

CHAPTER I

BACKGROUND

1. HISTORICAL BACKGROUND OF VERBCOMPOUNDS

The concept of verbcompounds in IA languages is a burning and controversial problem of modern linguistics. Scholars of IA languages in India and in Western Countries are interested in treating the verbcompounds as an innovation or as a foreign plant with a view to contributing substantially to the science of linguistics. A scientific approach in this respect, is necessary in order to arrive at certain conclusions which may throw some light on the historical aspect and linguistic application of this problem. Scholars of Marathi language have been busy with this work for more than a century. Before we begin, it is worthwhile to make a brief survey of the contribution made by Western and Eastern grammarians and scholars to the treatment of this topic.

In view of the fact that many of the regional languages like Marathi, Gujarati, Bengali, Hindi etc. are

derived from classical Sanskrit, there is justification for expecting the similarity of grammar and idiom between them and Sanskrit. In regard to many of the grammatical categories of these derived languages, the inference is found to be correct. When an attempt is made to see whether there is anything in Sanskrit corresponding to verbcompounds in Marathi, Gujarati etc., it is found that they are not as numerous as in later group. In this connection, it would be interesting to point out that Dr. R.N. Vale¹ in his article on ~~क्रियासमास~~ (KRIYASAMAS)² in Marathi has referred to

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1. Vale, R.N. : Kriyasamas (~~क्रियासमास~~) in Marathi; Poona; Bulletin of the Deccan College Research Institute, Vol. XXII 1961-62, pp. 183-185.
 2. It is customary to transliterate words in Sanskrit, Marathi, Gujarati, Hindi etc. into Roman script and we find a considerable number of articles and books following this practice. Experience, however, shows that this transliteration many times cannot become exact, because of the inadequacy of (roman letters to represent certain sounds peculiar to certain languages. We have therefore thought it superfluous to transliterate the sentences into the (roman script. Devanagari has been appreciated by no less authorities than Prof. Monier Williams, Sir Isac Pitman and Sir Erskin Perry, probably because of its perfect phonetic nature. Harriat Wilder in his article (what scripts for India) has unreservedly remarked that the Nagari script is the most perfect in the world.

the existence of verbcompounds in Vedic as well as classical Sanskrit, Prakrits and Pali. According to him, there are 46 auxiliaries in the first, 23 auxiliaries in the second and 12 in the third. However, Panini is silent in this regard.

The survey of spoken and written Marathi sentence patterns reveals that the process is too frequent to be neglected and has to be taken up for an immediate and critical study. Some grammarians³ including Christian Missionaries and Dadoba⁴ have merely acknowledged the existence of such verbcompounds although none of them has studied this phenomenon in extenso.

Molesworth and Candy⁵ in their introduction to the Dictionary of Marathi and English, after their observation of some illustrations of verbcompounds with the use of auxiliary verbal roots e.g. शकणे⁶, जाणे, टाकणे etc. have opined

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3. Balantyne, John R.: A grammar of the Mahratta language, Edinburgh, 1939 pages 28 and 34.
 4. Tarkhadkar, Dadoba: महाराष्ट्र भाषेचे व्याकरण, 1st Edn. 1836, 8th Edn. 1895, pp. 197-256.
 5. Molesworth, J.T. and Candy: Marathi and English Dictionary, 2nd Edn. 1857; Preface viii 14 (= 'Verbal composition in Indo-Aryan', ~~Preface~~ Introduction p. 1.)
 6. It may be noted that the method of spelling various words has been to a certain extent, modified by the authorities in the State of Maharashtra. We have not chosen to follow either the old or the new method of spellings. Words have been spelt in accordance with the method of spelling as it is found in the original sources.

that some verbs, on account of their association with other verbal forms in Marathi form a category in themselves and have felt strongly the necessity of further research in this field. According to them, verbcompounds enrich Marathi language and literature. They have not gone in details of how this enrichment of the language is brought about. In fact, their study does not lead to any concrete solution to the problem but only gives an incentive to (the) further work. The Marathi speaking community considers this concept of verbcompounds as a mere usage which is not consciously familiar to Marathi, neither idiomatical nor scholastic.

Thereafter, following Molesworth, Beames⁷, Hoernle⁸ and others have made a comparative study of grammars of IA languages but they were more^{or}less superficial and did not make any substantial contribution to this problem.

Later on, Krishnashastri Godbole⁹ and Krishnashastri Chiplunkar¹⁰ have studied this problem but they have hesitated in openly accepting and supporting the concept of verbcompounds. K. Godbole was afraid that the verbcompounds with

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7. Beames J.: Comp. Grammar of the Modern Aryan languages of India: Vol. III (the verb) pp 215 ff.
 8. Hoernle: Comp. Grammar of Gandian Languages: p.173 & 353.
 9. Godbole, Krishnashastri: A new Grammar of Marathi language Ist Edn.1867, 3rd Edn.1895, Bombay.
 10. Chiplunkar, Krishnashastri: मराठी व्याकरणावरील निबंध, 3rd Edn.1923, Poona, pp. 190 ff.

auxiliaries जाणे, येणे, बसणे, were once accepted, other cases of verbcompounds with auxiliaries नेणे, राहणे, सुटणे etc. would also have to be accepted, which he was not ready to do.

Later scholars - Navalkar,¹¹ A.K. Kher,¹² R. S. Godbole,¹³ Principal Agarkar,¹⁴ R.B. Joshi¹⁵ and M. K. Damle¹⁶ were completely in favour of recognizing verbcompounds, although Mr. Joshi changed his view later on. These scholars have recognized the existence of verbcompounds as more or less an innovation introduced by the users of this language as a matter of expediency. Later Marathi scholars -

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11. Rev. Navalkar, G.R.: 'Student's Marathi Grammar' 1880, Bombay, pp. 123-171.
 12. Kher A.K.: 'A higher Anglo-Marathi Grammar' 1895.
 13. Godbole R.S.: 'मराठी भाषेचे माध्यमिक व्याकरण', 1897.
 14. Principal Agarkar: 'व्याकरण प्रीमांसा आणि वाक्यांचे पृथक्करण', 1888, Poona.
 15. Joshi, R.B.: (1) A Comprehensive Marathi Grammar, 3rd Edn. 1900.
(2) प्रौढबोध व्याकरण, 7th Edn., Poona, 1925, pp 318-325.
 16. Damle, M.K. : शास्त्रीय मराठी व्याकरण, (1908), 1911, Bombay, pp. 201 ff.

Rajwade,¹⁷ Apte,¹⁸ Bhide and Modak¹⁹ have attacked strongly Mr. Damle and his predecessors like Kher and have rejected their views by criticising boldly the theory of innovation and branding it as a foreign plant.

The Marathi Vyakarana Committee²⁰ and Maharashtra Sahitya Parishad have labelled this concept of verbcompounds as an inevitable evil.

Dr. Gramopadhye²¹ has referred to the century old controversy of the verbcompound theory but has not suggested any solution.

Dr. Tulpule²² has said that such verbcompounds came into being as an innovation in the early N I A period.

All the above scholars, except Dr. Vale, have discussed this century old controversy regarding the acceptance or rejection of verbcompounds, but for want of comprehensive

17. Rajwade, V.K. (1864-1926): लिङ्गन्त विचार, (1917)

18. Apte, N.V.: व्याकरण प्रबोध, 1917, Poona

(It contains review by Bhide V.V.)

19. Modak, G.K.: मराठीचें अंतरंगदर्शन, 1932, pp. 211-233.

20. Marathi Grammar Committee Report, published in the Prathamik Shikshan, March 1931.

21. Gramopadhye G.R. : पेशवे दफ्तरांतील मराठी भाषेचें स्वरूप, 1941, pp. 254-264.

22. Tulpule S.G.: यादवकाळीन मराठीभाषा, 1942, Bombay, pp. 255-263.

data collection they could not arrive at any definite conclusions.

In his doctorate thesis, Dr. R.N. Vale²³ has collected a comprehensive data from all the IA languages and has statistically found the number of auxiliary verbs in these languages. He has found out 72 auxiliaries in Marathi language and has classified them, keeping in view the meaning - aspect. However, there is much scope for further critical study of each of the NIA languages. In the preface of his thesis, he has mentioned:

" As a teacher of languages I
shall not be surprised if my
thesis inspires a separate
book for each language spoken
in India -----"

In view of the scope for further investigational work, as pointed out in the preface of Dr. Vale's thesis, a dissertational work was undertaken by Dr. Paul Hacker,²⁴ University of Bonn, West Germany. His work was on "Zur Funktion einiger Hilfsverben in modernen Hindi" i.e. Function of some auxiliary verbs in modern Hindi. The work has been conducted with special reference to only selected auxiliary verbs which are most commonly used in spoken and written Hindi and others in general.

23. Vale, R.N.: Verbal composition in Indo-Aryan, 1948, Poona; Deccan College Dissertation Series,

24. Hacker Paul: Zur Funktion einiger Hilfsverben in Modernen Hindi, 1958 -Nr.4; Wiesbaden, Verlag der Akademie der ~~Wiss~~ Wissenschaften und der Literatur bei Franz Steiner Verlag GMBH - West Germany

He has selected only that variety of the verbcompound, wherein the first member of the verbcompound has - Kar (कर) as the characteristic mark of verbal derivative i.e. absolutes ending in - Kar (कर).

In accordance with Dr. Vale's suggestion, the present attempt aims at investigating the semantic shades of a verbcompound, which are of much help to understand the total or aggregate meaning clearly and perfectly.

2. USE AND PLACE OF VERBS

In language learning, learners are expected to develop linguistic habits or skills. Through practice they master the sentence patterns, linguistic peculiarities and special functions of verbs and thus they are able to express their ideas and thoughts through their speech and writing. In achieving this aim of oral and written expression, the learners have to take care of the use of verbs. Verbs express sometimes their actions or signify the state of things. It is interesting to mark the place of a verb in sentences of various languages, for it varies from language to language. In normal practice, one understands the meaning of a verb, as given in dictionaries, as will become clear from the following sentences, taken from various languages:

In English: I shall go home.

In German: Ich werde nach Haus gehen.

In Marathi: मी घरी जाईन.

In Gujarati:

હું ધીર જઈશ.

In Sanskrit:

अहम् गृहम् गमिष्यामि ।

OR

अहम् गमिष्यामि गृहम् ।

OR

गमिष्यामि अहम् गृहम् ।

In the above illustrations, the place of the verbal form of the root 'to go' is not same. In English, it is immediately after the subject-word, while in German, Marathi and Gujarati languages, it is at the end. In Sanskrit, because of the multiplicity of cases which leave no scope for misconstruing the relationship existing among various words in the sentence, the place in which a word is put, is not at all important, it is not definite i.e. the verbal form may be used conveniently either at the beginning or at the end or anywhere in the middle. In order to express the action in future tense, in English and German, the verbal forms 'shall' and 'werde' respectively are used. The forms 'shall'²⁵ and 'werde'²⁶ serve as auxiliary or helping verbs in order to express the future tense. The verbal forms of the root 'to go' are not sufficient to indicate the action of future tense and hence, the auxiliary verbal forms are required to help the

25. Hornby A.S., Gatenby, E.V., Wakefield H., - The Advanced Learner's Dictionary of Current English p.1170.

26. Schulz - Griesbach: Deutsche Sprachlehre für Ausländer, Grundstufe, 2 Teil, p. 76.

main verb in English and German, whereas it is not so in Marathi, Gujarati and Sanskrit.

From this, the following observations can be had:

(1) The place assigned to a verb varies from language to language.

(2) In order to express intention or will of a speaker, along with the meaning of a main verb, some languages (in the present case - English and German) require the help of some other verbs (in the present case ' shall ' and ' werde ') which are called auxiliary verbs. In other languages (in the present case - Marathi, Gujarati and Sanskrit) the same purpose is served by merely appending inflections to the original roots. Conveying the future tense by adding inflections to the root is a distinguishing feature of IA languages.

3. MEANINGS OF AN AUXILIARY VERB IN A VERBCOMPOUND

According to the Eighth Schedule of the Indian Constitution,²⁷ there are thirteen regional languages representing two language families, viz. the Indo-Aryan and the Dravidian. Marathi is one of the Indo-Aryan languages. Like other IA languages, Marathi has an interesting verbcompound system. Marathi speakers use very often the verbcompounds or compound verbs in their thought-communications. They do not know exactly why they use them frequently.

27. Chavarria - Angular, O.L.: Lectures in Linguistics, 1954, p.57

Normally, every verb has a lexical meaning (उमिधा). Under certain circumstances when the verb is associated with another verb, the connotation of the verb is modified and the meaning of the two verbs put together differs from the meaning of each of the two components of the verbcompound. Over and above the lexical meaning, there are also two other types of meaning deriving from the verb. The cultural meaning results from usage of the word in a society when the word is used paronomastically. The third i.e. suggested meaning depends on multifarious factors, like, the person who speaks, the person to whom the things are spoken, the stress etc., as a result of which the meaning implied is entirely different from lexical.²⁸

This process gives (a) rise to (the) considerations of the following type:

- (1) What are the possibilities of meaning?
- (2) How does the meaning help in fixing the total meaning of a verbcompound?
- (3) What is a verbcompound in Marathi?
- (4) How is this verbcompound to be recognized?
- (5) What is an auxiliary verb in a verbcompound?

28. मम्मट : काव्यप्रकाश, उल्लास III - 21-22
 वक्तृबोद्धव्यकाकुनां वाक्यवाच्यान्यसन्निधेः॥
 प्रस्तावदेशकालादेवैरिस्थ्याप्रतिभाजुषाम्।
 योऽर्थस्यान्यार्थधीहेतुव्यापारो व्यक्तिरेव सा॥

- (6) What part is played by such an auxiliary verb?
- (7) Why do we call the second member of verbcompound by the name - " Auxiliary Verb"?
- (8) What is the effect of such an auxiliary verb on the total meaning?
- (9) What are the functions of such auxiliary verbs in Marathi?

4. TYPES OF MEANING

Each word has a lexical or etymological meaning which can be had from dictionaries. According to Leonard Bloomfield,²⁹ a meaning is a stimulus - reaction feature which corresponds to a form. Otherwise the lexicographer's task would be rendered impossible.³⁰ The meaning is usually not difficult to grasp on listening the sentence patterns, e.g.

- (1) मी पुस्तक पाहतोस.
- (2) मी ल्याला चड्याक देतो.
- (3) ती चेंडू टाकते.
- (4) तो बागेत जातो.
- (5) ते फुलझाडे लावतात.
- (6) आपण ते पुस्तक येथे ठेवावे.

29. Bloomfield, L.: A Set of Postulates for the Science of Language, Language 2, 1926, p.153.

30. Kuhn, S.M.: Language 30, 1954, p.551. - He has well observed, "dictionaries, like electric lights and written constitutions, must be ranked among the basic facts of modern life. Without them, our western culture would no doubt survive, but only at the price of a notable increase in frustra^{tion}, confusion and unhappiness."

Here, the meanings of verbal forms पाहतोस, देतो, टाकतो, जातो, लावतात and ठेवावे of the roots पाहणे, देणे, टाकणे, जाणे, लावणे and ठेवणे are understood by a listener without any hardship.

TOTAL MEANING OF TWO VERBS IN A VERB COMPOUND

Some verbs in association with other verbal forms in sentence patterns sometimes either lose their meaning or modify their connotation, with the result that one has to accept the total or amalgamated meaning of two verbs for the purpose of understanding; e.g.

- (1) मी हें काम करूं पाहतो.
- (2) तो मला दूध पिऊं देतो.
- (3) मी पुस्तक विकून टाकतो.
- (4) अखेर तो पकडला जाईल.
- (5) तो मला शेवट बोलायला लावतो.
- (6) तूं पत्र लिहून ठेव.

In the above illustrations, करूं पाहतो points out the desiderative aspect; पिऊं देतो shows permissive aspect; विकून टाकतो signifies completive aspect; पकडला जाईल indicates passive aspect; बोलायला लावतो expresses causal aspect and लिहून ठेव marks the aspect of purposive completeness. Here, the forms करूं, पिऊं, विकून, पकडला, बोलायला and लिहून are different participle forms of roots करणे, पिणे, विकणे, पकडणे, बोलाणे and लिहिणे; and are the main verbal forms, while पाहतो, देतो, टाकतो, जाईल, लावतो and ठेव are different forms of various

tenses and moods, of the roots पाहणे, देणे, टाकणे, जाणे, लावणे and ठेवणे. In each of the abovementioned illustrations, there is a verbcompound करूं पाहतो, पिऊं देतो, विकून टाकतो, पकडला जाईल etc. A listener understands and accepts the total meaning of two verbal forms with some aspect attached as shown above. The verbcompound has, therefore, two verbal forms; one is the major verb acting as the first member, while the other one is a minor verb acting as the second member. This minor verb in a verbcompound serves as a helping verb or auxiliary verb. It is possible to have various types of verbal forms (as in the sentences given above) that serve as the first member of the verbcompound.

Dr. R.N. Vale³¹ has shown in a tabular form the characteristic marks of verb derivatives forming the first member (i.e. grammatical form of a main verb) of a verbcompound in Marathi, Gujarati and Hindi.

The Table on next page (i.e. on page 15) points out the possible terminations added to the root forms in order to prepare the participles which act as the first member of the compound and the speakers of the language use them very freely in the contextual situations.

The total meaning of a verbcompound may ^{be} have either cultural meaning or individual suggested meaning. The cultural

31. Vale R.N.: Verbal Composition in Indo-Aryan (1948) p.5

Dr. R.N. Vale has shown in a tabular form the characteristic marks of verb derivatives forming the first member (i.e. grammatical form of a main verb) of a verbcompound in Marathi, Gujarati and Hindi:

TABLE - 1

LANGUAGES	PARTICIPLES IN...				INFINITIVES IN----	ABSOLUTIVES IN----
	PRESENT	PAST	FUTURE	POTENTIAL		
MARATHI	$\begin{cases} -ta(-tā); \\ -tā, tñā \end{cases}$	-la	-nār	$\begin{cases} -ñē-ñyās \\ -vñ-vayās \end{cases}$	$\begin{cases} -ñ \\ -ō \end{cases}$	$\begin{cases} -ūn \\ -ōn \\ -ūñyā \end{cases}$
GUJARATI	$\begin{cases} -ta \\ (-tā) \end{cases}$	$\begin{cases} -ya \\ -la \end{cases}$	$\begin{cases} -vān \\ -nār \end{cases}$	va	$\begin{cases} -vā \\ -vāne \end{cases}$	$\begin{cases} -ī \\ -īne \end{cases}$
HINDI	-ta	$\begin{cases} -ā \\ -(-yā) \end{cases}$	$\begin{cases} vātā \\ hārā \end{cases}$		$\begin{cases} -nā \\ -ne \end{cases}$	$\begin{cases} -o \\ -kar \\ -ke \\ -karke \\ -e \end{cases}$

Meaning signifies various aspects of verbal composition. They are sixteen in number according to Dr. Vale³² as shown here:

- (1) Abilitives; (2) Acquisitives; (3) Adverbatives;
- (4) Causatives; (5) Completives; (6) Compulsives;
- (7) Continuatives and Progressives; (8) Desideratives and Purposives; (9) Desubstantives and Syntactives; (10) Inceptives; (11) Intensives; (12) Negatives and Prohibitives; (13) Passives; (14) Permissives; (15) Probabilities and (16) Tentatives.

In this list, some terms newly coined by him, particularly, Adverbatives, Desubstantives and Syntactives, Probabilities and Abilities, are for the purpose of explaining the different stages and nuances of action.

In finding out the cultural meaning, one has to consider two more things:

- (a) Form and
- (b) Distribution.

In this connection, "FORM" signifies the written or audible forms consisting of major and minor verbs of the verbcompound. "Distribution" connotes the presence of such forms in the contextual situations. Form and distribution lead the investigator to find out the aspects of verbcompounds according to the use of word current in the community.

31. Ibid p.2

Contextual situations help the investigator not only in fixing the aspects but also in determining the various senses or shades of meaning or semantic shades. This task of semantic shades is done by the minor or auxiliary verbs in verb compounds. This relates to the function of auxiliary verbs, with which it is possible to understand the individual meaning against the background of the total meaning.

Simeon Potter³² in this connection, says, "Contextual senses determine over all meaning and, like the prosodemes of length, stress and pitch, they are suprasegmental." In finding out the semantic shades, one has to consider various factors, like, the person speaking, the person to whom the speech is related, the reference, the stress and so on.

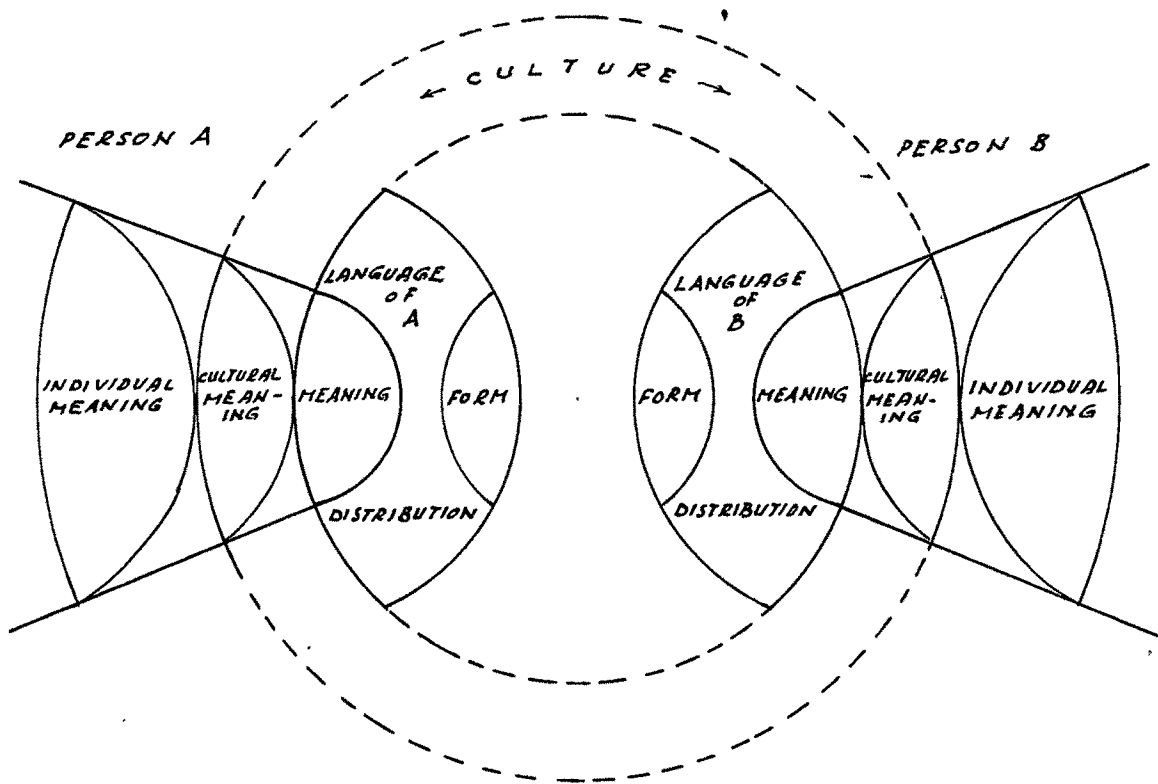
³³
Robert Lado has shown in a schematic way the process of thought communication when two persons speak or converse. The figure on the next page 18 demonstrates scientifically how this process of thought communication leads to three types of the meaning:

- (I) Lexical meaning
- (ii) Cultural meaning and
- (iii) Individual meaning

32. Potter S. - Modern Linguistics, pp.156-157.

33. Lado R. - Language Testing, p. 6

FIGURE



The above figure indicates the elements of thought - communication between persons A and B i.e. Form, Distribution and Meaning. Thus it is possible to know the relation of a language with culture and individual.

Dr. R.N. Vale undertook the work on " Verbal Composition in Indo-Aryan" and he completed the work with the objective of finding out the different aspects of the meaning of a verbcompound on the basis of the usage of an auxiliary verb. His work refers to all spoken Indo-Aryan languages. Each aspect has various shades of meaning which are to be brought out. This work requires to be done in some of IA languages. An attempt is made in this work to investigate different shades of meaning which are brought out after critical consideration of the usage of the auxiliary verb in a verbcompound. In finding out the sense or semantic shade one is required to see whether the speaker is or is not interested in the activity or the person referred to or the situation in view; e.g.

* (1) मी हा राजवाडा सूतिकागृहाला देऊन
टाकणार आहे.

(2) बापानें आपल्या मुलाचें त्या मुलीशीं लग्न
लावून टाकिलें.

In the above illustrations, the verbcompounds are:

- (1) देऊन टाकणार आहे and
(2) लावून टाकिलें.

Here the speaker can express his desire without using

* Khandekar V.S.: Navacandrika p.12

the auxiliary verbal forms of the root दाकणे and would say:

- (1) मी हा राजवाडा सूतिकागुहाला देणार आहे.
- (2) बापाने आपल्या मुलाचे त्या मुलीशी लग्न लाविले.

These patterns merely show the intention of a speaker but they do not indicate whether this desire of the speaker will have or had the definiteness of completive aspect. The sentence patterns therefore, point out the meaning - aspect as completeness on account of the use of auxiliary verbal form of the root दाकणे. Under this completive aspect, the sentences express the semantic shade which results from the addition of the auxiliary verb which has the impact of the contextual situation. In the first case, the speaker expresses his intention of doing a great act of charity and generosity while in the second case the speaker expressed the fulfillment of the desire to unburden himself of the responsibility involved in getting a daughter married (as is the case very often in India), over and above the sense of completion. In both cases, the verbal form of दाकणे adds some force to the meanings of the verbal forms of देणे and लावणे respectively. The semantic shades along with the completive aspect are

- (1) Force + doing a great act of charity and generosity.
- (2) Force + having a relief from or heavy burden and

responsibility.

Language experts and some foreign linguisticians have raised an objection to the use of the term 'completive' aspect which means completeness of the activity. This will be discussed later on in a separate chapter on टाकणे.

5. VERB-COMPOUND AND ITS FEATURES

A verb-compound or a compound verb consists of two members:

- (a) The first member is the nonfinite verbal form.
It is a major or main verb of the verb-compound.
- (b) The second member is the finite verbal form. It
is known as a minor verb of the verb-compound.

FEATURES:

- I. In a verb-compound, the meaning of a minor verb or the second member is not taken literally. In fact, the meanings of both the members are taken as a total or collective meaning i.e. the minor verb of the verb-compound merges itself semantically into the major verb.
- II. The minor verb serves as a helping or auxiliary verb in the verb-compound.
- III. The function of the minor verb is to explicate the meaning-aspect.

- IV. Over and above the meaning - aspect, the minor verb adds some shade to the meaning of a major verb, as a result, the total meaning of both verbs is different from the meanings if the two verbs are taken singly.
- V. The semantic shades are explicated after the critical observation and study of contextual situations wherein the minor verb of a verbcompound plays ^{an} important role. These contextual situations may indicate (a) an activity, (b) a person or an object and (c) an occasion or condition for finding out the role played by the minor verb. This is known as the semantic shade of the meaning aspect of the verbcompound.

6. OBJECTIVES

This problem of investigation of the functions of auxiliary verbs in Marathi under applied linguistics has the following objectives:

- (a) To make the speakers of Marathi conscious of the implied meaning of the verbcompounds which they use in their speech and writing.
- (b) To enable the learners of Marathi whose mother-tongue is not Marathi to grasp the various shades of the meaning of the auxiliary verb in a verbcompound.
- (c) To study the modifications in the sense of the major verb effected by the presence of the minor verb or auxiliary verb.
- (d) To help the teacher to enrich the classroom

teaching of Marathi by presenting some model lesson plans on the teaching of selected auxiliary verbs, used in verbcompounds.

(e) To show how an auxiliary verb acquires a new value in the configuration of the collective meaning of the verbcompound.

7. DELIMITATION OF THE PROBLEM

For achieving the objectives of the problem as laid down above, the scope of the present work has been delimited, keeping in view some specifications:

(i) All the illustrations have ^{been} selected from the modern Marathi prose, as well as from the spoken sentence patterns of Marathi speaking community.

(ii) While collecting the data, care has been taken in selecting only such illustrations of the verbcompounds as are having कुन termination form of the first member, for such forms are found in an overwhelming number of cases, e.g.

लिला जरा इकडे पाठवून द्या.

(root पाठविणे + termination कुन = पाठवून.

It is the nonfinite verbal form.)

The other forms have not been taken into account for the present investigation.

(iii) The कुन termination, added to the roots, either transitives or intransitives, ^{gives} makes the absolute form or indeclinable participle or gerund. Speakers of Marathi make a very frequent use of these absolute forms in association with

the conjugated forms of auxiliaries - देणे, जाणे, राकणे, येणे, घेणे etc. Hence, verbcompounds with the major verbal forms as absolutives have been collected for the purpose of this research.

8. VARIETIES OF VERBCOMPOUNDS

The verbcompounds wherein all the auxiliary verbal forms, signifying different meaning - aspects and acting as the second members of the compounds are associated with the absolutives of the major verbal forms ending in ऊन can be classified into three varieties:

I. In the first variety, the second member of the verb-compound which is an auxiliary verbal form is associated with the absolute forms of simple verbs - either transitives or intransitives (ending in ऊन termination):

ILLUSTRATIONS:

- (a) Transitive
Verbs: { (1) ही हकीगत मला कळून चुकली.
 { (2) तो संशोधनाने नवा सिद्धांत
 { शोधून काढणार आहे.
- (b) Intransitive
Verbs: { (3) आपण दिवसावळ्या निजून
 राहतां, हे ठीक नाही.
 { (4) लुमची वार पाहून शेवटीं
 नाइछाजनें तो निघून गेला.

In (a) - कडून पुकणे and शोधून काढणे are the verbcompounds and their meanings are 'to know fully' and 'to find out' respectively. The roots कळणे and शोधणे are transitive, while in (b) निजून राहणे and निघून जाणे are the verbcompounds and their meanings are 'to keep on sleeping' and 'to go away' respectively. The roots निजणे and निघणे are intransitive.

II. In the second variety, the second member of the verb-compound which is an auxiliary verbal form is associated with the absolute forms of causal verbs - either transitive or intransitive (ending in उन termination):

ILLUSTRATIONS

- | | |
|---|---|
| <p>(a) <u>Transitive</u>
Verbs:</p> | <p>(1) शिक्षक विद्यार्थ्यास शिकवून सोडतो.
(2) त्याच्या कडून सर्व गोष्टी आम्ही आजच वदवून घेणार आहोत.</p> |
| <p>(b) <u>Intransitive</u>
Verbs:</p> | <p>(3) उरवेर जनतेने त्याला पकवून लावले.
(4) कसे तरी करून त्या मुलास एकदाचे आईने सोपवून टाकले.</p> |

In (a), शिकवून सोडणे and वदवून घेणे are the verbcompounds with the causal verbal forms of the roots शिकणे and वदणे and their meanings are 'to teach'

and 'to make speak' respectively. The roots शिकणे and ब्रूणे - are transitive, while in (b), पळवून लावणे and झोपवून राकणे are the compounds with the causal verbal forms of the roots पळणे and झोपणे and their meanings are 'to cause to run' and 'to make run' respectively. The roots पळणे and झोपणे are intransitive.

III. In the third variety, the second member of the verb-compound, which is an auxiliary verbal form, is associated with the absolute forms of the transitive root करणे either in (i) simple or (ii) causal i.e. करून or करवून Under this variety, there are three categories:

(A) Simple or causal absolutes of करणे i.e. करून or करवून as the first member preceded by a Sanskrit past passive participle ending in त, e.g.

निश्चित करून or करवून,
नष्ट करून or करवून,

are associated with the auxiliary verbal forms acting as the second member, e.g.

ILLUSTRATIONS

- (1) वरपक्षाकडून हुंड्यासंबंधी आम्ही निश्चित करून घेणार आहोत.
- (2) वरपक्षाकडून हुंड्यासंबंधी आम्ही निश्चित करवून घेणार आहोत.
- (3) ते मनांत आणतील, तर कोणाच्याही योजनेस नष्ट करून टाकतील.
- (4) ते मनांत आणतील, तर कोणाच्याही योजनेस नष्ट करवून टाकतील.

(B) Simple or causal absolutes of करणे i.e. करून or करवून as the first member, preceded by the adjectival form, e.g.

हुशार करून ०५ करवून,
निराळे करून ०५ करवून,

are associated with the auxiliary verbal forms acting as the second member; e.g.

ILLUSTRATIONS

- (1) शिक्षकाने कांहीं विद्यार्थ्यांस खूप हुशार करून सोडले.
- (2) तुमच्यांत तेवढी शक्ति असेल, तर तुम्हीदेखील विद्यार्थ्यांस हुशार करवून दारवा.
- (3) ते दोघे कदाचित् आपलीं बिऱ्हाडे निराळीं करून शकतील.
- (4) ते दोघे कदाचित् समजूतीने आपलीं बिऱ्हाडे निराळीं करवून घेतील.

(C) Simple or Causal absolutes of करणे i.e. करून or करवून as the first member, preceded by a noun, e.g.

निर्णय करून ०५ करवून,
समजूत करून ०५ करवून,

are associated with the auxiliary verbal forms acting as the second member; e.g.

ILLUSTRATIONS

- (1) त्यांनीं स्वतःच निर्णय करून घ्यावा.
- (2) त्यांनीं स्वतःच निर्णय करवून घ्यावा.

(3) तुम्ही आपआपसांत एकमेकांची समजूत करून घ्या.

(4) तुम्ही आपआपसांत एकमेकांची समजूत करवून घ्या.

From the above illustrations of the verbcompounds, we find that each member of the compound may be either a transitive verbal form or an intransitive verbal form. This gives a rise to four possibilities as shown below:

Verbcompound = 1st Member + 2nd Member

- (a) Transitive + Transitive, e.g. शोधून काढणे,
- (b) Transitive + Intransitive, e.g. समजून येणे,
- (c) Intransitive+ Transitive, e.g. झोपवून टाकणे,
- (d) Intransitive+ Intransitive, e.g. निजून राहणे.

8. In a verbcompound, the first member i.e. a main verb is a nonfinite verbal form, while the second member i.e. a minor verb is an auxiliary finite verbal form. In the present work, the nonfinite verbal form is an absolute ending in ऊन, but the auxiliary verbal form acting as a finite verbal form can have various moods in active, passive and nonpassive or impersonal constructions in all genders, persons and numbers as well as different participial constructions as shown later.

According to J.C. Nesfield,³⁵ a mood denotes the mode or

35. Nesfield J.C.: English Grammar Series, Book IV, 1930, Macmillan and Co., Ltd., London W.C. pp. 58-59.

manner in which a statement is made by the verb. There are four moods:

- (1) three finite moods and
- (2) one infinitive mood.

Three finite moods are:

- (1) Indicative mood
- (2) Imperative mood and
- (3) Subjunctive mood.

The Indicative mood is used to assert or indicate an action as a fact; e.g.

- (a) मी त्याचे काम करून देतो.
- (b) मी त्याचे काम करून देत नाही.
- (c) मी त्याचे काम करून देववितो.
- (d) मी त्याचे काम करून देववित नाही.

The Imperative mood is used to express a command. The connotation of the command is to be understood according to the context, e.g. तू त्याचे काम करून दे.

The Subjunctive mood is used to express the supposition of an action, e.g. (जर) मी त्याचे काम करून दिले
५ देवविते, तर - - - - -

The Infinitive mood is used neither to assert nor to command nor to suppose any action, but simply to name an action, e.g. त्याचे काम करून देणे इष्ट आहे.

In Marathi, according to Dadoba,³⁶ there are five moods:

35. Tarkhadkar Dadoba: Op. Cit. pp. 175-249.

- (1) Indicative mood,
- (2) Imperative mood,
- (3) Potential mood,
- (4) Subjunctive mood and
- (5) Conditional mood.

The conjugational forms of an intransitive or transitive root in all the moods are found in literature under three main categories:

(a) In the first, there is a change in the original root giving a rise to a primitive verbal form, i.e. मूळरूपभेद e.g.

मी करितो. (It is from the root करणे)

(b) In the second, there is a change in the original root giving a rise to a causal verbal form i.e. प्रयोजकभेद e.g.

मी करवितो (It is from the causal root करविणे)

(c) In the third, there is a change giving a rise to a new verbal form expressing a potentiality i.e. शक्यभेद e.g.

माझ्याने वर मला करवते.

(It is from the ^{potential or} abilitive root करवणे.)

We have grouped all the moods into two as under:

- (A) Tenses (coming under the Indicative mood.)
- (B) Moods i.e. remaining four

It is to be noted that in Marathi, the sentence patterns with जर तर constructions are amply

available in order to express Subjunctive and conditional moods.

The following are varieties of tenses and moods as well as participles:

(A) Tenses (Indicative)

- I. Present tense
- II. Past tense.
- III Future tense

(B) Moods:

- I. Imperative
- II. Potential
- III. Subjunctive
- IV. Conditional

(C) Participles:

- I. Nouns and adjectives
- II. Indeclinables
- III Infinitives
- IV Potentials

Again in each of the tenses, there are following categories:

I Present tense: (3)

- (a) Simple Present
- (b) Continuous Present
- (c) Habitual Present.

II Past Tense: (7)

- (a) Simple Past
- (b) Continuous Past
- (c) Habitual Past
- (d) Perfect
- (e) Past Perfect
- (f) Present Perfect
- (g) Future Perfect

III Future Tense: (5)

- (a) Simple Future
- (b) Continuous Future
- (c) Present Future
- (d) Past Future
- (e) Future Future

We give below an exhaustive list of the sentence patterns showing the various forms of the root देणे acting as an auxiliary verb in a verb compound. For the sake of brevity, the illustrations with the forms of first persons singular only have been given.

Auxiliary root देणे

A. Tenses - Active and Passive

I Present tense (Active): (3)

(a) मी त्याचें काम करून देतो.

(Simple Present)

(b) मी त्याचें काम करून देत आहे.

(continuous Present)

(c) मी त्याचें काम करून देत असतो.

(Habitual Present)

II. Past tense (Active) (7)

- (a) मी त्याचें काम करून दिलें. (Simple Past)
- (b) मी त्याचें काम करून देत होतो. (Cont. Past)
- (c) मी त्याचें काम करून देईन देत असें. (Habitual Past)
- (d) मी त्याचें काम करून देता झालो. (Perfect)
- (e) मी त्याचें काम करून दिलें होतें. (Past Perfect)
- (f) मी त्याचें काम करून दिलें आहे. (Present Perfect)
- (g) मी त्याचें काम करून देणार होतो. (Future Perfect)

III. Future tense (Active) (5)

- (a) मी त्याचें काम करून देईन. (Simple Future)
- X (b) मी त्याचें काम करून देत असेन. (Cont. Future)
- (c) मी त्याचें काम करून देणार आहे. (Present Future)
- (d) मी त्याचें काम करून दिलें असेन असेल. (Past Future)
- (e) मी त्याचें काम करून देणार असेन. (Future Future)

I. Present Tense (Passive) (3)

- (a) माझ्याकडून त्याचें काम करून दिलें जातें. (Simple Present)
- (b) माझ्याकडून त्याचें काम करून दिलें जात आहे. (Cont. Present)
- (c) माझ्याकडून त्याचें काम करून दिलें जात असतें. (Habitual Present)

II Past tense (Passive) (7)

- (a) माझ्याकडून त्याचे काम करून दिले गेले. (Simple Past)
 (b) माझ्याकडून त्याचे काम करून दिले जात होते. (Cont. Past)
 (c) माझ्याकडून त्याचे काम करून दिले जाई व जात असे.
 (Habitual Past)
 (d) माझ्याकडून त्याचे काम करून देत झाले. (Perfect)
 (e) माझ्याकडून त्याचे काम करून दिले गेले होते. (Past Perfect)
 (f) माझ्याकडून त्याचे काम करून दिले गेले आहे. (Present Perfect)
 (g) माझ्याकडून त्याचे काम करून दिले जाणारे होते.
 (Future Perfect)

III Future tense (Passive) (5)

- (a) माझ्याकडून त्याचे काम करून दिले जाईल. (Simple Future)
 (b) माझ्याकडून त्याचे काम करून दिले जात असेल. (Cont. Future)
 (c) माझ्याकडून त्याचे काम करून दिले जाणारे आहे.
 (Present Future)
 (d) माझ्याकडून त्याचे काम करून दिले गेले असेल.
 (Past Future)
 (e) माझ्याकडून त्याचे काम करून दिले जाणारे असेल.
 (Future Future)

Nonpassive (15).

Similarly, in case of the absence of an object in a sentence, all the 15 varieties in three tenses can be had in the nonpassive or impersonal constructions.

B MoodsI Imperative (1)

(a) मी त्याचें काम करून देऊं ?

(Simple Present Tense =Active)

II Potential: (9)

(a) मी करून द्यावे.

(Simple Present Tense - Nonpassive)

(b) मी त्याचें काम करून द्यावे.

(Simple Present Tense - Passive)

(c) मी करून देत असावे.

(Continuous Present - Nonpassive)

(d) मी त्याचें काम करून देत असावे.

(Continuous Present - Passive)

(e) मी करून द्यावे व द्यायाचें होतें.

(Simple Past - Nonpassive)

(f) मी त्याचें काम करून द्यावे व द्यायाचें होतें.

(Simple Past - Passive)

(g) मी करून दिलें असावे

(Present Perfect - Nonpassive)

(h) मी त्याचें काम करून दिलें असावे.

(Present Perfect - Passive)

(i) मी त्याचें काम करून देणार असावा.

(Future Passive)

III. Subjunctive: (8)

(a) मी त्याचें काम करून देत असलों;.....

(Simple Present - Active)

(b) मी करून दिलें असलें;

(Simple Past - Nonpassive)

(c) मी त्याचें काम करून दिलें असलें;

(Simple Past - Passive)

(d) मी त्याचें काम करून देणार असलों;

(Simple Future - Active)

(e) मी त्याचें काम करून देत असेन;

(Continuous Future - Active)

(f) मी करून दिलें असेन;

(Past Future - Nonpassive)

(g) मी त्याचें काम करून दिलें असेन व असेलु;....

(Past Future - Passive)

(h) मी त्याचें काम करून देणार असेन;

(Future Future - Passive)

IV Conditional: (6)

(a) मी त्याचे काम करून देतो, -----

(Simple Past - Active)

(b) मी त्याचे काम करून देत असतो, -----

(Continuous Past - Active)

~~(c)~~ The above sentence patterns may be used in conditional mood very often in order to express the habitual sense, e.g.

(c) जर मी त्याचे काम करून देतो, तर -----

(d) जर मी त्याचे काम करून देत असतो, तर -----

(e) मी करून दिले असते, -----

(Past Perfect - Nonpassive)

(f) मी त्याचे काम करून दिले असते, -----

(Past Perfect - Passive)

(C) ParticiplesI Nouns and Adjectives: (3)

In this category of verbcompounds, the auxiliary verbal form may be used as a noun or an adjective and such a noun or an adjective can be declined.

(a) करून देणे to act as a noun expressing an activity.

(b) करून देता.

करून देणार	}	to act as adjective of a subject
करून देणारा		

- (c) करून दिला, } to act as adjective of an object
करून दिलेला }

II Indeclinables: (5)

- (a) करून देत, देतांना, } Present Participles
देत असतां, देत असतांना }
- (b) करून दिले असतां, } Past Participles
करून दिले असतांना }
- (c) करून देऊन } Absolute or Gerund Participle
- (d) करून देऊं, द्यायास, } Infinitive Participles
द्यावयास }
- (e) करून द्यावे, द्यायास, } Potential Participles
द्यावयाचे, देणें }

Here it may be noted that the illustrations of the verbcompounds in the habitual past tense, perfect tense, past perfect tense etc. with the use of auxiliaries are rarely available in the vast Marathi literature rather than those available in the spoken sentence patterns of Marathi.

D. Causal Tenses: (19)

- (a) मी त्याचें काम करून देववितो. (Simple Present - Active)
- (b) मी त्याचें काम करून देववित आहे. (Continuous Present - Active)

(c) मी त्याचें काम करून देववित्त असतो.

(Habitual Present - Active)

(d) मी करून देववित्तें.

(Simple Past - Nonpassive)

(e) मी त्याचें काम करून देववित्तें.

(Simple Past - Passive)

(f) मी त्याचें काम करून देववित्त होतो.

(Continuous Past - Active)

(g) मी त्याचें काम करून देववीं ०४ देववित्त असें.

(Habitual Past - Active)

(h) मी त्याचें काम करून देववित्त झालों.

(Perfect - Active)

(i) मी करून देववित्तें होतें.

(Past Perfect - Nonpassive)

(j) मी त्याचें काम करून देववित्तें होतें.

(Past perfect - Passive)

(k) मी करून देववित्तें आहे.

(Present Perfect - Nonpassive)

(l) मी त्याचें काम करून देववित्तें आहे.

(Present Perfect - Passive)

(m) मी त्याचें काम करून देवविणार होतो.

(Future Perfect - Active)

(n) मी त्याचे काम करून देववीन.

(Future - Active)

(o) मी त्याचे काम करून देववित्त असेन.

(Continuous Future - Active)

(p) मी त्याचे काम करून देवविणार आहे.

(Present Future - Active)

(q) मी करून देववित्तें असेक.

(Past Future - Nonpassive)

(r) मी त्याचे काम करून देववित्तें असेक.

(Past Future - Passive)

(s) मी त्याचे काम करून देवविणार असेन.

(Future Future - Active)

E. Causal Moods

I. Imperative:(1)

(a) मी त्याचे काम करून देववूं ?

(Simple Present - Active)

II. Potential: (9)

(a) मी करून देववावे.

(Simple Present - Nonpassive)

(b) मी त्याचे काम करून देववावे.

(Simple Present - Passive)

(c) मी करून देववित्त असावे.

(Continuous Present - Nonpassive)

(d) मी त्याचें काम करून देववित्त असावे.

(Continuous Present - Passive)

(e) मी करून देववाचें होते. ०५ देववाचाचें होते.

(Simple Past - Nonpassive)

(f) मी त्याचें काम करून देववाचें होते. ०५ देववाचाचें होते.

(Simple Past - Passive)

(g) मी करून देववित्तें असावे.

(Present Perfect - Nonpassive)

(h) मी त्याचें काम करून देववित्तें असावे.

(Present Perfect - Passive)

(i) मी त्याचें काम करून देवविणार असावा.

(Future Future - Active)

III Subjunctive: (8)

(a) मी त्याचें काम करून देववित्त असलों, -----

(Simple Present - Active)

(b) मी करून देववित्तें असलें, -----

(Simple Past - Nonpassive)

(c) मी त्याचें काम करून देववित्तें असलें, -----

(Simple Past - Passive)

(d) मी त्याचें काम करून देवविणार असलों, -----

(Simple Future - Active)

(e) मी त्याचें काम करून देववित्त असेन, -----

(Continuous Future - Active)

(f) मी करून देवविलें असेल, -----

(Past Future - Nonpassive)

(g) मी त्याचें काम करून देवविलें असेल, -----

(Past Future - Passive)

(h) मी त्याचें काम करून देवविणार असेन, -----

(Future Future - Active)

IV. Conditional: (4)

(a) मी त्याचें काम करून देववितों, -----

(Simple Past - Active)

(b) मी त्याचें काम करून देववित असतों, -----

(Continuous Past - Active)

(c) मी करून देवविलें असतें, -----

(Past Perfect - Nonpassive)

(d) मी त्याचें काम करून देवविलें असतें, -----

(Past Perfect - Passive)

F. Causal Participles

I Nouns and Adjectives: (3)

In this category of verbcompounds, the auxiliary verbal forms act as nouns as well as adjectives: Such nouns and adjectives can be declined.

(a) करून देविवणें to act as a noun expressing an activity

(b) करून देवविता, देवविणारु } to act as an adjective
देवविणारा } of a subject

(c) करून देवविला, } to act as an adjective
करून देवविलेला } of an object

II Indeclinables: (5)

- (a) करून देववित्त, देववितां, } Present
देववितांनां, देववित्त असतां, } Participles
देववित्त असतांनां
- (b) करून देवविले असतां, } Past
करून देवविले असतांना } Participles
- (c) करून देववून - Absolute or Gerund
Participles
- (d) करून देववूं, } Infinitive
करून देववायास } Participles
- (e) करून देववावे, देववायाचे, } Potential
करून देवविणे } Participles

Potential - Tenses: (14)

(a) माझ्यानें ५ मला त्याचें काम करून देववते,

(Simple Present - Passive)

(b) माझ्यानें ५ मला त्याचें काम करून देववत आहे.

(Continuous Present - Passive)

(c) माझ्याने ँ मला त्याचे काम करून देवत असते.

(Habitual Present - Passive)

(d) माझ्याने ँ मला त्याचे काम करून देवते.

(Simple Past - Passive)

(e) माझ्याने ँ मला त्याचे काम करून देवत होते.

(Continuous Past - Passive)

(f) माझ्याने ँ मला त्याचे काम करून देवते ँ देवत असे.

(Habitual Past - Passive)

(g) माझ्याने ँ मला त्याचे काम करून देवते झाले.

(Perfect - Passive)

(h) माझ्याने ँ मला त्याचे काम करून देवते होते.

(Past Perfect - Passive)

(i) माझ्याने ँ मला त्याचे काम करून देवते आहे.

(Present Past - Passive)

(j) माझ्याने ँ मला त्याचे काम करून देवणार होते.

(Future Perfect - Passive)

(k) माझ्याने ँ मला त्याचे काम करून देवते.

(Simple Future - Passive)

(l) माझ्याने ँ मला त्याचे काम करून देवत असेल.

(Continuous Future - Passive)

(m) माझ्याने ँ मला त्याचे काम करून देवणार आहे.

(Present Future - Passive)

(n) माझ्याने ७ मला त्याचे काम करून देववले असेल.

(Past Future - Passive)

Similarly one can have the varieties (14) non-passive constructions, in case of the intransitive root. It may be here noted that the potential verb is never conjugated in the active construction, with the subject in the nominative case.

H Potential Moods:(15)

I Imperative: (1)

(a) माझ्याने ७ मला त्याचे काम करून देववो.

(Simple Present - Passive)

II Potential: (5)

(a) माझ्याने ७ मला त्याचे काम करून देववावे.

(Simple Present - Passive)

(b) माझ्याने ७ मला त्याचे काम करून देववत असावे.

(Continuous Present - Passive)

(c) माझ्याने ७ मला त्याचे काम करून देववावे होते.

(Simple Past - Passive)

(d) माझ्याने ७ मला त्याचे काम करून देववले असावे.

(Present Perfect - Passive)

(e) माझ्याने ७ मला त्याचे काम करून देववणार असावे.

(Simple Future - Passive)

III Subjunctive: (6)

(a) माझ्यानें ७ मला त्याचें काम करून देववत असले, -----

(Simple Present - Passive)

(b) माझ्यानें ७ मला त्याचें काम करून देववले असले, -----

(Simple Past - Passive)

(c) माझ्यानें ७ मला त्याचें काम करून देववणार असले, -----

(Simple Future - Passive)

(d) माझ्यानें ७ मला त्याचें काम करून देववत असेल, -----

(Present Future - Passive)

(e) माझ्यानें ७ मला त्याचें काम करून देववले असेल, -----

(Past Future - Passive)

(f) माझ्यानें ७ मला त्याचें काम करून देववणार असेल, -----

(Future Future - Passive)

IV Conditional: (3)

(a) माझ्यानें ७ मला त्याचें काम करून देववले, -----

(Simple Past - Passive)

(b) माझ्यानें ७ मला त्याचें काम करून देववत असले, -----

(Continuous Past - Passive)

(c) माझ्यानें ७ मला त्याचें काम करून देववले असले, -----

(Past Perfect - Passive)

I Potential Participles (4)

I Nouns and Adjectives: (2)

In this category of verbcompounds, the auxiliary verbal forms act as nouns as well as adjectives. Such forms

and adjectives can be declined.

(a) करून देववणे to act as a noun expressing an activity.

(b) करून देववले, करून देववलेले. } to act as an adjective of an object.

II Indeclinables: (2)

(a) करून देववत, देववतां, देववतांना, देववत असतां, देववत असतांना } Present Participles

(b) करून देववले असतां, करून देववले असतांना } Past Participles

Negative Illustrations of देणे :

Similarly, it is possible to have the illustrations of the root देणे in all the types of negative constructions. One can have all such illustrations with the help of all the affirmative illustrations as shown in the previous pages, keeping in view that the verbal forms of the root नसणे are to be added to the verbal forms of the root देणे. Speakers of Marathi language do this by adding नाही, नसणे, नव्हतां, नसें, नव्हते, नसेल, नसेन, नको, नये, नसावे, नसावा, नसावीं, नसलों, etc; or in some cases न usually preceding the verb as in 'मी न देतो' or ना to be suffixed as in मी देतोना and so on.

Illustrations in other types of sentences:

Over and above the affirmative and negative sentence constructions as already shown, the sentence patterns of verb-compounds are also possible in the interrogative and exclamatory sentences.

It is therefore ~~is~~ evident that in the vast Marathi literature all the verbcompound constructions consisting of auxiliary verbal forms can be had. In certain cases the frequency of such usage may be more or less due to the fact that the habitual past tense, perfect tense, past perfect tense etc. are used less frequently; some auxiliary roots do not have all the forms in all the tenses and moods as well as participial constructions. This can be seen from the list of the illustrations of देणे as shown previously.

3. In order to investigate the functions of auxiliary verbs in verbcompounds with special reference to modern Marathi, a scientific approach, consisting of certain procedural steps has been undertaken as shown below:

- I. Collection of data;
- II. Analysis of the data;
- III. Methodology employed in the investigation and
- IV. Teaching the use of verbcompounds to school going pupils.

COLLECTION OF DATA:

- I. The following principles have been followed for collecting illustrations of verbcompounds from modern

Marathi as under:

Principles:

(1) A representative sample of books in modern Marathi spread over the different forms of literature, like short stories, short essays, novels, dramas and articles in newspapers and periodicals has been collected.

(2) No sample from books in poetry has been collected, as it many times differs from the natural form of Marathi.

(3) A sufficiently large number of sentence patterns containing verbcompounds have been selected from more than a dozen books written by half a dozen eminent popular writers in Marathi.

(4) These illustrations reflect regional peculiarities as observable in various groups of those who speak the language.

The following material has been selected for the purpose of data collection:

Material:

Group I : Short Stories and Essays:

- A. अनंत काणेकर (Name of the writer)
- I. पिकली पाने (1959, 5th Edition, pages 105)
 - II. विजेची नेल (1956, 1st Edition, pages 126)
 - III . उघड्या रिंग्या (1956, 2nd Edition, pages 46)
 - IV . शिंपते आणि मोती (1953, 3rd Edition, pages 80)

B. वि. स. खांडेकर (Name of the writer)

V. अकलित मोहर (1962, 3rd Edition, pages 219)

VI. चांदण्यांत (1959, 3rd Edition, pages 234)

Group II: Dramas:

A. कृ. प्र. खांडेकर (Name of the writer)

VII. कीचक-वध (1947, 4th Edition, page 104)

VIII. संगीत विद्याहरण (1957, 6th Edition, pages 98)

IX. संगीत स्वयंवर (1950, 8th Edition, pages 105)

X. सवती मत्सर (1950, 2nd Edition, pages 119)

B. वसंत कानेटकर (Name of the writer)

XI. मोहिनी (1965, 1st Edition, pages 128)

XII. रायगडला जेव्हा जाग येते (1966, 5th Edition, pages 123)

Group III: Novels:

वि. स. खांडेकर (Name of the writer)

XIII. दोन मने (1959, 4th Edition, pages 244)

XIV. पांढरे दग (1963, 4th Edition, pages 240)

Group IV: Literary Criticism:

पु. ल. देशपांडे (Name of the Writer)

XV. खोशीर भरती (1965, 4th Edition, pages 160)

Group V: Newspapers:

(dated 24th July 1967)

XVI. नवशक्ति

XVII. महाराष्ट्र टाइम्स

XVIII. मराठा



XIX. रविवार सकाळ

XX. केसरी

(About 40 pages in all)

Group VI: Periodicals:

(July 1967)

XXI. ललना edited by - वसंतकुमार सराफ (pages 58)

XXII. प्रसाद edited by - प्रा. सोमोपंत दांडेकर
आणि
श्री. मनोहर यशवंत जोशी
(pages 56)

A representative sample of 3336 illustrations of verbcompounds from the material mentioned above has been collected.

II Analysis of the data:

For facilitating the detailed study of the functions of the auxiliary in the verbcompound, the following steps have been undertaken:

Steps:

- (i) Each of the 3356 sentences was written on a separate slip of paper.
- (ii) The slips were grouped according to auxiliary verbs e.g. जाणे, घेणे, देणे, रावणे etc.
- (iii) The frequencies of each type, along with the percentage and per page ratio have been found out.

The following table shows the auxiliary verbs available from the material collected and their frequency:

TABLE - 2

Sr.No.:	Categories:	Auxiliaries	Frequency : (f)	Cumulative Frequency (c f.)
1.	1	पडणे	80	80
2.	3	चाळणे	13	93
3.	4	पोहोचणे	22	115
4.	5	येणे	157(6)	272
5.	6	काढणे	91	363
6.	7	वाहणे	120(8)	483
7.	8	आणणे	25	508
8.	9	राहणे	117(9)	625
9.	10	जाणे	938(1)	1563
10.	11	घेणे	453(2)	2016
11.	12	बसणे	126(7)	2142
12.	13	देणे	343(3)	2485
13.	14	लावणे	26	2511
14.	15	हाकणे	256(4)	2767
15.	16	ठेवणे	187(5)	2954
16.	17	नेणे	21	2975
17.	18	सोडणे	26	3001
18.	19	दारबखिणे	37	3038
19.	21	चुकणे	30	3068
20.	22	Double Absolutives	99	3167

Table - 2 (continued)

Sr.No.:	Categories :	Auxiliaries :	Frequency :	Cumulative
:	:	:	(f)	Frequency
:	:	:	:	(c f)
21.	23	असणे, होणे	72	3239
22.	24	धरणे	37	3276
23.	33	बघणे	2	3278
24.	36	निघणे	9	3287
25.	2, 20, } 25 to 32, } 34, 35 }	Mixed Group	69	3356

The following observations have been recorded below from the table No. 2 along with the details of the source material already shown before:

Observations:

1. The reading material consisted of 2259 pages approximately and the illustrations collected from the material were 3356. This means that the ratio between the illustrations (i.e. 3356) and the pages of the material (i.e. 2259) was 3:2. The ratio points out that the illustrations per two pages were 3 (i.e. per page, it was 1.5 approximately .)

2. Against the frequency, there are some number in brackets in the table 2, showing the categorywise maximum frequency order. Frequency below 100 is not given ⁱⁿ bracketed numbers. Auxiliaries showing such bracketed numbers have been selected for the further discussion. Each of them will be

taken for discussion in order of priority as shown in the following table:

TABLE - 3

Sr.No.:	Auxiliary	: Frequency (f)
1	जाणे	938
2	देणे	453
3	देणे	343
4	हाकणे	256
5	ठेवणे	187
6	येणे	157
7	बसणे	126
8	पाहणे	120
9	राहणे	117

3. The following table indicates the percentage of the selected auxiliaries on the total data of 3356 illustrations of verbcompounds:

TABLE - 4

Sr.No.:	Categories	Auxiliary	: Frequency	: % Percent
1	10	जाणे	938	28.0
2	11	देणे	453	13.4
3	13	देणे	343	10.2
4	15	हाकणे	256	7.6
5	16	ठेवणे	187	5.6
6	5	येणे	157	4.6
7	12	बसणे	126	3.7
8	9	पाहणे	120	3.5
9	7	राहणे	117	3.4

c f = 2697

80% Approximately.

4. The auxiliaries having less than 3.4% which includes auxiliaries named as 'double absolutives' and 'mixed group' have not been selected for special discussion by assigning a separate chapter for each group but they have been discussed in one chapter. By the 'double absolutives' we include cases where both the members of the verbcompound end in ऊन as shown in the following table:

TABLE - 5

Sr.No.:	Illustrations:	Meaning-	Semantic :	Remarks
:	of	-aspect	shade :	
:	verbcompounds:	:	:	
1	राहूँ राहूँ	Frequentative	Frequency of action	Both members ^{have} mean the same meaning.
2	जाणूँ बुजूँ	Adverbative	Awareness	Only the first member has a relevant meaning and the second member merely merely indicates the peculiarity of the language and has no relevant meaning.
3	हडसूँ खडसूँ	Intensive	Sternness	None of the members has any meaning but a long standing convention explicates the meaning.
4	भिऊँ बिऊँ	Probabilitive	Option	The first member has a definite meaning. The second member modifies the meaning of the first by hinting the possibility of some additional and allied actions.

By 'mixed group' we include cases of doubtful or misleading nature (1) as well as 'double negative verbcompound

construction' in most of the cases expressing determination (2); e.g.

- (1) जुद्धन पडणे,
- (2) कैत्याशिवाय न राहणे.

5. Table 4 points out two groups of the sample of 3356 illustrations:

Group A: 9 selected auxiliaries covering 80% of the data for the special discussion i.e. 2697 illustrations.

Group B: Remaining auxiliaries including double absolutes and misleading or doubtful cases of verb-compounds covering 20% of the data for general discussion i.e. 659 illustrations.

III METHODOLOGY EMPLOYED IN THE INVESTIGATION

The method used for deriving certain conclusions was to compare the sentence patterns with the verbcompound and that without the verbcompound and thus to find out the semantic shade along with the meaning - aspect.

Illustration:

- (1) तिला जरा इकडे पाठवून द्या.
- (2) तिला जरा इकडे पाठवा.

The answers to the following questions for bringing out the semantic shade, fixing the function of the auxiliary and classifying the same:

- (1) What is the meaning of the form द्या ?

- (2) What is the total or amalgamated meaning of the verbcompound - पाठकून द्या ?
- (3) What would happen if someone uses the expression पाठवा instead of पाठकून द्या ?
- (4) Why do people use द्या as an auxiliary verb?
- (5) What sense does द्या add to the original meaning of पाठकून ?
- (6) What is the function of the auxiliary verbal form in this case?
- (7) In what respects does the auxiliary verb help in fixing the function?

It may be remarked that the concluding observations at the end of the treatment of each illustration smack of monotony and repetition. We are quite conscious of this but looking to the urgent necessity of pointing out different semantic shades or senses, we could not eschew this procedure.

IV TEACHING OF VERBCOMPOUNDS IN SCHOOLS

The total programme of language teaching in primary and secondary schools is at present based on more emphasis on functional grammar than that on formal grammar. The main objective in teaching functional grammar is to serve the practical end of increasing the pupils' linguistic ability i.e. making the pupil learn the sentence structures, sentence patterns, usages etc. in a descriptive way and then to give him plenty of practice in useful and peculiar grammatical constructions, idiomatic usages and important word functions. One of the aims of teaching grammar is to deliberately help the learner in

developing compositional habits.

The topic of verbcompounds in Hindi, Marathi, Gujarati, Bengali etc. requires an immediate attention of language teachers in schools, the members of syllabus committees and educational authorities of state governments. The present tendency in the society to make frequent use of verbcompounds for proper thought communication is so rapidly³⁷ increasing that the verbcompound has become an effective and convenient instrument for the expression of their thoughts. In fact it is a tool, with which people convey their ideas and feelings clearly. Learning of verbcompounds means a proper understanding of such sentencepatterns wherein an auxiliary achieves a new value by bringing the semantic shades of the total meaning and thereby makes the learner conscious of the implied meaning which people use in speech and writing.

We believe, now, the time has come for the inclusion of the topic "Verbcompounds" in the syllabus on teaching of Indian languages. We have tried in this work later on to show how a language teacher should follow procedures and techniques in the teaching of this topic in the schools. In order to help the teacher an attempt has been made to present some lessonplans on the teaching of selected auxiliaries in verbcompounds.

37. Dr. R.N. Vale has also aptly observed, " Verbal composition in its present form is more or less a new thing and is growing extremely popular in all Indo-Aryan languages."

Op.Cit. p.1