர்
3. Verb: --- வினை
Root: --- வினை

Termination: --- வினை
Middle particle: --- வினை

Tense: --- வினை
Past tense: --- வினை
Present tense: --- வினை
Future tense: --- வினை

4. Adjective: --- வினை
5. Kinds of sentences:

Assertive sentence: --- வினை
Interrogative sentence: --- வினை

1. Classifying given nouns into rational and irrational groups.
2. Changing masculine into feminine nouns and vice versa.
3. Changing singular nouns into plural.
4. Use of 2nd, 4th and 7th case forms.
5. Conjugation of easy types of verbs in the three tenses.
6. Picking out subject, predicate and object in a sentence.
7. Adding describing words to given nouns.
8. Framing sentences with adjectives.
9. Writing answers to simple questions on the subject matter of the text.
10. Translation of simple English sentences.

Text book:- Any Tamil Reader V.

Prose : about 50 pages.

Prose : about 50 pages.
Poetry : about 40 lines (story poems)
(20 lines to be memorised).

1. Revision.

2. Letters.... அ, இ, உ, எ, ஓ, ஔ
 Demonstrative. ஈ, ஔ
 Interrogative- ஐ, ஔ
 Demonstrative and Interrogative words.
4. Verbs. அ, இ, உ, எ, ஓ, ஔ
 Affirmative. உ, ஈ, ஔ
 Negative. அ, இ, உ, எ, ஓ, ஔ
 Adverbial participle. அ, இ, உ, எ, ஓ, ஔ
 Relative Participle. அ, இ, உ, எ, ஓ, ஔ
5. Adverb. அ, இ, உ, எ, ஓ, ஔ
6. Kinds of sentences:
 Imperative. அ, இ, உ, எ, ஓ, ஔ
 Exclamatory. அ, இ, உ, எ, ஓ, ஔ
7. Doubling of அ, இ, உ, எ, ஓ, ஔ
 (a few common instances).
8. change of அ, இ, உ, எ, ஓ, ஔ before அ, இ, உ, எ, ஓ, ஔ
 in combination.

III. Language exercises: -

1. Use of 3rd, 5th, 6th and 8th casual forms.
2. More exercises on the conjugation of strong and weak verbs.
3. Recasting sentences with reference to number, gender, person and tense.
4. Changing assertive sentences into interrogative sentences.
5. Changing affirmative sentences into negative sentences.
6. Using adjectives, adverbs and participles in sentences.
7. Breaking up of compound words.
8. Breaking up of long sentences into short ones.
9. Reproduction of short stories and dialogues from the text.
10. Translation of English sentences into Tamil testing the use of adjectives, adverbs and participles.

Standard VII. (5 periods a week.)

- I. Text book. (Prescribed text)
(About 60 pages of prose and 50 lines of verse).
Narrative and didactic - are suggested)
(About 25 lines to be memorised).

1. Revision.

- | | |
|-----------------|-----------|
| 1. Nouns. | ၁ နာမ် |
| 2. Orthography. | ၂ ဝေါဟာရ |
| Vowels. | ၃ ဝေါဟာရ |
| Short. | ၄ ဝေါဟာရ |
| Long. | ၅ ဝေါဟာရ |
| Consonants. | ၆ ဝေါဟာရ |
| Hard. | ၇ ဝေါဟာရ |
| Soft. | ၈ ဝေါဟာရ |
| Medial. | ၉ ဝေါဟာရ |
| 3. Participle. | ၁၀ ဝေါဟာရ |
| 4. Verb. | ၁၁ ဝေါဟာရ |
| Active. | ၁၂ ဝေါဟာရ |
| Passive. | ၁၃ ဝေါဟာရ |
| Subjective. | ၁၄ ဝေါဟာရ |
| Consal. | ၁၅ ဝေါဟာရ |

5. Sandhi.

Doubling of 3, 2, 4, 11 — (more instances).

6. Concord.

Agreement of the predicate with its subject.

(a). when 1st, 2nd or 3rd persons form the subject.

(b). when 2nd and 3rd persons form the subject.

III. LANGUAGE EXERCISES -

1. Changing sentences using (a) Synonyms. (b) Antonyms. (c) other gender
(d). Other number (e) another person (f) Another tense etc.

2. Changing simple sentences from active to passive.

3. Introducing in sentences important words and expressions from the text.

4. Breaking up of compound words and sentences.

6. Reproducing narratives and dialogues from the text.

6. Translation of English sentences into Tamil with idioms and expressions of the text.

AIM: -

1. To encourage pupils to read intelligently and understand any simple passage.
2. To enable pupils to acquire a suitable vocabulary to express their ideas clearly and lucidly.
3. To train pupils to carry on simple conversation.
4. To make pupils able to write grammatically.
5. To develop the power of comprehension and the taste for literary appreciation of simple Tamil prose and poetry.
6. To cultivate an interest in reading for pleasure.

HINTS FOR TEACHING.

Conversation will still play a prominent though not a predominant part. On the subject matter of every lesson and matters of general interest it should be carried on. Questions may be of increasing difficulty calling for fairly long answers.

Both reading aloud and reading in silence should be encouraged from matter in and outside the text. Intelligent reading may be tested by putting a few questions or by requiring to give the gist briefly of the passage read.

Poetry should be taught to enable pupils to understand the peculiar language and generally to appreciate the ideas contained in it. Pupils may memorise interesting portions.

Grammar should be taught in a practical manner. Pupils should have greater scope of applying to new examples the rules they frame or have already framed.

STANDARD VIII. (5 periods a week.)

- I. Text book: - Any Reader No. 7.
(About 80 pages of prose - About 80 lines of verse narrative and didactic - about 40 lines of verse may be memorised).

II. GRAMMAR.

1. Verbal noun. (சொல்பெயர்)
2. Metonymy. (சொல்பெயர்)
3. Attributive (உரிச்சொல்) - உயி, உயி, உயி, உயி
4. Conjunctions and Particles. (இடைச்சொற்கள்)
5. Expletive particles. (இடைச்சொற்கள்)
6. Adjectival (relative) participle. (இடைச்சொற்கள்) affirmative and negative - the use of உயி, உயி, உயி
7. Combinations and changes of letters. (1) Combination without change (இயைபு) (2) Combination with changes (இயைபு)
8. Transmutation of letters (இயைபு)
9. and omission of letters (இயைபு)

III. LANGUAGE EXERCISES

1. Making use of words and expressions from the text in sentences.
2. Breaking up compound words into three or more elements.
3. Breaking up Complex or compound sentences into simple sentences-Combining simple sentences as one complex or compound sentence.
4. Answering questions on the allusions in the text.
5. Reproducing narratives and dialogues from the text.

6. Practice in answering questions of limited length on seen or unseen passages.
7. Expansion of- (a) a story or incident from a given outline
(b) a proverb or saying.
8. Writing a paragraph on a given subject.
9. Letter writing- Writing simple social and business letters.
10. Regular exercises on translation, gradually increasing in difficulty-
(a). Translating into Tamil sentences in English containing propositional affixes - like, except, round about, before (in front of), after or behind on or upon, under or beneath, with, together with, along with, near, etc.
(b). Translating into Tamil English sentences containing adverbial clauses of time, reason, condition, etc.
(c). Translating sentences in English into Tamil making use of idioms and expressions used in the text.

STANDARD IX.

(5 periods a week).

- I. Text book: - Prescribed text.
(About 80 pages of prose and about 100 lines of verse - narrative and didactic - are suggested. About 50 lines of verse may be memorised).

II. Grammar.

1. Elliptical phrases (குறும்பு வார்த்தைகள்) : பெயர் குறும்பு வார்த்தை - உயிர் குறும்பு வார்த்தை, உயிர் குறும்பு வார்த்தை, உயிர் குறும்பு வார்த்தை உயிர் குறும்பு வார்த்தை
2. Imperative and optative verbs. (செய்யுத - செயல்பாடுகள்)
3. Conjunctions and Particles. (இடைச்சொற்கள்) உயிர், செயல்
4. Sandhi - Doubling of க், ஃ, த், ழ்
(to be dealt with in a more detailed way).
5. Figures of speech. (அணி) Simile. உயிர் குறும்பு வார்த்தை
Metaphor (உயிர் குறும்பு வார்த்தை) Pun (இடைச்சொற்கள்)

III. Language exercises: -

1. Making use of words and expressions from the text in sentences.
2. Answering questions on the allusions in the text.
3. Reproducing narratives and dialogues from the text.
4. Practice in answering questions of limited length on seen or unseen passages.
5. Exercises in simple narration- seen or unseen.
6. Description of people, places, things, etc.
7. Regular exercises on translation gradually increasing in difficulty - Giving such passages in English for translation into Tamil as would serve as a test to find out whether the more important constructions and idioms of the text have been mastered as well as whether a suitable vocabulary has been acquired by pupils.

I standard.

In the first half of the year Telugu should be taught orally by the conversational method. Topics like Home, food, classroom, school garden, parts of the body, dress, common animals, birds etc.,.

In the second half of the year the alphabet may be taught and simple words of two or more letters may be introduced. Reading charts and flashcards may be utilised. About 200 words may be taught by the end of the first year. Nursery rhymes may be taught.

II-Standard: (~~Second language is started in this standard~~).

Aims: 1. To teach the Telugu Alphabet with correct pronunciation and shapes. (The method adopted is the Phonetic method for example, as the sound of (a) in bud, but, cut, duck etc, Attention should be paid to hard consonants and letters like

(11). To teach letter words like 30, 20, 10
by the time a pupil leaves this class, he must be able

- (i). to write the 57 letters correctly.
(ii). to pronounce them well, and
(iii). He must be able to recognize them.

III-Standard: (This is the ^{3rd} second year of study).

Aims:-

- Aims:-
- | | | |
|--------|--|------|
| (i). | To teach vowel combinations like | etc. |
| (ii). | To teach consonant combination like | etc. |
| (iii). | To teach double & conjunct consonants like | etc. |
| (iv). | To teach compound words like | etc. |

Word study and extension of vocabulary should also be the aims of teaching Telugu in the second year.

IV- Standard: - (This is the third year of study).

Aims: - (1). To teach more difficult words.
(2). To teach sentence structure.

Special attention should be paid to spelling and formation of easy sentences. Introductory talks in the comparison of the English and Telugu languages - prepositions and post-positions - Translation exercises - Dictation and transcription. Use of some Telugu Reader at this stage is recommended.

V- Standard: - (This is the ^{5th}fourth year of study).

Aims: -

Aims: -

- (1). To make the pupils understand simple sentence.
 - (2). To use words in sentences (to frame sentences).
- Rapid reading - Simple grammar - Word combinations and splitting up of difficult compound words -
 Translation exercises - dictation and transcription -
 word study - next reader is introduced here.

VI- standard: - (This is the ^{5th} year of study).Aims: -

- (i). Free and rapid reading of simple subject matter.
- (ii). Oral work and simple grammar.
- (iii). Original composition (about five to ten sentences on a topic).

To achieve the above aims the following points are touched in every lesson

- (i). Use of difficult words in sentences.
 - (ii). Splitting up of the difficult combinations of words.
 - (iii). Completion of sentences.
 - (iv). Translation of dialogues into English.
 - (v). Filling up of the gaps.
 - (vi). Other phases of word-study.
- Questions may be set in Telugu and answers may be expected in English and vice versa.

VII- standard:- (This is the ^{6th} year of study).Aims:

- (i). To teach the intensive study of simple matter in popular language prescribed as text books for the Middle School examination.
- (ii). To teach the extensive study of the simplest subject matter.
- (iii). To teach continuous original composition and letter writing.
- (iv). Incidentally to prepare the students for the Middle School examination.

The following points should be touched in every lesson:

- (i). Use of the difficult words and phrases in sentences from the portion done.
 - (ii). Splitting up of the difficult combinations of the words.
 - (iii). Completion of sentences.
 - (iv). Filling up of the gaps with the given words. (from the text book only)
 - (v). Translation of simple dialogues and simple passages (seen) into English.
 - (vi). Translation of simple English sentences into Telugu.
 - (vii). Explanation of the difficult passages in English.
 - (viii). Simple grammatical exercises.
- (In the early stages of language teaching, correct usage is acquired by imitation, and not, to any considerable extent, by rule. The grammar is the grammar ~~unformulated~~ - in correct usage, and remains unformulated - The term functional grammar is sometimes applied to this latest and unformulated grammar - the grammar that functions in correct speech).

VIII-standard:- (This is the ^{7th} year of study).Aims: -

- (i). To teach the intensive study of more difficult matter (here the High School Text book may be followed or a different text book may be used).
 - (ii). To teach the extensive study.
 - (iii). To teach the written composition.
 - (iv). To teach Rapid reading and silent reading.
- Translation of simple (unseen) English passages into Telugu and vice versa
 More of formal grammar like case-endings, genders, numbers, affirmative and negative sentences - passive and active voices - Telugu idiom - something about sandhi (300) The pupils must learn much and make good progress in this standard.

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IX- standard:- (This is the eighth year of study).

Aims: -

- (1) To teach the intensive study- text as the centre of instruction.
- (2) To teach the extensive study - a text book may be prescribed.
- (3) To teach the written composition.
- (4) To teach the translation into and from English.
(certain words and their meanings may be given).
- (5) To teach letter writing.
- (6) To teach more of formal grammar, on the same lines of the standard eighth.
- (7) To teach the idiom of the language.
- (8) To make the pupils understand simple Telugu poetry if prescribed.
- (9) Incidentally to prepare the pupils for the High School examination.

In every lesson special attention is to be paid to the following points: ---

1. Use of post- positions and difficult words and phrases.
- (2). Splitting up of the difficult combinations of words and vice versa.
- (3). Questions on reference to context - the explanation may be given in English or simple Telugu.
- (4). The exact significance of sentences and phrases and the corresponding parallels in English.
- (5). Telugu idioms and their use.
- (6). Genders, numbers, active, passive voice, affirmative and negative sentences.
- (7). Word-study in difficult phrases- beheaded words.

By the time a pupil leaves his High School, he must be able to speak fluently in Telugu, and write correct idiomatic Telugu - of course popular language.

The last but not the least point is that oral work should play a very important part in the teaching of Telugu to the English pupils and the method followed in higher classes should be purely the translation method. Direct method may be followed in early stages of languages teaching, but it should not be parrot-learning. Capable and competent teachers that know the language well and that know methods of teaching well should be in charge of Telugu.

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SYLLABUS IN MALAYALAM FOR STANDARDS I to IX.

Standard I.

In the first half of the year Malayalam should be taught orally in conversational method on topics like, Home, food, classroom, school garden, parts of the body, dress, common animals and birds etc.

In the second half of the year they must learn to read and write with the aid of charts, flash cards, blackboard, etc., easy words and short sentences. Attention should be paid to correct pronunciation.

By the end of the first year the average child must be able to recognise and read about 250 words and short sentences made up of these words.

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Standard II.

Oral Work: Conversation to be continued on topics like those for Std. I with a view to increasing vocabulary and fluency of speech.

Reading: Children should be able to read and write all joint letters in words and sentences by the end of the first half of the year.

Writing: Legibility and speed should be practised. Children should be able to give short written answers of one sentence. Nursery Rhymes & Action songs should be taught. 350 additional words to be studied by the end of the year.

Standard III.

Reading: Study of text book to increase vocabulary by about 400 additional words.

Oral Composition: on common familiar objects to those to be continued.

Poetry: Reading and recitation of easy poems from the text.

Writing: Emphasis should be made mainly on speed and legibility.

Longer written answers of two or more sentences to questions of text or on familiar topics.

Translation of easy English passages into Malayalam shall be practised.

Standard IV.

Prose: Study of text book to increase vocabulary by about 500 new words.

Poetry: Easy poems from the text.

Oral Work: Telling story or narrating a single short incident.

Writing: With paragraphs on short stories, domestic animals birds, school garden etc.

Translation: easy English passages into Malayalam.

Grammar: Splitting and combination of easy words* practice in picking up nouns, verbs and describing words.

* The simple sentence - its analysis into subject and predicate.

Standard V:

Reading and intensive study.

Prose selections from

1. Lives of great men.
2. Travel.
3. Animal History and stories.
4. Laws of sanitation and hygiene.
5. Social service.

Poetry - (100 lines - 40 lines to be memorized).

1. Narrative verse.
2. Simple plays or dramatized stories.

Extensive study- Library books (Tales of action) Adventure, Lives of outstanding Indian personalities).

Composition- Written and oral. Themes suitable for the purpose are:

1. Reading of pictures or picture series.
2. Rewriting in direct speech as dialogue.
3. Stories to be retold and rewritten.

Translation of easy English passages into Malayalam. Grammar * Naming the parts of speech, nouns, verb, adjective and adverb. Tenses - present, past and future- Splitting and combination of words continued.

Standard VI.

Prose Selections from

1. Biography of eminent men - Warriors, statesmen, Scientists, etc.
2. Travel.
3. Nature History.
4. Description.
5. Modern invention viz. Radio etc.

Poetry. (150 lines- 50 to be memorized).

1. Narrative verse.
2. Simple descriptive verse.

Extensive study- Library reading continued.

Composition- written and oral.

1. Simple essays with a definite plan and paragraphing on familiar topics.

2. R telling the same story or incident by different persons.
 3. Interpreting pictures.
 4. Rewriting indirect speech as dialogue or conversation.
 5. Letter writing- social, describing a festival, journey, holiday etc.
 Translation- easy English passages into Malayalam.
 Grammar - Parts of speech continued, Characteristic ending of singular and plural and genders.
 The Simple sentence - its analysis into subject and predicate and object and their enlargements or extensions.
 Splitting and combination of sentences (easy cases).
 Punctuation- functional ~~xxxx~~ signs - period and comma.
 Formal signs - query mark, Exclamation mark and quotation mark.

Standard VII.

Reading.

Prose (50 pages) selections from

1. Short stories and good taste.
2. Records of actual experience and achievements in real life.
3. Topics dealing with hygiene, every day science.
4. Description of outdoor and indoor games, scout and girl guide activities.
5. Hobbies.

Poetry (200 lines - 60 lines to be memorized).

1. Narrative verse.
2. Descriptive.
3. Simple lyrical verse.
4. Ballads.

Extensive Reading- Library reading continued: -
 Composition- written and oral.

1. Narration.
2. Expansion.
3. Simple letter writing.
4. Summarising easy poems and passages.
5. Reproduction of stories read from the library books.
6. School entertainments, excursions etc.
7. Hobby.

Translation- easy passages from the English prose text into Malayalam.

Grammar - Parts of speech continued. Revision of portion done in Standards V and ~~xxxx~~ VI.

Nouns including pronouns - kinds - case endings (Vibhakti)
 Bhodaka (Adjective and adverb) Kinds- verbs - their classification-
 sakarmaka and akarmaka (Transitive and intransitive) Active and passive,
 Three tenses.
 Parsing the above.
 Kinds of sentences -interrogative, assertive, negative imperative,
 subjunctive, exclamatory etc.

Standard VIII.

(a). Detailed Study(Selections should be not only correct and idiomatic but also elegant and possessing literary qualities.

1. Prose - Selections from
1. Imaginative literature.
2. Records of actual experience and achievements of real life.
3. Topics dealing with hygiene.
4. Stories and biographies.
5. Travel and exploration.
6. Lessons on social Science.
7. Scouting and girl guides.

(b). Nondetailed study - one prescribed book containing about 100 pages (story, romance).

II. Poetry and drama (300 lines - 100 lines to be memorized)

Appreciation is the chief aim.

- (a). narrative verse.
- (b). Descriptive.
- (c). Selected scenes.

III. Composition written and oral.

- (a). Description.
- (b). Expansion of a given outline.
- (c). Reproducing the same story in different ways by different persons.
- (d). Rewriting indirect speech as dialogue or conversation.
- (e). Current topics taken from Newspapers, magazines etc.
- (f). Comprehension of poetry and prose passage.
- (g). Letter writing- social and commercial.

VI. Translation of suitable English passages into Malayalam.

V. Grammar Parts of speech their forms and functions (continued).
Verbs - Kovala and prayojaka, Karitha and akaritha, muttuvina and pattivina - Aavyaya and Nipatha - kinds- Analysis of a complex sentence.
Training in correct grammatical usage - the following exercises suggested.

- (a). recasting sentences.
- (b). recasting sentences
- (c). Transformation.

1. Active into passive.
 2. Interrogative into categorical.
 3. Negative into passive.
 4. Direct into indirect.
 5. Rhetorical question into statement.
 6. Abstract into concrete.
- Punctuation- dash, parainthetical signs, semilunes.

Standard IX.

Detailed study.

(a). Prose (60 pages) selections from.

1. Imaginative literature.
2. Travel and Scientific discoveries.
3. Lessons on sanitation and hygiene.
4. Lives of eminent men.
5. Myth and legends.
6. Hobby.

(b). Poetry and drama (300 lines - 100 lines to memorised)
1. Narrative verse. 2. Lyrical verse. 3. Ballads. 4. Short plays.

(c). Nondetailed study. a text book of about 100 pages.
(Story, romance, novel).

II. Oral and written composition.

1. Prose of a given passage or poem.
2. Expansion of a given outline.
3. Completion of an unfinished story.
4. Social Science.
5. Current topics.
6. Comprehension and reproduction.
7. Letter writing- social, commercial and official.

III. Translation- suitable English pieces into Malayalam.

IV. Grammar and punctuation- revision of portion done in standard VIII.

Recasting sentences - continued. Analysis of compound and complex sentences.

The four sandhis (lopa, Agama) Adesha and ditwa).

Samasam (Avayibhavan, tatpurushan, Bahavrihi, dhandwen).

Sabdha ~~xxxxxx~~ shodhini may be used as a text book in the High school.

Copy of the letter from K. Shakaran, Senior Pandit, St. Michael's School, Cannanore and A.D'Rose, Senior Pandit, St. Teresa's Middle School, Cannanore. (Members of the special Committee for framing new syllabus)

in the regional language for std. I to Std. IX.

We beg to submit herewith the new syllabus in Malayalam from Std. I to Std. IX.

In framing the above we have followed the draft syllabus in regional languages for the reorganised Secondary School courses published in Fort St. George Gazette 1948.

