

AN INTENSIVE COURSE IN TELUGU

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Central Institute of Indian Languages
Manasagangotri, Mysore

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Ramanarasimham



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FOREWORD

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(Revised Edition)

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I must always remember the learners of Telugu language, with whom I worked at different points of time all through my career, including foreign students in the University of Hyderabad, whose responses in the form of inquisitive questions at the time of my instruction have been of great help in my continuous learning the art of language teaching.

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Hyderabad,
18th May 2006.

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INTRODUCTION TO FIRST EDITION

LANGUAGE LEARNING

From time immemorial individuals have been learning other's languages as well, in addition to their own. Some learn languages of others without a teacher or a textbook. In this case the community is the teacher and the classroom, and the social needs of the learner provide him/her with a curriculum. On the other hand, some learn with the help of a teacher and a textbook, in which case the curriculum is organized and planned. In the first context the learning is generally felt to be easy and more or less unconscious, natural and automatic. Competence acquired in such a learning may or may not be similar to competence of language acquisition in mother tongue. It may also be of a time consuming process in some cases. In most cases such a learning may be partial in the sense that the learners may be competent in using that particular language for some specific purposes only. Also the learner is invariably required to live in the particular area in which that language is spoken or he/she must have regular physical contact with the speakers of the language. In the second context, the learning is generally seen to be difficult, formal, conscious at every step and organized. Because of these formal conditions there can be a variety of exposure within the shortest span, thus raising the theoretical possibility of a more rapid learning of the particular language. Also the learner need not live in the particular language area. However, motivation is important in both the contexts. Learning a language in the second context is a complex activity. The term second language learning is generally restricted to this type of learning only.

The success of learning a second language depends upon the method, material and the motivation of the learner. Use of systematically organized and planned material ensures the attainment of educational goals with ease and rapidity. The present *Intensive Course* is an attempt in this direction. The three principles of materials production, namely, selection, gradation and presentation are followed with care in the preparation of this book. The teachable items are carefully graded based on the pedagogical principles, namely, a progression of items from simple to complex and from known to unknown, and the relevance of the given linguistic situation.

OBJECTIVES

This *Intensive Course* is meant primarily for the teacher trainees of the Southern Regional Language Centre of the Central Institute of Indian Languages, who do not know Telugu earlier. This is the prescribed textbook for the Basic Course of the three phase ten-month course of 1100 hours of instruction. The

other two phases are Intermediate Course and Advance Course. The Basic Course extends over a period of 14 weeks with 450 instructional hours. At the end of this course the learners are able to achieve the following objectives :

1. To perceive and reproduce the sounds and their meaningful sequences, which means identification of the sounds in their meaningful sequence, discrimination of the sounds in their meaningful sequence, and oral reproduction of the sounds in their meaningful sequence.
2. To form orally sentences from given patterns and lexical items.
3. To converse with the teacher and with fellow trainees on specified topics under controlled situations.
4. To narrate specified events and topics orally.
5. To read simple and graded passages with comprehension, which includes the recognition of the letters of the alphabet in isolation and in sequence, and the comprehension of passages containing simple sentences.
6. To write simple sentences and guided compositions on specified topics, which means the writing of the letters of the alphabet in the initial stage followed by words and sentences and writing of guided composition on the basis of the cues provided.

Of the above objectives, this *Intensive Course* is meant mainly to achieve objectives from 2 to 4. To realise the other objectives, the other CIIL publications such as *Telugu Phonetic Reader* (1961), *CIIL - K. V. S. Mother Tongue Series - MANA BHASHA LEVEL I* (1973) consisting a Textbook, a Scriptbook, a Copybook and a Teacher's Manual. Though the books in CIIL-K. V. S. Mother Tongue Series are prepared for children learning Telugu as a mother tongue, they could be effectively used by adult second language learner for the script learning purpose as the Telugu script is presented in the Scriptbook and Copybook on the basis of similarity of shape of the letters and the hand movements in writing them. The learners would do well to learn Telugu script before they commence using this book or learn it simultaneously while using this book ★

DESIGN OF THE BOOK

This *Intensive Course* consists of 100* Lessons in 24* Units. Each Unit consists of two or more lessons covering a group of related grammatical patterns of a major grammatical structure. This is further divided into various teachable items. Each lesson deals with a few teachable items covering at least one of the structural patterns of the grammatical structure focussed in the Unit. Teachable item may be defined as a single minimum point that the teacher has to concentrate upon while

★ The Telugu script is also introduced in the revised edition in order to make this book self-sufficient. But to gain knowledge in the Phonetics of the Telugu Language the learners may consult *Telugu Phonetic Reader* (CIIL, 1961)

* 64 lessons in 10 Units in the revised edition.

teaching. This may also be a single minimum point that the teacher has to concentrate upon while constructing a test. The first 40 lessons cover a comparatively less number of teachable items than the later lessons. This is to accommodate the initial problems involved in learning the mechanics of writing and developing reading skill.

There are two types of lessons in this *Intensive Course* : Unit lessons and Review lessons, Unit lessons are part of Units and they cover new teachable items. There are 84 Unit lessons, Each Unit consists of 5 components, namely, (i) Text, (ii) Drills, (iii) Exercises, (iv) Vocabulary and (v) Grammar Notes.

The Text is mostly in the form of conversation. A few narrations, news items and a story are also there. In this component, new teachable items with a judicious mixture of old ones for reinforcement, are presented in a meaningful situation. Each sentence in the Text is provided with a free English translation to give a general comprehension of the sentence in particular and the total text in general. However, the translation does not maintain one-to-one correspondence with the structural elements of the Telugu sentence.

The drills are designed to train the learner to speak through a mastery of the basic structural patterns of the language. The drills include repetition drill, build-up drill, substitution drill - both simple and manipulative, interlocked substitution drill, expansion drill, response drill, combination drill, transformation drill and conversation drill. Each drill is designed to bring out automatic accuracy and speed of performance. The drills are graded considering the complexity of manipulation involved in each drill. The drills, other than repetition and build-up drills, have a model set of stimulus and response.

The drills are followed by different kinds of exercises. Both these components are confined only to the new teachable items covered in the lesson. No new vocabulary items are used in drills and exercises. Drills are for oral administration in the class whereas the exercises are for home practice. Clear and adequate instructions are provided at the beginning of every exercise. The exercises involve a higher degree of manipulative activity than the drills, helping a specialized practice and consolidation of the grammatical rules.

The new vocabulary items of each lesson are listed separately in the order of their first occurrence in the Text. The English equivalent is given against each item. This meaning is confined to the context of reference in the Text. The teacher has the liberty of bringing out the various shades of meanings and uses of a vocabulary item by way of proper explanation, wherever felt necessary.

In Grammar Notes, grammatical explanations are provided in non-technical terms to the extent possible. They are functional in nature, and intended to cater to the needs of the teacher to teach the lesson successfully and help the learners in understanding the structures. The major and sub-points are numbered and a cross reference is provided wherever necessary. For example, 23.1.2. stands for the second sub-point under the first main point in the 23rd lesson.

Each lesson ends with a cultural note, if any.

There are two types of Review lessons in this *Intensive Course* : Unit Review lessons and Overall Review lessons. The Unit Review lessons are twelve in number and each of these is added, at the end of every two Units. The Overall Review lessons are four in number and they form the last four lessons in this book. They provide an overall review of the entire course, and help the learner a smooth switch over to a set of structure-free reading materials. In Review lessons Drills and Grammar Notes are not given, as these lessons do not contain any new teachable items. However, new vocabulary items are used in the text of these lessons. The text in these lessons presents the use of the structures covered so far in a different context and exercises provide a practice and consolidation of the structures. To provide variety, different formats such as letter, news item, story, cartoons are used in addition to the conversation format in the text of the Review lessons.

The Review lessons are placed and timed in such a way that they can be used as a review and reinforcement of the week-long learning activity at the end of a particular week in an intensive language training programme. The exercises given in Review lessons can readily be used as a week-end tests.

The lessons in this book are presented in Telugu script, unlike other Telugu learning materials for adults. However, the first ten lessons are provided with transcription in *Parivardhita Devanagari*, so that they can be read from the first day of their learning. As the learner acquires mastery over the Telugu script he is expected to switch over from *Devanagari* to Telugu script. The *Devanagari* is used here as a crutch to learn the pronunciation★. Using the target language script in a composite course like the one visualized here will enable the learners to read the written material fluently at the later stage. Our experience shows that the mastery of Telugu script can be achieved in about 15 to 20 clock hours spread over a period of 8 to 10 days. Hence this helps learning of the language go hand in hand with the development of reading skill in the target language.

Use of cartoons for learning language is an innovation in this book. Language teaching materials for a second language course are necessarily under various constraints and controls of structures. Because of these constraints and controls the materials producer will have great difficulty in bringing out the naturalness of the situations. This could lead to partial handling of the content of a conversation, inadequate coverage and even misunderstanding. It could also lead to monotony since the constraints on structures would not help much variety and creativity. Accordingly to overcome the above listed problems, recourse has been taken to the use of cartoons in this book. Cartoons from various magazines are selected and used in the lessons where the captions of the cartoons contain the teachable items

★ In the revised edition the phonetic/phonemic transcription is also provided in addition to *Devanagari* in order to facilitate the foreign learners also so as to widen the utility of the book in respect of the clientele. However the additional scripts are used only upto lesson 6.

focussed in the text. The cartoons, thus, make an additional text material. In some Review lessons the text is exclusively comprised of cartoons only. It has been found in the classroom while experimenting this material that the humour associated with the cartoons help the learners to remember the cartoon and thereby the teachable item the caption contains. For example, the fact that the word for water in Telugu is in plural number and its usage with plural verb in agreement is established in the cartoon in lesson 37*. Some cartoons using proverbs are also used. It has also been found while using this material that the use of cartoons help in teaching a natural language in the sense that elliptical and compound constructions that abound in native language are frequently exploited in the language used in the cartoons. These are two of the most difficult characteristics of a language the mastery of which would put the second language learner on par with the native speakers of the language.

METHOD OF USING THIS BOOK

This *Intensive Course* covers 300 hours of intensive instruction following a sequence of four basic steps, presentation, explanation, repetition and transfer in the basic course stage.

The teacher using this book may find it beneficial to go through the analytical background provided elsewhere in the *Introduction*. It would help him/her greatly to have a thorough understanding of the scheme of presentation of the various structures in this book. He/She may prepare flash cards separately for each lesson. All that goes into a lesson should be available at a glance in a nutshell on the flash card. Here is a model :

<i>Lesson 53*</i>	
<i>Teachable Items :</i>	<i>Vocabulary Items:</i>
1. <i>Gerund form</i> - అటం / - వటం	కష్టం కంటే
2. <i>After mono-syllabic bases</i> -వటం	అంతా చెడ్డ
రావటం, పోవటం <i>etc.</i>	చీకటి చూపించి
<i>Elsewhere</i> -అటం	వెలుతురు ఎప్పుడూ
తినటం, చదవటం <i>etc.</i>	ఆఫీసు ఆటో
3. కంటే	
4. <i>Dubitative marker to express uncertainty</i>	
ఇప్పుడు బస్సు ఉందో లేదో!	
అతను సుబ్బారావు కాదో!	

* See page xxiv for the corresponding lesson number in the revised edition.

This helps the teacher to take up the teachable items and vocabulary items without referring to the book for presentation in the class. The teachable items and vocabulary items may be introduced by adopting dramatization and/or demonstration creating suitable situations other than the one provided in the text. The ability to create suitable situations in the classroom makes the teacher successful in his endeavour. Grammatical explanations have to be avoided at the beginning of the Introduction. After all the teachable items are introduced, the necessary grammatical explanations may be given.

For example, let us see the introduction of the Gerund forms in Telugu.

Write the verbal bases on the black board for which the Gerund forms are being introduced.

రాయి, తిను, తియ్యి, etc.

Announce to the class that the Gerund forms of these verbs are going to be introduced. Take a piece of paper and pen, and start writing something on the paper. Ask the question :

నేను ఏం చేస్తున్నాను?

You will get the answer 'మీరు రాస్తున్నారు' as this structure has already been covered. Then, ask the next question :

నేను రాయటం మీరు చూస్తున్నారా?

The answer will be 'చూస్తున్నాం'.

Walk to the door, open it and say : నేను తలుపు తియ్యటం మీరు చూస్తున్నారు.

Follow it with some more demonstrations and ask question :

మీరు ఏం చూస్తున్నారు?

Provide answers yourself : నేను రాయటం చూస్తున్నాను, నేను తలుపు తియ్యటం చూస్తున్నాను and so on.

Take out a biscuit, which you have taken along with you. Start eating it by biting it bit by bit. Say the sentences :

నేను బిస్కెట్టు తింటున్నాను, మీరు చూస్తున్నారు. మీరు ఏం చూస్తున్నారు?

By now, the class should be in a position to answer the question by saying : మీరు బిస్కెట్టు తినటం చూస్తున్నాం Help the class by providing necessary props.

క్లాసులో తినటం మంచిది కాదు.

క్లాసులో నిద్రపోవటం మంచిది కాదు.

ఎక్కువగా తినటం మంచిది కాదు.

ఎక్కువగా మాట్లాడటం మంచిది కాదు.

and so on. Do not use new structures and new vocabulary items while providing sentences like these.

As you use the Gerund forms of various verbal bases, write those forms on the board against the verbal bases already written. Let the learners analyse for themselves what marker/suffix is added to the base to form the Gerund.

The teachable items and vocabulary items need not be introduced in the order of their occurrence in the lesson. After the introduction is over, provide the grammatical explanations. Use of audio-visual aids is the most desirable one while introducing the teachable items and the vocabulary items. After the introduction is over, read the text of the lesson with normal speed. The class should be in a position to comprehend the lesson to a great extent as the teachable items and vocabulary items have already been covered. Providing translation should be the last resort after all possible efforts by demonstration and dramatization are used to bring home the meaning/concept to the learners.

Group drill has to be administered with each one of the teachable items as and when it is introduced so as to help the learners to consolidate their learning. Before a sentence is given for drill while introducing a teachable item, utter the sentence several times so that the class will *listen* to the same properly. After the lesson is thus introduced, administer a mass drill covering all the sentences of the text. These choral drills help the adult learners overcome their inhibitions such as shyness in uttering the sentences of the non-native language, and also help them learn the pronunciation. It also helps developing speaking skill.

Now, take up the drills part of the lesson. Administer each drill in group and also individually. Use more sentences of your own if the sentences given in a drill are found to be insufficient. Use your own drills-preferably a question-answer drill. Administer this as a chain drill, i.e., you ask one person a question. He/She will answer you and will put the same question to his/her neighbour. The neighbour will answer and put the same question to the next person. Ultimately the last person will put the question to you and you will answer it.

Let the exercises be the home task. Do not guide the learners for exercises in the class. Let them do these exercises themselves. Evaluate the learning by going through the exercises done by the learners. Use the exercises in the Review lessons as weekend tests.

The method suggested above, however, is not *the* method of using this book. The following instructions will be found useful by the teacher.

1. The teacher should always bear in mind that a good method is comprehensive and eclectic. The valuable suggestions from different methods may be used whenever the situation demands.

2. Acquisition of good pronunciation forms an important part of language learning. The teacher should make the learner to acquire the capacity to recognize various speech sounds and produce them in isolation as well as in sequences. The phonetic drills in the Telugu Phonetic Reader may be used for effective pronunciation drill. The meaning of words may be ignored at this stage.

3. The articulatory description of a problem sound is a powerful prop. Facial diagrams can also be used. The contrasting pairs consisting of the problem sounds should be administered for drills.

4. The script should be taught simultaneously with patterns. To get a mastery over the orthography the teacher should develop automatic association between written forms and speech sounds.

5. It is assumed that there will be a concurrent script teaching class on every day of instruction. Hence the teachers may illustrate the letters introduced in the script class with words and phrases taken from the structures introduced.

6. The dialogues in this *course* are situation centered. Before presenting the dialogue the teacher should prepare the students for understanding the patterns to be introduced. This can be done with the revision of the earlier lessons.

7. In introducing the pattern the teacher should pronounce each sentence first, followed by a choral and individual repetition of the same.

8. The teacher may bring many more contexts to teach the structures involved as already illustrated. Thus, a communicative operation of the language in use may be brought to the classroom.

9. Discourage the students from the habit of over-relying on translation for comprehension. Make the students think in the target language as early as possible. In the classroom make a minimum use of a language other than the target language.

10. When new words are introduced special attention should be paid by the teacher to their correct pronunciation before they are used in the patterns.

11. A brief explanation on the similarities and differences of the patterns introduced in the lesson with reference to the learner's mother tongue may be given by the teacher provided he/she has a mastery over the learner's mother tongue.

12. In administering drills the teacher should not slow down from his natural speed.

13. The intonation pattern of each sentence as found in conversation should be maintained when it is given in isolation for drilling.

14. The teacher should not mimic the learner's mispronunciation.

15. The teacher should always remember that the exercises should be used for written task only after the oral administration of drills is over.

16. The grammar teaching is necessary to impart a knowledge of the basic structural principles. The learner must be described the structure non-technically as far as possible.

17. In teaching grammar, the learner must be taught the terminology which will act as a convenient system of reference for the explanation. Being an adult and already educated, the learner may not have much difficulty in learning certain technical terms and understanding the metalanguage.

18. The learner need not be compelled to memorize the grammatical rules. He learns himself many things by analogy and analysis. Moreover, the drills and exercises are organised in such a way as to impose a particular grammatical rule indirectly.

19. The internal and external sandhi should be explained adequately. This may be represented in the form of rules as the learner is likely to be familiar with

sandhi rules of his mother tongue.

20. The teacher should supply the learners with additional cultural notes wherever found necessary.

21. Testing is an essential ingredient in any teaching situation. The teacher should undertake the preparation of skillwise tests. The testing techniques such as translation, dictation, composition, multiple choice items, short answer items etc., should be used in the classroom. Careful analysis on the part of the teacher is highly expected in preparing and scoring test items.

22. The teacher should use audio-visual aids wherever feasible. These have to be prepared by the teacher following the materials to be presented in the class. These may include picture cards, wall pictures, flannel board and cut outs, puppets, film strips, tapes, records, films, television and so on.

23. Each lesson is potential enough for the teacher to prepare supplementary materials. Therefore, he/she may prepare the same as and when necessary taking into consideration of the time factor.

Many more instructions are commonly found in the books on language teaching methods. The teacher is expected to get acquainted with them for effective and systematic teaching.

LANGUAGE VARIETY USED IN THIS BOOK

This *Intensive Course* aims at teaching standard spoken Telugu. It is needless to say that the 'standard variety' of a language is not a fixed point of reference and it is only an approximation of a range of usages. Since a standard variety is only a range, the forms used by other native speaker should not be construed as incorrect forms by the learners. However, it is in the best interest of their learning to follow the variety used in this book until this *course* is completed, as this book provides a systematic, progressive and graded approach to this particular variety of the language. The teachers using this book to teach the language can make the learning of the language more profitable if they strictly adhere to this variety of language, as long as they use this book as the textbook. Failure to do so and introduction of different varieties in the classroom would confuse the learners.

In selecting different dialect forms (where both are accepted as standard) pedagogical advantages are kept in mind in choosing one in preference to the other. For example, consider the following instances.

1. చేసిన్నె, విరిగిన్నె

2. చేశాయి, విరిగాయి

Item 2 is preferred because item 1 requires an additional past tense marker - ఇన్.

Similarly అడుకుంటున్నాడు and అడుకుని are preferred in place of అడుకొంటున్నాడు and అడుకొని for the following reasons.

In this *Intensive Course* reflexive bases like తీసుకో, నిల్చి and కూర్చి are grouped

together and shown as polysyllabic ఓ ending bases. (Polysyllabic is to exclude పో). The above dicotomy is not possible with నిల్చే and కూర్చే.

Hence అడుకుంటున్నాడు, అడుకున్నాడు, అడుకుని, నిల్చుంటున్నాడు, నిల్చున్నాడు, నిల్చుని are preferred.

పడు is identified with అను group as the past tense forms of these bases have a geminated final consonant and take అ / ఆ as the past tense suffix.

తిన్నాడు, పడ్డాడు.

The neuter singular from పడ్డది is preferred to పడింది in accordance with the అన్నది, తిన్నది forms of the group.

While introducing the non-future forms of ఉండు, ఉంది is blocked and ఉన్నది is only introduced in the beginning. This is necessary to establish the concord for present tense which is identical with that of the non-future forms of ఉండు

ఉన్నాను	ఎక్కుతున్నాను	ఉన్నాడు	ఎక్కుతున్నాడు
ఉన్నాం	ఎక్కుతున్నాం	ఉన్నది	ఎక్కుతున్నది
ఉన్నావు	ఎక్కుతున్నావు	ఉన్నాయి	ఎక్కుతున్నాయి
ఉన్నారు	ఎక్కుతున్నారు		

ఉంది is introduced as an alternative form of ఉన్నది (see lesson 42)* only after establishing the paradigm ఉన్నాను, ఉన్నాం, ఉన్నావు etc. Care has to be taken by the teacher to avoid an unwanted extension by the learners, of the analogy

ఉన్నది = ఉంది అడుగుతున్నది = అడుగుతుంది

which is not true (ఉంది and ఉన్నది are semantically same; but అడుగుతున్నది is present progressive and అడుగుతుంది is future / habitual.)

ANALYTICAL BACKGROUND

All points given in the Grammer Notes under each lesson in this *Intensive Course* constitute a reference grammar of standard spoken Telugu. In order to have a comprehensive picture of the structure of the language, the teacher using this book have to organize the different grammatical points in a cohesive manner. For example, the points related to past tense are scattered over different lessons where different groups of verbs are covered. All these points have to be put together to have a understanding of the past tense in this language. For the convenience of the users of this book a calssification of the verbal bases in terms of internal changes in the stems is presented here. Such classification and the scheme of its presentation in explicit terms is necessary because in Telugu the verbal bases with their stem

* See page xxiv for the corresponding lesson number in the revised edition.

alternants pose a relatively more complex problem than the other word classes.

The base forms of the verbs, as introduced in this *Intensive Course* can be used in Imperative (non-honorific affirmative singular) except the following groups of verbs which will lose their final consonant when used in the Imperative (non-honorific affirmative singular).

- i) (C) $\overset{u}{V}$ Cus కలున్, కురున్ etc.
- ii) (C) $\overset{u}{V}$ Cuc అరుచ్, పిలుచ్ etc.
- iii) (C) \bar{V} Cuc ఏడుచ్ and డుచ్.
- and iv) (C) \bar{V} c లేచ్

The base forms are set up for convenient reference. If a particular verb has several stem alternants one of the alternants is chosen to be the base. The other alternant-forms of the verb are derived by specific rules. For example, the verb 'to write' in Telugu is represented by the forms రాన్, రాయ్, రాద్ and రాయి in words like

రాస్తాను, రాయాలి, రాద్దాం, రాయి

One of these alternants is set up as the base of this particular verb and rules are framed to derive the other alternants. The base is an arbitrary form and one can set up any one of the above as the base form and derive the others. However, principles of economy, generality and naturality dictate the choice. In any case one has to frame suitable rules to derive the other alternant forms.

Reality in Usage

Many of the Telugu verbal bases have only one stem alternant and the same is used without any change in the Imperative (non-honorific affirmative singular). Eg., ఎక్కు దిగు, తాగు etc. In a pedagogical grammar it is more natural and expedient to take one of the freely occurring forms as the base. Earlier writers of grammars in Telugu have used the non-occurring or bound forms as the bases and derived the alternants. In terms of reality in usage (Ramanarasimham, 1981 and 1984.) this is counterintuitive in pedagogical situation. Therefore, the verbal forms as they occur in the Imperative non-honorific affirmative singular are taken as the bases in this *Intensive Course*. However, the న్ ending and ఛ్ ending bases, as already mentioned above are the exceptions. (The reasons for not taking the Imperative forms of these verbs as bases have been discussed in Ramanarasimham, 1978.) Accordingly రాయి is taken as the base form of the verb meaning 'to write' as this form occurs freely in the language as the Imperative form. Other writers took either రాన్ or రాయు as the base. Similarly the reflexive verb. The ఁ ending forms of these verbs such as తీసుకో, పట్టుకో are introduced as the bases. These forms occur as the Imperative forms. The other teaching materials in Telugu have taken తీసుకొన్,

తీసుకును, తీసుకొను as bases. It is also found while using this material in the class that the learners find it easier to go from an occurring free form to bound forms.

Verb Stem Classification

In Telugu verb stems are classified under various groups based on the internal changes in stems when different suffixes are added to them. Three classes of suffixes can be identified which trigger various changes in the verb stems. They are :

- | | | |
|-------|-------------------------|-------|
| (i) | Suffixes beginning with | అ/ఆ |
| (ii) | Suffixes beginning with | త్/ద్ |
| (iii) | Suffixes beginning with | ఇ/ఐ/ఏ |

According to the changes the suffixes trigger in the bases of the verbs, the verbs are classified into 11 groups.

Group I

Those verbs which do not undergo any change. ఎక్కు, దిగు, చించు, కాలు etc. and trisyllabic bases of (C) $\check{V}C\check{V}cu$ pattern. అడుగు, చదువు etc.

- ఎక్కు, ఎక్కుండి (41.6)* ఎక్కుతున్నాను, ఎక్కాను
చదువు, చదవటం (41.6, 43.2)* చదువుతున్నాను, చదివాను (66.6)* etc.

Group II

య్యి/యి ending verbs and చూడు.

వెయ్యి, తియ్యి, ముయ్యి, పొయ్యి etc., and చూడు.

These verbs change their final syllable to న్ and lengthen the penultimate vowel, if short, when the suffixes of class (ii) and (iii) follow. (48.1.; 48.2.; 66.3.; 66.4.)*

వేస్తున్నాను, వేశాను (66.3.1.)*, వేసింది, వేడ్డాం (60.3)* చూస్తున్నాను, చూశాను.

Group III

ట్టు ending bases నెట్టు, తిట్టు, చుట్టు etc., చెప్పు and వెళ్లు.

The final ట్టు of these bases becomes డ్ ; చెప్పు becomes చెప్; and వెళ్లు becomes వెళ్ when suffixes of class (ii) follow. (48.3.; 46.2.; 54.2.; 60.2.)*

కొడ్తాను, కొడ్డాం చెప్తాను, చెప్డాం వెళ్తాను, వెళ్డాం.

Group IV

ఇంచు ending bases (other than disyllabic bases like చించు where ఇంచు is part of the stem)

చూపించు, కనిపించు, ఎక్కించు, ఆలోచించు, దింపించు etc.

* See page xxiv for the corresponding numbers in the revised edition.

These bases change their final ఇంచు to ఇన్ when followed by the suffixes of class (ii). (55.4.; 60.2.)★

అలోచిస్తున్నాను, అలోచిద్దాం (60.3.)★

Group V

అను group of verbs (49.1.; 50.1.; 71.3.)★. This group has four sub-groups.

1. అను, విను, తిను and కొను (కను which also belongs to this sub-group is not introduced in this Course.)

2. ఉండు

3. ఓ ending bases other than పో

నిల్చే, కూర్చో, తీసుకో, చదువుకో, కనుక్కో etc.

4. పడు and compound bases ending with పడు like ఇష్టపడు, కష్టపడు etc.

(చెడు which also belongs to this sub-group is not introduced in this course.)

The suffixes beginning with త్ change their త్ to త్ when they are added to the అను group of verbs except పడు sub-group. The bases of the sub-group 1 change their final ను to anuswaram (49.2.)★; ఉండు drops its final డు; the final ఓ of these bases changes to ఉం (50.2.)★ when the suffixes of class (ii) follow.

అంటున్నాను, అందాం

ఉంటున్నాను, ఉందాం

నిల్చుంటున్నాను, నిల్చుందాం

తీసుకుంటున్నాను, తీసుకుందాం

These verbs take a different past tense suffix అ/అ (66.5.; 71.3.)★. Before this suffix, these bases undergo the following changes. The final ను becomes న్న and the final డు becomes డ్డ. ఉండు becomes ఉన్న. The final ఓ becomes ఉన్న.

అన్నాను, అన్నది ఉన్నాను, ఉన్నది తీసుకున్నాను, తీసుకున్నది పడ్డాను, పడ్డది

The final ఓ of the bases becomes ఉన్ when followed by the suffixes of class (iii) (75.2.3.; 79.2.)★.

నిల్చుని తీసుకుని నిల్చునే తీసుకునే

Group VI

Bases ending in న్. These are disyllabic bases and of (C)^uVCus pattern. (67.1)★.

These bases lose their final న్ when used in Imperative non-honorific affirmative singular (67.2)★. కలు! తడు!

The final న్ of these bases becomes వ్ when followed by the suffixes of class (i) (67.5.)★. కలవండి! కలవటంలేదు (67.3)★

★ See page xxiv for the corresponding numbers in the revised edition.

Group VII

Bases ending in చ్. (68.1.)★ లేచ్, పిలుచ్, ఊడుచ్ etc.

These bases drop the final చ్ when used in the Imperative non-honorific affirmative singular. లే! పిలు! ఊడు! etc.

The final చ్ becomes న్ before a suffix beginning with త్ (68.4.)★; ద్ before a suffix beginning with ద్ (68.5.); and వ్ before a suffix beginning with అ/ఆ (67.3.)★.

లేస్తాడు, లేద్దాం, పిలుస్తాను, ఊడుస్తున్నారు

లేవటం, పిలవటం (68.3.)★ లేస్తే, నడిస్తే, ఊడిస్తే (67.3, 63.3, 68.4)★

Group VIII

The bases రా, తే, ఇవ్వు and చావు. (46.2.; 66.4.; 67.6.; 69.4.1.; 91.1.; 91.1.1.)★.

రా becomes వన్; తే becomes తెన్; ఇవ్వు becomes ఇన్ and చావు becomes చన్ when the suffixes of class (ii) follow.

వస్తుంది తెస్తుంది ఇస్తుంది చస్తుంది వస్తే తెస్తే ఇస్తే చస్తే వద్దాం తెద్దాం ఇద్దాం చద్దాం (60.3.)★

రా becomes వచ్చే; తే becomes తెచ్చే; ఇవ్వు becomes ఇచ్చే and చావు becomes చచ్చే when suffixes of class (iii) follow.

వచ్చాయి తెచ్చాయి ఇచ్చాయి చచ్చాయి

Group IX

Bases of the pattern (C) \bar{V} C చు కాల్పు, చేర్పు, మాడ్చు etc. (69.2; 69.3.)★.

The final చు of these bases becomes ఉన్ when suffixes of class (ii) follow.

కాల్పుస్తాను, కాలిస్తే, కాల్పుద్దాం.

Group X

The bases దాచు and తోచు (90.4.)★

The final చు of these bases becomes న్ when suffixes of class (ii) follow.

దాస్తాను, తోస్తుంది etc.

Group XI

The bases పో and కా. These are irregular verbs.

పోయాను, పోయింది. (70.1)★ పోయిన (75.1.2.)★ పోయినా (90.1.1.)★

పోయే (75.2.1.), పోతే (63.3.1.)★ పోతున్నాను, పోండి (41.7.)★

పోలేదు (71.1., 41.7)★ పోవటం (53.1.1.)★, పో! etc.

కా has three alternants అవు, అయ్ and కా. అవు occurs before suffixes of class

★ See page .xxiv for the corresponding numbers in the revised edition.

(ii). అయ్ occurs before suffixes beginning with య్ and ఇ, and కా occurs elsewhere. (70.2.1.)★

అవుతున్నాను, అయ్యాడు, అయింది (70.2.2.)★, కాండి! (41.7.)★, కావటం (53.1.1.)★, కాలేను (71.1., 41.7)★, కా! etc

In addition to the gradation of the structure, a gradation of verbs is also attempted in this book. The bases of Group I are introduced first in the present tense lesson (lesson 45)*. The other verbs which undergo changes before various suffixes are gradually introduced in groups. For example, bases of Group II and III in present tense are introduced in lesson 48*. The present tense forms of తిను group (Group V) are introduced in lesson 49* (అను, విను, తిను and కొను), lesson 50* (ఉండు, నిల్చి, కూర్చి and other కో ending verbs). This helps drilling of verbs together with those which undergo similar changes. The న్ ending and చ్ ending bases (Group VI and VII) are postponed until after past tense is introduced. It is only in past tense that these verbs show the distinction న్/చ్ ending. Before the suffixes of classes (ii) and (iii), they do not show any distinction.*

కలు, కలవండి! కలుస్తాను, కలుద్దాం, కలిశాను (66.3.1.)★.

పిలు! పిలవండి!, పిలుస్తాను, పిలుద్దాం, పిలిచాను.

The imperative forms of these verbs have the canonical pattern CVCV̄. This is same as that of other disyllabic bases such as దిగు, తెగు etc. Introduction of these verbs only after past tense is to expose these verbs with their final consonant న్/చ్ on their first occurrence to the learners.

Whenever a new group of verbs is introduced in a lesson usages of those verbs with all classes of suffixes that are so far introduced in earlier lessons are shown in the Text of the lesson with necessary explanations in the Grammar Notes. For example, the usage of the న్/చ్ ending verbs with other classes of suffixes such as suffixes beginning with అ/ఆ (class i), and త్/ద్ (class ii) are also given in the past tense (whose suffixes belong to class iii) lessons where these verbs are first introduced (lesson 67* and 68*). Similarly the verbs of Group IX in lesson 69*.

When a new suffix is introduced in a lesson, various groups of verbs with their changes before such suffix are shown in the text of the lesson with necessary explanation in the Grammar Notes. (Hortative forms in lesson 60*, Conditional forms in lesson 63* etc.)

The gradation of the verbal bases in addition to the structures is the major difference of this *Intensive Course* from other materials of similar nature. The other major differences are the use of humorous cartoons, the comprehensive

★ See page xxiv for the corresponding numbers in the revised edition.

* See page xxiv for the corresponding lesson number in the revised edition.

coverage of the structures and a variety of drills and exercises. Still the author feels that there is a lot of scope for improvement in this book. He would be highly indebted to teachers who use this book and other scholars if they offer their critical comments and constructive suggestions for the improvement of this book.

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★ 41.6. = 2.12.2.	53.1.1 = 25.1.1.	66.5. = 28.7.	69.2. = 35.2.	75.2.1 = 41.2.1.
41.7. = 3.13.1.	54.2. = 25.4.	67.1. = 33.1.	69.3. = 35.3.	75.2.3 = 41.3.1.
43.2. = 15.5.1	55.4. = 31.4.	67.2. = 33.2.	69.4.1 = 35.4.1.	79.2. = 45.2.
66.6. = 28.6.	60.2. = 26.6.	67.3. = 33.3.	70.1. = 37.1.	90.1.1 = 53.1.1.
46.2. = 21.4.	60.3. = 26.7.	67.5. = 33.5.	70.2.1 = 37.2.1.	90.4. = 53.4.
48.3. = 22.3.	63.3. = 32.2.	67.6. = 33.6.	70.2.2 = 37.2.2.	91.1. = 55.1.
49.1. = 23.1.	63.3.1 = 32.2.1.	68.1. = 34.1.	71.1. = 29.2.	91.1.1 = 55.1.1.
49.2. = 23.2.	66.3.1 = 28.3.1.	68.4. = 34.4.	71.3. = 38.2.	
50.2. = 23.2.	66.4. = 28.5.	68.5. = 34.5.	75.1.2 = 41.1.2.	

* Lesson 37 = Lesson 16	Lesson 49 = Lesson 23	Lesson 63 = Lesson 32
Lesson 42 = Lesson 14	Lesson 50 = Lesson 23	Lesson 67 = Lesson 33
Lesson 45 = Lesson 21	Lesson 53 = Lesson 25	Lesson 68 = Lesson 34
Lesson 48 = Lesson 22	Lesson 60 = Lesson 26	Lesson 69 = Lesson 35

INTRODUCTION

TO THE REVISED EDITION

The revised version of *An Intensive Course in Telugu* is prepared based on spiral or cyclic syllabus with an unmarked division of the material into two cycles with definable learning achievements - lesson 1 to 30 constituting the first cycle covering simple sentence patterns and lessons 31 to 60 constituting the second cycle covering the complex and compound sentence patterns, while the last four lessons provide an overall review. This makes the Course totally different from that of the first edition in terms of gradation though there is no difference between the two in terms of duration, coverage and format of the lessons. As the first edition was prepared based on linear syllabus a definable achievement of the learning cannot be claimed unless the learner completes at least 75 per cent of the Course. The division of the material into two cycles provides a facility to use the first cycle of this material in an intensive Telugu teaching programme of 30 days duration conducted by any agency.

This Course consists of 64 lessons out of which 50 are teaching lessons, 10 are review lessons and 4 are overall review lessons. Each teaching lesson, as in the first edition, covers certain teachable items, where as the review lessons provide reinforcement of the structures covered in the Unit. The lessons are organized into 10 Units - each Unit consisting of five teaching lessons, involving classroom activity, and one review lesson, involving independent study by the learners. Thus every sixth lesson (the last lesson in a Unit) is a review lesson. The overall review lessons can be used by the learners as preparatory material for the final assessment or examination conducted at the end of the Course.

In an intensive teaching programme where six and half contact hours a day are available with five working days in a week, each teaching lesson can be covered in four and half contact hours - introduction of the lesson in one and half hours, the oral practice of the drills and exercises in two hours, recapitulation and reinforcement in one hour with practice of the conversations, and the rest of the two hours for developing mechanics of writing (script learning and dictation) and listening skills (by using language laboratory). Thus each teaching lesson can be taught in one day during a week, and the learners can work independently on the review lessons during the week-ends. In this way, the each Unit can take a week, provided there are five actual working days in a week. With regard to the first Unit only the structure lessons can be covered in one week, as the script, though introduced in the first 5 lessons, needs an additional time. It may take about 8 to 10 working days concurrently with the structure lessons.

The users of this book can learn the script along with the language in a graded way. The script lessons are included in the Grammar Notes of the first five lessons, as stated above. It is introduced in such a way that *Devanagari* or phonemic script can be used as crutch so that gradually the learners can switch over to Telugu script. While introducing the Telugu script similarity of the shapes of the letters is taken as the criterion for grouping the letters. However, the traditional order of the letters is presented after introducing all the aspects of the script.

Dividing the content of the book into two cycles, introducing the script in the teaching part of the book, providing phonemic transcription of all the Telugu material in addition to the *Devanagari* transcription in the first six lessons, giving phonemic transcription of the Telugu material used in the Grammar Notes for the benefit of any non-Telugu scholar consulting this book for any grammatical information of the language, providing English translations for the captions of the Cartoons, indexing the suffixes, particles and function words occurring in the Grammar Notes (Appendix 2), indexing the grammatical and linguistic terms used in the Grammar Notes (Appendix 3), giving list of words used in the Script exercises along with meanings (Appendix 4) are the new features of the revised edition.

I am sure the users of this book will find these features useful.

Before using this book the teachers/learners may see the introduction to the first edition of this book (*pp. ix-xxiv*).

I welcome critical opinions on the book.

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Abbreviations

acc.	accusative	n./N.	noun
adj.	adjective	neg.	negative
adjl.	adjectival	neut.	neuter
adv.	adverb	nom.	nominative
advl.	adverbial	non-hon.	non-honorific
caus.	causative	non-inf.	non-inferior
dat.	dative	NP	noun phrase
dem.	demonstrative	num.	numeral
epi.	epicene	obl.	oblique
eql.	equal	per.	person
excl.	exclusive	pl.	plural
fem.	feminine	pos.	possessive
hon.	honorific	pro.	pronoun/pronominal
hum.	human	prox.	proximate
imp.	imperative	rem.	remote
incl.	inclusive	sg.	singular
inf.	inferior	tr.	transitive
interj.	interjection	v.	verb
intr.	intransitive	v.i./v.intr.	verb intransitive
masc.	masculine	v.t./v.tr.	verb transitive

Symbols used in Phonemic transcription

M	homo-organic nasal before the stop consonants; /m/ in word final position (<i>anusvāram</i>)
Ø	zero; symbol for the concept of 'no suffix'
ā ī ū ē ō	long vowels corresponding to <i>a, i, u, e</i> and <i>o</i> .
ā̄	long vowel as in words like <i>cat, bat, rat</i> , etc.
ṭ ṭh ḍ ḍh	retroflex stops
ṇ	retroflex nasal
ḷ	retroflex lateral
ṣ	retroflex fricative
ś	palatal fricative but pronounced as /s/ as in <i>sand</i>
ã ã̄	nasalized vowels corresponding to <i>ā</i> and <i>ū</i>
̄	a long vowel
̆	a short vowel
C	a consonant
c	voiceless palatal affricate; <i>ch</i> as in <i>church</i>
j	voiced palatal affricate; <i>j</i> as in <i>judge</i>
ॲ	the short vowel <i>e</i> in <i>Devanagari</i> transcriptions
ॳ	the short vowel <i>o</i> in <i>Devanagari</i> transcriptions
◌̣	the <i>mātra</i> of the short vowel <i>e</i> in <i>Devanagari</i> transcriptions
◌̤	the <i>mātra</i> of the short vowel <i>o</i> in <i>Devanagari</i> transcriptions