

CHAPTER XII

SELECTED LESSON PLANS FOR THE TEACHING OF VERBCOMPOUNDS

IN MARATHI

1. OBJECTIVES OF TEACHING VERBCOMPOUNDS:

So far as the teaching of functional grammar with reference to I A languages, is concerned, the importance of teaching verbcompounds to schoolgoing children cannot be gainsaid. We have already pointed out in Chapter I (see pages ~~5.7 & 58~~) that the topic of verbcompounds in the curriculum of I A languages requires an immediate attention of language teachers, for the tendency of using verbcompounds is receiving more recognition in the field of linguistics. Assuming the inclusion of the topic of verbcompounds in the syllabus of functional grammar in Marathi in primary and secondary schools in the near future (and this can no longer be postponed), we have attempted in this chapter to present lesson plans on the auxiliaries that have been discussed in the previous chapters i.e. chapter II to X. The teaching of the nine principal auxiliaries has been treated in those chapters.

The general objective in presenting such lesson plans here is to show how a language teacher follows the classroom teaching procedures and techniques in the teaching of verb-compounds in schools. The specific objective is to make the learner understand how an auxiliary achieves or acquires a new value by bringing out the semantic shades resulting from the addition of an auxiliary to the first member of the verb-compound.

2. THE STRUCTURE OF A LESSON PLAN:

Usually the structure of a lesson plan in the teaching of any school subject consists of the following four stages which have been in practice by all good and experienced trained teachers. Intelligent and learned teachers, untrained in the formal sense of the term, do consciously follow the procedure now in vogue although the nomenclature for the various steps may be a recent discovery. This is due to the fact that the logical process lying at the root of old as well as the new procedures is identical. Teacher-training institutions emphasize the propriety of these stages for making student-teachers know thoroughly the psychological background of pupils of various age groups. These stages are as under:

- A. Introduction,
- B. Presentation OR Development of the topic,
- C. Recapitulation OR Assessment,
- D. Home assignment.

In stage 'A' the teacher motivates the learners to the study of the topic by preparing the necessary background. In stage 'B' the teacher carries on his main work related to the topic through different means, viz. questioning, discussion, narration etc. During this stage, he makes use of the black-board in order to make his teaching effective. In stage 'C' the teacher assesses the achievement of the class with a view to judging whether pupils have followed him or it is necessary to reteach and make good the deficiencies in teaching in a subsequent lesson. In stage 'D' the teacher assigns some exercises related to what the class has learnt in the period. This is necessary for the consolidation of the matter taught.

3. A LESSON PLAN ON THE TEACHING OF THE AUXILIARY जाणे IN VERB-COMPOUNDS:

Teacher: Shri P. K. Dongre

Date: 8th July 1968

School: M.C. High School, Baroda.

Time: 1 Hour.

Class: X M.A.

(The time may not be the same with every class.)

OBJECTIVES:

(i) To enable pupils to learn and differentiate the treatment of verbs, used as the principal and the auxiliary.

(ii) To make them understand the semantic shades or senses of verb compounds, on account of the presence of the second member जाणे acting as an auxiliary.

Teaching aids: Roll-up B.B.

A. INTRODUCTION:

The teacher will motivate the class by presenting two groups of illustrations, indicating the use of जाणे in one case acting as a principal verb and in other case acting as an auxiliary verb. The illustrations will be presented on the roll-up B.B. as shown hereunder:

GROUP A

- (i) तुम्ही त्याला उगीचच
त्रास दिल्यामुळे तो गेला.
- (ii) दया वाटूनही कांहीही
करता येत नसल्यामुळे
तो जातो.
- (iii) जणू कांही घडलेच
नाही, अशा समजूतीने
तुम्ही वागात, तर ते
तुमच्यासाठी तैथे जातील.

GROUP B

- (i) तुम्ही त्याला उगीचच
त्रास दिल्यामुळे तो
पळून गेला.
- (ii) दयेमुळे त्याचे मन
द्रवून जाते.
- (iii) जणू कांही घडलेच नाही,
अशा समजूतीने तुम्ही
वागात, तर ते मागील
सर्व गोष्टी विसरून
जातील.

The teacher will elicit from the class through questions the following points:

- (i) The underlined verbal forms in Group A are finite and independent verbs, indicating the action of "going".

(ii) The underlined forms in Group B are the verb-compounds wherein the first member is the absolute form ending in उन and it is thus the nonfinite and major or principal verbal form, while the second member is the finite but the auxiliary verbal form. In such verbcompounds, only the first member indicates the action and not the second member.

(iii) In Group B, the auxiliary forms help complete the meaning of the principal verbal form i.e. the absolute form and moreover it modifies the total meaning of the verbcompound by adding some semantic shades or senses.

A₁ Announcement of the topic:

We shall learn today the semantic shades or senses of the auxiliary जाणे in verbcompounds in Marathi.

B. Presentation:

B₁ The teacher will present to the class a set of some illustrations of verbcompounds, written on the roll-up B.B. A duplicated copy will be supplied to each pupil. He will ask them to read silently and carefully and underline the verbcompounds:

- (1) बाळासाहेबांनी आपण अगदी गकून गेल्याचे सांगितल्यामुळे आगत्यांनी सिनेमाचा ब्रेत रद्द केला. XIII-51.
- (2) पुनर्जन्म म्हणजे जगांतल्या विषमतेच्या कारणांचा उत्पत्ती करताना भांबावून गेलेल्या मानवी मनाने उभारलेले कल्पनामंदिर ! VI-136.

- (3) लग्न भरल्यापासून वेणूचं वागणं, बोलणं सारंच बदलून गेलं होतं.

XII - 17.

- (4) काँलेजांत संस्कृतचा लेक्चरर म्हणून नेमणूक झाल्याची तार रघुनाथच्या हातांत पडतांच त्याचें मन आनंदाने फुटून गेलें.

V - 45.

B₂

The teacher will discuss the illustrations given in B₁, one by one, by asking the class the questions given below with reference to the illustration No. 1:

- (1) Which verbcompound do you find in this illustration?
- (2) Which is the second member in the verbcompound?
- (3) What does it indicate? OR Recognize the form fully.
- (4) What is the meaning of the first member of the verbcompound?
- (5) What is the difference between the implications of saying गळल्याचें and गळून गेल्याचें ? OR
- (5) Why does the author use गळून गेल्याचें and not simply — गळल्याचें in the illustration?

- (6) What is the total meaning of the verbcompound?
- (7) What would happen if someone uses the expression
 गळत्याचे instead of गळून गेल्याचे in
 speech or in writing?
- (8) Why do speakers of Marathi use — गेल्याचे as an
 auxiliary form, although the literal meaning of this
 form is not intended?
- (9) What are the general senses brought out by the auxiliary
 form?
- (10) What are the specific senses explicated by the auxiliary
 form?
- (11) In what respect does the auxiliary form help in fixing
 the function?

(During the course of the stage, it might become
 necessary to use some additional illustrations or
 put partially suggestive questions so as to lead the
 class to comprehend the semantic peculiarity. This
 will be achieved through the help of gesticulation
 or dramatization on the part of the teacher.)

During the discussion, the teacher will record the
 general and specific senses of each of the illustrations of
 verbcompounds as given below:

I General semantic shades in the illustrations:

Ease, convenience as a mode of expression,
 effectiveness in expression, conventional sense result-
 ing from a long standing usage, conviction or confirma-
 tion in relation to the activity etc.

II Specific semantic shades in the illustrations:

Illustration 1: The sense of thoroughness or profoundness pointing out the intensity of exhaustion, unsuitableness of physicomental conditions of the person, concerned;

Illustration 2: The sense of thoroughness or profoundness pointing out the intensity of getting perplexed, mental oscillation of human mind;

Illustration 3: The sense of consciousness of a future responsibility lending its colour to the expression and general carriage of the person concerned;

Illustration 4: The sense of excessiveness of joy, metaphorical sense by identifying the mind with the bud and the pleasure with the blossoming of flowers.

The teacher will also elicit the significance of the addition of the word अगदी in illustration 1, indicating the pleonastic tendency which further strengthens the sense explicated by the auxiliary.

C. RECAPITULATION:

In order to test the matter taught, the teacher will present the following illustrations:

(1) म्हातारा नाटकांत अगदी रंगून गेला होता.

IV - 18.

(2) सहानुभूति आणि कुतूहल यांनी अभयचें मन
भरावून गेलें. ~~होते~~

XIV - 175.

(3) त्यावेळचा माझा फोटो पाहिलास तर
तुं आश्चर्यचकित होऊन जाशील.

V - 86.

D. HOME ASSIGNMENT:

The teacher will ask pupils to write down from their Marathi text-book at least five illustrations of verbcompounds in which the auxiliary जाणे is used and also to record the general as well as specific semantic shades in each of the illustrations at home.

PLAN OF BLACKBOARD WORK

Class	XMA	Date:
Topic:		
<u>Illustrations of</u> <u>Verbcompounds:</u>	:	<u>General senses:</u>
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	<u>Specific senses:</u>
	:	Illustration 1:
	:	Illustration 2:
	:	Illustration 3:
	:	Illustration 4:

4. A LESSON PLAN ON THE TEACHING OF THE AUXILIARY વેળે IN
VERBCOMPOUNDS:

Teacher: Shri P.K. Dongre

Date: 9th July 1968

School: M.C. High School, Baroda.

Time: 1 Hour.

Class: X M.A.

(The time may not be
the same with every
class.)

OBJECTIVES:

(i) To enable pupils to learn and differentiate the treatment of the verbs, used as the principal and as the auxiliary.

(ii) To make them understand the semantic shades or senses of verbcompounds, on account of the presence of વેળે acting as an auxiliary.

Teaching aids: Roll-up B.Bs.

A. Introduction:

The teacher will motivate the class by presenting two groups of illustrations, indicating the use of વેળે in one case acting as a principal verb and in other case acting as an auxiliary verb. The illustrations will be presented on the roll-up B.B. as shown hereunder:

GROUP A

(i) તું આપલ્યા કામા સાગીં આજ
ઑફીસલા રજા વે.

GROUP B

(i) તું આજ ઑફીસલા રજેવર
રાહુન, આપલેં કામ
કરુન વે.

GROUP AGROUP B

(ii) त्याची इच्छा नसूनही
आपण त्याची आवडती
कादंबरी वाचण्यासाठी
घेतली.

(ii) त्याची इच्छा नसूनही
आपण त्याला पुन्हा
काही दिवस ठेवून
घेतले.

(iii) वडील खुषीत असतांना
सहलीला जाण्यासाठी मी
त्यांची परवानगी घेणार
आहे.

(iii) वडील खुषीत असतांना
सहलीला जाण्यासाठी मी
त्यांची परवानगी मागून
घेणार आहे.

The teacher will elicit from the class through questions the following points:

(i) The underlined verbal forms in Group A are finite and independent verbs, indicating the action of "taking".

(ii) The underlined forms in Group B are the verb-compounds wherein the first member is the absolute form ending in ऊन and it is thus the nonfinite and major or principal verbal form. In such verbcompounds, only the first member indicates the action and not the second member.

(iii) In Group B, the auxiliary forms help complete the meaning of the principal verbal form i.e. the absolute form and moreover it modifies the total meaning of the verb-compound by adding some semantic shades or senses.

A₁ Announcement of the topic:

We shall learn today the semantic shades or senses of the auxiliary घेणे in verbcompounds in Marathi.

B. Presentation:

B₁ The teacher will present to the class a set of some illustrations of verbcompounds written on the roll-up B.B. A duplicated copy will be supplied to each pupil. He will ask them to read silently and carefully and underline the verbcompounds:

- (1) प्रियजनांना लिहावयाची पत्रे दुसऱ्याकडून लिहून घेतांना अशीच अतृप्ति वाटते. पण दुधाची तहान चहावर भागविल्या- शिवाय गत्यंतरच नव्हते मला !

VI - 196.

- (2) “माझ्या ह्या नाटकासंबंधीं कांहीं विशिष्ट कल्पना आहेत.” ह्या दिग्दर्शकाच्या वाक्यापासून नाटककार आणि दिग्दर्शक यांची चर्चा सुरू होते — म्हणजे दिग्दर्शक बोलत असतो आणि नाटककार ऐकून घेत असतो.

XV - 16.

- (3) दशरथ — तुला दोन वर मी दिले आहेत ते आज पुरे करतो. भागायचे असेल ते भागून घेयावेळीं.

X - 62.

- (4) त्याने पलीकडे पाहिले. कवे रीडने एक मोठार येत होती. तिच्या दिव्याच्या प्रकाशाने त्याचे लक्ष नेधून घेतले होते.

XIV - 164.

B₂ The teacher will discuss the illustrations given in B₁, one by one, by asking the class the questions given below with reference to the illustration No. 1:

- (1) Which verbcompound do you find in this illustration?
- (2) Which is the second member in the verbcompound?
- (3) What does it indicate? OR Recognize the form fully.
- (4) What is the meaning of the first member of the verbcompound?
- (5) Why does the author use लिहून घेतांना and not simply लिहितांना in the illustration?

OR

- (5) What is the difference between the implications of saying लिहितांना and लिहून घेतांना ?
- (6) What is the total meaning of the verbcompound?
- (7) Why do speakers of Marathi use घेतांना as an auxiliary form, although the literal meaning of this form is not intended?
- (8) What are the general senses brought out by the auxiliary form?
- (9) What are the specific senses explicated by the auxiliary form?
- (10) In what respect does the auxiliary form help in fixing the function?

(During the course of the stage it might become necessary to use some additional illustrations or put some partially suggestive questions so as to lead the class to comprehend the semantic peculiarity. This will be achieved through the help of gesticulation or dramatization on the part of the teacher.)

During the discussion, the teacher will record the general and specific senses of each of the illustrations of verbcompounds as given below:

I. General semantic shades in the illustrations:

Ease, convenience as a mode of expression, effectiveness in expression, conventional sense resulting from a long standing usage, conviction or confirmation in relation to the activity concerned, etc.

II. Specific semantic shades in the illustrations:

Illustration 1: The sense of causal construction making someone to do the activity, the result of which is meant for the subject of णिजन्त construction in Sanskrit.

Illustration 2: The adverbative sense of the words " patiently " and "carefully" the sense of intensity by showing the activity of listening thoroughly.

Illustration 3: The sense of emphasis bringing out the king's confidence, patience and relief from the responsibility as well as his readiness in sticking to the promise once given.

Illustration 4: The sense of thoroughness and complete concentration on the object concerned.

C. Recapitulation:

In order to test the matter taught, the teacher will present the following illustrations:

(1) हळू हळू त्यांच्याकडून मी सारी हकीगत काढून घेतली.

XIII - 110

(2) कोणा एका थोर गृहस्थाची आख्यायिका सांगतात की, त्याच्या जाण्यायेण्याच्या वेळेवरून लोक घड्याळें लावून घेत असत.

I - 26.

(3) शिवाजी — पुत्राच्या दुर्वर्तिनाचा जाब सुनेला विचारायचा ? मोठा अजब मनसुबा सांगता ! सूनवाईना असा जाब विचारतांना आमची मान शरमेनं खाती जाईल. ती गोष्ट होणें नाही. पंत, फक्त शंभूराजांना बोलवून घ्या.

XII - 37.

D. Home assignment:

The teacher will ask pupils to write down at least from their Marathi text book five illustrations of verbcompounds in which the auxiliary घेणें is used and also to record the general and specific semantic shades in each of the illustra-

tions at home.

PLAN OF BLACKBOARD WORK:

Class: X M A.		Date
Topic.....		
Illustrations of Verbcompounds:	:	General Senses:
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	Specific senses:
	:	Illustration 1:
	:	Illustration 2:
	:	Illustration 3:
	:	Illustration 4:
	:	

5. A LESSON PLAN ON THE TEACHING OF THE AUXILIARY ^{देणे} IN
VERBCOMPOUNDS:

Teacher: Shri P.K. Dongre

Date: 10th July '68

School: Jayashree Kanyavidyalaya, Baroda

Time: 1 Hour.

Class: X M.B.

(The time may not
be the same with
every class.)

OBJECTIVES:

(i) To enable pupils to learn and differentiate the treatment of verbs, used as the principal and the auxiliary.

(ii) To make them understand the semantic shades or senses of verb compounds, on account of the presence of the second member देने acting as an auxiliary.

Teaching aids: Roll-up B. Bs.

A. Introduction:

The teacher will motivate the class by presenting two groups of illustrations, indicating the use of देने in one case acting as a principal verb and in other case acting as an auxiliary verb. The illustrations will be presented on the roll-up B. B as shown hereunder:

GROUP A.

- (i) पुढच्या अंकांत एक जाहिरात
द्या.
(ii) स्वतःच्या नोकरीकडून त्यांनी
ही देणगी हरिजनवस्तीला
दिली.
(iii) राज्य सरकार स्थानिक
लोकांना नोकरीच्या
बाबतीत अग्रक्रम देते.

GROUP B

- (i) पुढच्या अंकांत एक जाहिरात
टाकून द्या.
(ii) स्वतःच्या नोकरीकडून त्यांनी
ही देणगी हरिजनवस्तीला
पारवून दिली.
(iii) हा नोकरीसंबंधीचा प्रश्न
केवळ मुंबईपुरता मर्यादित
नसून राज्याच्या अन्य
भागांतही स्थानिक लोकांना
अग्रक्रम मिळवून देण्या-
बद्दलचा आहे.

The teacher will elicit from the class through questions the following points:

- (i) The underlined verbal forms in Group A are

finite and independent verbs, indicating the action of " giving".

(ii) The underlined from in Group B are the verb-compounds wherein the first member is the absolute form ending in उन and it is thus the nonfinite and major or principal verbal form, while the second member is the finite but the auxiliary verbal form. In such verbcompounds, only the first member indicates the action and not the second member.

(iii) In Group B, the auxiliary forms help complete the meaning of the principal verbal form i.e. the absolute form and moreover it modifies the total meaning of the verb-compound by adding some semantic shades or senses.

A₁ Announcement of the topic:

We shall learn today the semantic shades or senses of the auxiliary देणे in verbcompounds in Marathi.

B. Presentation:

B₁ The teacher will present to the class a set of some illustrations of verbcompounds, written on the roll-up B.B. A duplicated copy will be supplied to each pupil. He will ask the class to read them silently and carefully and underline the verbcompounds:

- (1) ईश्वराचें अस्तित्व पटवून देणाऱ्या शेंकडें
मुद्यांचें गांगोडें पाणीवर मारून ते (गणूकाका)
आले होते.

- (2) जा, आभच्यासाठीं एक भगवी छाती आणा,
खांद्यावर झोळी अडकवा आणि हातांत
चिपळ्या गळ्यांत तंबोरी घ्या ठेवून.

XII - 46.

- (3) थापा मारणाऱ्यांनीं आपल्या कलेची जर
मनःपूर्वक जोपासना केली, तर कुठच्या दर्जाला
जाऊन पोहोचू शकतील हेच त्यांना मला
दारवून दाखवाचें आहे.

IV - 59.

- (4) निरपराधी साधुतुल्य पांडवांना पिढ्यानपिढ्या
कष्टमय स्थितींत लोटून देण्याचें अतर्क्य
पाप करायला हे कीचक व अनुकीचक तयार
आहेत.

VII - 64.

B₂ The teacher will discuss the illustrations given in B₁,
one by one, by asking the class the questions given below
with reference to the illustration No. 1:

- (1) Which verbcompound do you find in this illustration?
- (2) Which is the second member in the verbcompound?
- (3) What does it indicate? OR Recognize the form fully.
- (4) What is the meaning of the first member of the verbcompound?

- (5) Why does the author use पटवून देणाऱ्या and not simply पटविणाऱ्या in the illustration?

OR

- (5) What is the difference between the implications of saying पटविणाऱ्या and पटवून देणाऱ्या ?
- (6) What is the total meaning of the verbcompound?
- (7) What would happen if someone uses the expression पटविणाऱ्या instead of पटवून देणाऱ्या in speech or in writing?
- (8) Why do speakers of Marathi use देणाऱ्या as an auxiliary verbal form?
- (9) What are the general senses brought out by the auxiliary form, although the literal meaning of this form is not intended?
- (10) What are the specific senses explicated by the auxiliary form?
- (11) In what respect does the auxiliary form help in fixing the function?

(During the course of the stage, it might become necessary to use some additional illustrations, or put some partially suggestive questions so as to lead the class to comprehend the semantic peculiarity. This will be achieved ~~through~~ through the help of gesticulation or dramatization on the part of the teacher.)

During the discussion, the teacher will record the general and specific senses of each of the illustrations of verbcompounds as given below:

I General semantic shades in the illustrations:

Ease, convenience as a mode of expression, effectiveness in expression, conventional sense resulting from a long standing usage, conviction or confirmation in relation to the activity or sometimes the sense of permissive aspect i.e. allowing someone to do the action.

II Specific semantic shades in the illustrations:

Illustration 1: The sense of thoroughness or profoundness resulting from the activity, the sense of confidence in order to prove the universal truth of a philosophical idea;

Illustration 2: The sense of politeness in expression, the sense of allowing the person to execute the activity, the result of which is meant for the subject himself, the sense of having no hesitations in carrying out the activity by the other party;

Illustration 3: The sense of intensity of desire, the sense of convincing the people for creating faith in the proposition mentioned in the illustration, the sense of confidence on the part of the speaker in relation to the activity the result of which is meant for others and not for the speaker;

Illustration 4: The sense of intensity of the action i.e. thoroughness, the sense of confidence or courage on the part of the person, the sense of wicked and unrighteous action.

C. Recapitulation:

In order to test the matter taught, the teacher will present the following illustrations:

- (1) या प्रयत्नांचं स्वरं स्वरूप लोकांच्या नजरेला
आणून देणें हें विचारवंताचं कार्य आहे.

II - 18.

- (2) आम्ही स्वतः ह्या प्रकरणाची चौकशी सैरंध्रीला
तिच्या हिताच्या दोन गोष्टी समजावून देऊं.

VII - 75.

- (3) अज्ञातांना सुरवात वारणाच्या आचारांना,
विचारांना व विकारांना झुगारून देण्याकरितां
तर दारूची शक्ति आम्ही उसनी घेतो!

VIII - 76.

D. Home assignment:

The teacher will ask pupils to write down at least from their Marathi text-book five illustrations of verbcompound-s in which the auxiliary देणें is used and also to record the general and specific semantic shades in each of the illustrations at home.

Plan of Blackboard Work

Class: X M.B.

Date:

Topic:

Illustrations of

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General senses:Verbcompounds:

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: Specific senses:: Illustration 1:

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: Illustration 2:

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: Illustration 3:

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: Illustration 4:

6. A LESSON PLAN ON THE TEACHING OF THE AUXILIARY टाकणे
IN VERBCOMPOUNDS:

Teacher: Shri P.K. Dongre

Date: 11th July 1968

School: Jayashree Kanya

Time: 1 Hour.

Vidyalaya, Baroda.

(The time may not be the

Class: X M.B.

same with every class.)

OBJECTIVES:

- (i) To enable pupils to learn and differentiate the treatment of verbs, used as the principal and the auxiliary.
- (ii) To make them understand the semantic shades or senses of verbcompounds, on account of the presence of the presence of the second member टाकणे acting as

an auxiliary.

Teaching aids: Roll-up B.Bs.

A. Introduction:

The teacher will motivate the class by presenting two groups of illustrations, indicating the use of टाकणे in one case acting as a principal verb and in other case acting as an auxiliary verb. The illustrations will be presented on the roll-up B.B. as shown hereunder:

Group A.

- (i) 'नाहीतर मला शाळेतून सर्वजण एकीकडे टाकतील, एवढंच ना ?'
- (ii) तुम्हास तें काम जमत नसेल तर आमच्यावर तें टाका.
- (iii) जाहिरातीप्रमाणे ते आजच अर्ज टाकणार आहेत.

Group B.

- (i) 'नाहीतर मला शाळेतून काढून टाकतील, एवढंच ना ?'
- (ii) तुम्हास तें काम जमत नसेल तर आम्ही तें करून टाक्यास तयार आहोत.
- (iii) जाहिरातीप्रमाणे ते आजच्या आजच अर्ज लिहून टाकतील.

The teacher will elicit from the class through questions the following points:

- (i) The underlined verbal forms in Group A are finite and independent verbs, indicating the action of 'throwing.'

(ii) The underlined verbal forms in Group B are the verbcompounds wherein the first member is the absolute form ending in न and it is thus the nonfinite and major or principal verbal form, while the ^{second}~~second~~ member is the ^{finite}~~second~~ but the auxiliary verbal form. In such verbcompounds, only the first member indicates the action and not the second member.

(iii) In Group B, the auxiliary forms help complete the meaning of the principal verbal form i.e. the absolute form and moreover, ~~the~~ it modifies the total meaning of the verbcompound by adding some semantic shades or senses:

A₁ Announcement of the topic:

We shall learn today the semantic shades or senses of the auxiliary टाकणे in verbcompounds of Marathi.

B. Presentation:

B₁ The teacher will present to the class a set of some illustrations of verbcompounds, written on the roll-up B.B. A duplicated copy will be supplied to each pupil. He will ask the class to read them silently and carefully and underline the verbcompounds;

(1) शिक्षकाने विद्यार्थ्यांना विखासांत घेऊन तसे स्पष्ट सांगून टाकावे, असं माझं मत आहे.

II - 44.

(2) आम्ही इन्कमटॅक्सचं देरवीत आजपर्यंत असंच आपआपसांत मिटवून रावीत होतो.

XI - 101.

- (3) त्या पत्राच्या शेवट ते जाळून टाकावे असे लिहिले आहे.

XXI - 29.

- (4) रुक्मिणी — बाबा, आपण इतके श्रेष्ठ आहांत की, आपलें पुढ्य मजसारख्या तारवों पतितांचीं पातकें सहज धुऊन टाकीत! IX-74.

B₂. The teacher will discuss the illustrations given in B₁, one by one, by asking the class the questions given below with reference to the illustration No. 1:

- (1) Which verbcompound do you find in this illustration?
- (2) Which is the second member in the verbcompound?
- (3) What does it indicate? OR Recognise the form fully.
- (4) What is the meaning of the first member of the verbcompound?
- (5) Why does the author use सांगून टाकावं and not simply सांगावं in the illustration? OR
- (5) What is the difference between the implications of saying सांगावं and सांगून टाकावं?
- (6) What is the total meaning of the verbcompound?
- (7) What would happen if someone uses the expression सांगावं instead of सांगून टाकावं in speech or in writing?
- (8) Why do speakers of Marathi use टाकावं as an auxiliary verbal form, although the literal meaning of this form is not intended?

- (9) What are the general senses brought out by the auxiliary form?
- (10) What are the specific senses explicated by the auxiliary form?
- (11) In what respect does the auxiliary form help in fixing the function?

(During the course of the stage, it might become necessary to use some additional illustrations, or put some partially suggestive questions so as to lead the class to comprehend the semantic peculiarity. This will be achieved through the help of gesticulation or dramatization on the part of the teacher.)

During the discussion, the teacher will record the general and specific senses of each of the illustrations of verbcompounds as given below:

I GENERAL SEMANTIC SHADES IN THE ILLUSTRATIONS:

Ease, convenience as a mode of expression, effectiveness in expression, conventional sense resulting from naturalness, a long standing usage, certainty etc., conviction or confirmation in relation to the activity concerned.

II SPECIFIC SEMANTIC SHADES IN THE ILLUSTRATIONS:

Illustration 1: The sense of forcefulness signifying the necessity of the action or fact, the sense of forcefulness leading to achieving relief by carrying out one's responsibility.

Illustration 2: The sense of forcefulness expressing the cooperation and good understanding among persons concerned,

the sense of danger of probable discord leading to quick and amicable disapproval of matters concerned and thereby creating a favourable situation.

Illustration 3: The sense of confidence, the forcefulness in order to avoid the criticism from others and to quicken the action, described in the illustration without any unusual delay.

Illustration 4: The sense of forcefulness expressing the adverbative sense of the word " off " and leading to the possibility of the great act.

The teacher will elicit the significance of the addition of the words स्पष्ट and सहज in the illustrations 1 and 4 indicating the pleonastic tendency which further strengthens the sense explicated by the auxiliary verbal forms.

C. Recapitulation:

In order to test the matter taught, the teacher will present the following illustrations:

(1) आपणाता आतां लगू कर्तव्य नाही असं त्यांनी जाहीर करून टाकलं.

XXII - 16.

(2) खेड्यापाड्यांत मधले भाग कापून टाकलेले चित्रपट दाखविलात ना ?

VI - 48.

(3) बहुतेक मोठमोठ्या लेखकांना अशी दिपवून टाकणारी तत्त्वमौक्तिके उधळण्याची संवय आहे.

I - 98.

D. Home Assignment:

The teacher will ask pupils to write down from their Marathi text-book at least five illustrations in which the auxiliary राकणे is used and also to record the general and specific semantic shades in each of the illustrations at home.

PLAN OF BLACKBOARD WORKClass X M.B.

Date:

Topic:

Illustrations of

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General senses:

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Verbcompounds:

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7. A LESSON PLAN ON THE TEACHING OF THE AUXILIARY राकणे IN VERBCOMPOUNDS:

Teacher: Shri P.K. Dongre

Date: 12th July 1968

School: J.M. Junior High School,
Baroda.

Time: 1 Hour.

Class: X A.

(The time may not be
the same with every
class.)

OBJECTIVES:

(i) To enable pupils to learn and differentiate the treatment of verbs, used as the principal and the auxiliary.

(ii) To make them understand the semantic shades or senses of verbcompounds, on account of the presence of the second member ठेवणे acting as an auxiliary.

Teaching aids: Roll-up B.Bs.

A. INTRODUCTION:

The teacher will motivate the class by presenting two groups of illustrations, indicating the use of ठेवणे in one case acting as a principal verb and in other case acting as an auxiliary verb. The illustrations will be presented on the roll-up B.B. as shown hereunder:

Group AGroup B

(i) भाणसें कित्येक वेळां कांहीं
गोष्टी स्पष्टपणे व्यक्त न करतां,
मनांतच ठेवतात.

(i) भाणसें कित्येक वेळां कांहीं
गोष्टी स्पष्टपणे व्यक्त न करतां,
मनांतच उचवून ठेवतात.

(ii) कांहीं शिक्षक वर्गमध्ये
शिकवतांना कित्येक महत्वाचे
मुद्दे आपल्यापाशींच ठेवतात.

(ii) कांहीं शिक्षक वर्गमध्ये
शिकवतांना कित्येक महत्वाचे
मुद्दे चोरून ठेवतात.

(iii) त्यानें आपला कोट खुंटीला
ठेवला.

(iii) त्यानें आपला कोट खुंटीला
उटकावून ठेवला.

The teacher will elicit from the class through questions the following points:

(i) The underlined verbal forms in Group A are finite

and independent verbs, indicating the action of " keeping."

(ii) The underlined forms in Group B are the verb-compounds wherein the first member is the absolute form ending in ऊन and it is thus the nonfinite and major or principal verbal form, while the second member is the finite but the auxiliary verbal form. In such verbcompounds, only the first member indicates the action and not the second member.

(iii) In Group B, the auxiliary forms help complete the meaning of the principal verbal form i.e. the absolute form and moreover, it modifies the total meaning of the verbcompound by adding some semantic shades or senses.

A₁ Announcement of the topic:

We shall learn today the semantic shades or senses of the auxiliary ठेवणे in verbcompounds in Marathi.

B. Presentation:

B₁ The teacher will present to the class a set of illustrations of verbcompounds written on the roll-up B.B. A duplicated copy will be supplied to each pupil. He will ask the class to read them silently and carefully and underline the verbcompounds:

(1) माझ्या सांप्रदायाच्या शक्तीचें मूळ संजीवनी निया
मी माझ्या हृदयांत कृपणाप्रमाणे कोडून ठेवणार.

VIII - 66

(2) काळांतरानं माणूस वाईट, चासदायक तेवढं
विसरून जातो, आणि चांगलं, सुखकारक तेवढं प्रोव्हा
प्रेमानं आपल्या स्मृतिकोशांत जपून ठेवतो.

II - 103.

- (3) चहा, नाशला चालू असतांना मीनालाईचें लक्ष
टेबलावर एका बाजूला झांकून ठेवलेल्या
केककडे गेलें.

XXII - 51.

- (4) कचेरींत अंकान्या प्रती काय लोणच्यासारख्या
वरणींत भरून ठेवतो होय आम्ही ?

XI - 5.

B₂ The teacher will discuss the illustrations given
in B₁, one by one, by asking the class the questions given
below with reference to the illustration No. 1:

- (1) Which verbcompound do you find in this illustration?
- (2) Which is the second member in the verbcompound?
- (3) What does it indicate? OR Recognise the form fully.
- (4) What is the meaning of the first member of the
verbcompound?
- (5) Why does the author use कोडून ठेवणार and not
simply कोडणार in the illustration?

OR

- (5) What is the difference between the implications
of saying कोडणार and कोडून ठेवणार ?
- (6) What is the total meaning of the verbcompound?
- (7) What would happen if someone uses the expression
कोडणार instead of कोडून ठेवणार in
speech or in writing?
- (8) Why do speakers of Marathi use ठेवणार as an
auxiliary verbal form, although the literal meaning
of this form is not intended?

- (9) What are the general senses brought out by the auxiliary form?
- (10) What are the specific senses explicated by the auxiliary form?
- (11) In what respect does the auxiliary form help in fixing the function?

(During the course of the stage, it might become necessary ^{to use} some additional illustrations, or put some partially suggestive questions so as to lead the class to comprehend the semantic peculiarity. This will be achieved through the help of gesticulation or dramatization on the part of the teacher.)

During the discussion, the teacher will record the general and specific senses of each of the illustrations of verb-compounds as given below:

I General semantic shades in the illustrations:

Ease, convenience as a mode of expression, effectiveness in expression, conventional sense resulting from a long standing usage, the sense of purposiveness, conviction or confirmation in relation to the activity concerned.

II Specific semantic shades in the illustrations:

Illustration 1: The sense of simile and the sense of purposiveness leading to taking care for future unknown difficulties.

Illustration 2: The adverbative sense of carefulness and the sense of purposiveness leading to the achievement of mental satisfaction from certain memories treasured permanently

in one's bosom.

Illustration 3: The sense of purposiveness leading to hiding one's ignorance about the convention of cutting the cake in a systematic manner and the adverbative sense of the words -- carefulness and deliberateness in relation to the activity concerned.

Illustration 4: The sense of simile by comparing कचेरी with वरणी and प्रती with लोणचे and implying thereby the ridiculous nature of the enquiry, the sense of carefulness in storing the copies of the newspaper and the sense of purposiveness through negation, leading to the nonavailability of the material in spite of great demand.

C. RECAPITULATION:

In order to test the matter taught the teacher will present the following illustrations:

(1) कीचक — कौरवेष्वराने माझ्या पायातील
चढावावर 'भीम' अशी अक्षरे
लिहून ठेविली आहेत.

VII - 11

(2) किली विलक्षण गोष्टी टिपून ठेवल्या होत्या
त्याने.

XIII - 68.

(3) शिष्य — पण तुला सांगून ठेवतो
हा कच लवकर सिंगणार !

VIII - 58.

D. HOME ASSIGNMENT:

The teacher will ask pupils to write down from their Marathi text book at least five illustrations of verbcompounds in which the auxiliary येणे is used and also to record the general and specific semantic shades in each of the illustrations at home.

-PLAN OF BLACKBOARD WORK

<u>Class: X A</u>		<u>Date:</u>
<u>Topic:</u>		
<u>Illustrations of</u>	:	<u>General senses:</u>
<u>verbcompounds:</u>	:	
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	:	<u>Specific senses:</u>
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	:	<u>Illustration 1:</u>
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	:	<u>Illustration 2:</u>
	:	
	:	<u>Illustration 3:</u>
	:	
	:	<u>Illustration 4:</u>
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8. A LESSON PLAN ON THE TEACHING OF THE AUXILIARY येणे IN VERB-COMPOUNDS:Teacher: Shri P.K. DongreDate: 13th July 1968.School: J.M. Junior High School,Time: 1 Hour.Baroda.

(The time may not be the same with every class)-

Class: X A

OBJECTIVES:

(i) To enable pupils to learn and differentiate the treatment of verbs, used as the principal and the auxiliary.

(ii) To make them understand the semantic shades or senses of verb compounds, on account of the presence of the second member येणे acting as an auxiliary.

Teaching aids: Roll-up B.Bs.

A. Introduction:

The teacher will motivate the class by presenting two groups of illustrations, indicating the use of येणे in one case acting as a ^{principal} ~~auxiliary~~ verb and in other case acting as an auxiliary verb. The illustrations will be presented on the roll-up B.B. as shown hereunder:

GROUP-A

(i) रशिया पाकिस्तानला
शस्त्रास्त्रांची मदत करणार
आहे, ह्याप्रमाणे वर्तमानपत्रांत
वातमी काळच आली.

(ii) माझ्या अडचणीच्या
समयीं अरेबेर तोच
माझ्या मदतीस आला.

(iii) तुमच्याकडे स्वतःहून
येणाऱ्या लक्ष्मीचा तुम्ही
असा कां बरे अणे
करतां ?

GROUP - B

(i) रशिया पाकिस्तानला
शस्त्रास्त्रांची मदत करणार
आहे, ह्याप्रमाणे वर्तमानपत्रांत
वातमी काळच द्यापून आली.

(ii) माझ्या अडचणीच्या
समयीं अरेबेर तोच माझ्या
मदतीस धांवून आला.

(iii) तुमच्याकडे स्वतःहून
चाळून येणाऱ्या लक्ष्मीचा
तुम्ही असा कां बरे अणे
करतां ?

The teacher will elicit from the class through questions the following points:

(i) The underlined verbal forms in Group A are finite and independent verbs, indicating the action of "coming."

(ii) The underlined forms in Group B are the verb-compounds wherein the first member is the absolute form ending in ऊन and it is thus the nonfinite and major or principal verbal form, while the second member is the finite but the auxiliary verbal form. In such verbcompounds, only the first member indicates the action and not the second member.

(iii) In Group B the auxiliary forms help complete the meaning of the principal verbal form i.e. the absolute form and moreover it modifies the total meaning of the verbcompound by adding some semantic shades or senses.

A₁ Announcement of the topic:

We shall learn today the semantic shades or senses of the auxiliary येने in verbcompounds in Marathi.

B. Presentation:

B₁. The teacher will present to the class a set of illustrations of verbcompounds, written on the roll-up B.B. A duplicated copy will be supplied to each pupil. He will ask to read them silently and carefully and underline the verbcompounds:

(1) पोपर घुटले कीं निर्मळ आठवणींनीं आणि
कृतज्ञतेनें माझे अंतःकरण भरून येते.

- (2) विकल्पांचा त्याग झाला कीं विरक्ती
उचंबळून येते.

XXI - 16.

- (3) अद्दी हाडांची राख मिसळलेले ते घाणेरेडे
पेय आचार्य कसे पितील ? आचार्य जर खरोखर
प्याले, तर तो मी चमत्कारच समजेन !
असला चमत्कार खरोखर घडून येईल काय ?

VIII - 78.

- (4) ह्या अंकात माझ्यासंबंधीं त्यानं लिहिलं
होतं, असं मला दिसून आलं.

III - 34.

B₂. The teacher will discuss the illustrations given in B₁, one by one, by asking the class the questions given below with reference to the illustration No. 1:

- (1) Which verbcompound do you find in the verbcompound?
- (2) Which is the second member in the verbcompound?
- (3) What does it indicate? OR Recognise the form fully.
- (4) What is the meaning of the first member of the verbcompound?
- (5) Why does the author use भरून येते and not simply भरते in the illustration?

OR

- (5) What is the difference between the implications of saying भरते and भरून येते ?

- (6) What is the total meaning of the verbcompound?
- (7) What would happen if someone uses the expression भरते instead of भरून येते in speech or in writing?
- (8) Why do speakers of Marathi use येते as an auxiliary verbal form, although the literal meaning of this form is not intended?
- (9) What are the general senses brought out by the auxiliary form?
- (10) What are the specific senses explicated by the auxiliary form?
- (11) In what respect does the auxiliary form help in fixing the function?

(During the course of the stage, it might become necessary to use some additional illustrations, or put some partially suggestive questions so as to lead the class to comprehend the semantic peculiarity. This will be achieved through the help of gesticulation or dramatization on the part of the teacher.)

During the discussion, the teacher will record the general and specific senses of each of the illustrations of verbcompounds as given below:

I. General semantic shades in the illustrations:

Ease, convenience as a mode of expression, effectiveness in expression, conventional sense resulting from a long standing usage, the sense of clarity, conviction or confirmation in relation to the activity concerned.

II Specific semantic shades in the illustrations:

Illustration 1: The sense of personal involvement, the sense of thoroughness and that of close mental contiguity between two things.

Illustration 2: The sense of conviction pointing out the universal statement or truth.

Illustration 3: The sense of affirmative conviction depending on the condition mentioned in the first part of the illustration.

Illustration 4: The sense of personal involvement and the conventional sense for the explicit understanding.

The teacher will elicit the significance of the addition of the word स्वरोस्वर in illustration 3 indicating the pleonastic tendency which further strengthens the sense explicated by the auxiliary.

C. Recapitulation:

In order to test the matter taught, the teacher will present the following illustrations:

- (1) श्रीच्या मनांत रात्रीं येऊन गेलेले हे सर्व विचार घावेळीं पुन्हां उसळून आले.

XIII - 188.

- (2) तुझ्या जागीं नेमलेल्या त्या माणसाची किंमत काय आहे हे पुढे लवकरच कळून आले !

XIII - 156.

(3) पुढच्या महिन्यांत तीन कविता एका
भासिकांत छापून आलेली पाहिती.

XV - 85.

D. Home Assignment:

The teacher will ask pupils to write down from Marathi text-book at least five illustrations of verbcompounds in which the auxiliary येणे is used and also to record the general and specific semantic shades in each of the illustrations at home.

PLAN OF BLACKBOARD WORK

<u>Class: X A</u>		<u>Date:</u>
<u>Topic:</u>		
<u>Illustrations of</u> <u>Verbcompounds:</u>	:	<u>General Senses:</u>
	:	
	:	
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	:	
	:	
	:	
	:	<u>Specific senses:</u>
	:	<u>Illustration 1:</u>
	:	<u>Illustration 2:</u>
	:	<u>Illustration 3:</u>
	:	<u>Illustration 4:</u>

9. A LESSON PLAN ON THE TEACHING OF THE AUXILIARY बसणे IN VERBCOMPOUNDS:

Teacher: Shri P.K. Dongre

Date: 15th July 1968

School: H.J. Parikh Model High School, Baroda.

Time: 1 Hour

Class: X M.A.

(The time may not be the same with every class.)

OBJECTIVES:

(i) To enable pupils to learn and differentiate the treatment of verbs, used as the principal and the auxiliary.

(ii) To make them understand the semantic shades or senses of verbcompounds, on account of the presence of the second member बसणे acting as an auxiliary.

Teaching aids: Roll-up B. Bs.

A. Introduction:

The teacher will motivate the class by presenting two groups of illustrations, indicating the use of बसणे in one case acting as a principal verb and in other case acting as an auxiliary verb. The illustrations will be presented on the roll-up B.B. as shown hereunder:

GROUP-A

(i) गुंदराच्या शिकारीसाठी
मांजर गुपचुप एके
ठिकाणीं बसते.

GROUP-B

(i) गुंदराच्या शिकारीसाठी
मांजर गुपचुप एके
ठिकाणीं लपून बसते.

GROUP - A

(ii) तुम्ही मदत करतां, असें
लोकांस कळलें म्हणजे
गरजू लोक तुमच्या घरी
लासन्तास बसतील.

(iii) मी येण्याच्या आधी
घरांत मुलें आनंदानें
पत्ते खेळत बसलीं
होतीं.

GROUP - B

(ii) तुम्ही मदत करतां, असें
लोकांस कळलें म्हणजे गरजू
लोक तुमच्या घरी लासन्-
तास धरणें धरून बसतील.

(iii) मी घरांत येतांच
भीतीनें मुलें कुठें
दडून बसलीं तें मला
कळलेंच नाही.

The teacher will elicit from the class through questions the following points:

(i) The underlined verbal forms in Group A are finite and independent verbs, indicating the action of 'sitting.'

(ii) The underlined forms in Group B are the verb-compounds wherein the first member is the absolute form ending in ऊन and it is thus the nonfinite and major or principal verbal form, while the second member is the finite but the auxiliary verbal form. In such verbcompounds, only the first member indicates the action and not the second member.

(iii) In Group B, the auxiliary forms help complete the meaning of the principal verbal form i.e. the absolute form and moreover, it modifies the total meaning of the verbcompound by adding some semantific shades or senses.

A₁. Announcement of the topic:

We shall learn today the semantic shades or senses of

the auxiliary वसणे in verbcompounds in Marathi.

B. Presentation:

B₁. The teacher will present to the class a set of some illustrations of verbcompounds, written on the roll-up B.B. A duplicated copy will be supplied to each pupil. He will ask the class to read them silently and carefully and underline the verbcompounds:

(1) ----- तों तों वृत्त, कल्पना, भावना याप्रमाणें
तोहि (भुंगा) काव्याचा एक आवश्यक घटक
होऊन बसला.

VI - 179.

(2) शिकारी कुत्रे दृष्टीस पडले म्हणजे पारधी
मागोमाग येत आहे असें समजून भ्यालेले
ससे तेव्हांच दडून बसतात.

VII - 57.

(3) पहिल्या तासाला मी त्या लघुकथांची
भरतीच स्तुती करून बसलो होतो !

II - 44.

(4) मधाचा एकच थेंब चारवण्याकरितां माशी
गेली तरी मधातान्च चिकटून बसते.

XIV - 136.

B₂. The teacher will discuss the illustrations given B₁, one by one, by asking the class the questions given below with reference to the illustration No. 1:

(1) Which verbcompound do you find in this illustration?

- (2) Which is the second member in the verbcompound?
- (3) What does it indicate? OR Recognise the form fully.
- (4) What is the meaning of the first member of the verbcompound?
- (5) Why does the author use होऊन बसला and not simply झाला in the illustration?

OR

- (5) What is the difference between the implications of saying झाला and होऊन बसला ?
- (6) What is the total meaning of the verbcompound?
- (7) What would happen if someone uses the expression झाला instead of होऊन बसला in speech or in writing?
- (8) Why do speakers of Marathi use बसला as an auxiliary verbal form, although the literal meaning of this form is not intended?
- (9) What are the general senses brought out by the auxiliary form?
- (10) What are the specific senses explicated by the auxiliary form?
- (11) In what respect does the auxiliary form help in fixing the function?

(During the course of the stage, it might become necessary to use some additional illustrations, or put some partially suggestive questions so as to lead the class to comprehend the semantic peculiarity. This will be achieved through the help of gesticulation or dramatization on the part of the teacher.)

During the discussion, the teacher will record the general and specific senses of each of the illustrations of verb-compounds as given below:

I General semantic shades in the illustrations:

Ease, convenience as a mode of expression, effectiveness in expression, conventional sense resulting from a long standing usage, sometimes conviction or confirmation pointing out completeness or continuation of an activity.

II Specific semantic shades in the illustrations:

Illustration 1: The sense of confidence, the sense of continuity in occupying a place of importance in the domain of poetry.

Illustration 2: The sense of fear and loss of life on the part of hares, the sense of natural reaction reflecting the working of instinct of selfpreservation.

Illustration 3: The adverbative sense showing excessiveness, the sense of repentance, loss of correct assessment of things, the sense of the disapproval of the action the result of which is meant only for the speaker himself.

Illustration 4: The sense of close physicomental continuity of the subject, the sense of confidence. (The verbcompound has also a sense of syntactic aspect.)

The teacher will elicit the significance of the addition of the word तेहंच in illustration indicating the pleonastic tendency which further strengthens the sense explicated by the auxiliary.

C. Recapitulation:

In order to test the matter taught, the teacher will present the following illustrations:

(1) --- मग तो अनुभव स्मृतींच्या कोठारांत जाऊन बसलो.

XXI - 24

(2) हे स्वप्न मनाशीं रंगवितांना ते चीनच्या अण्वस्त्रांचेर नजर देऊन बसले आहेत.

XX - 2

(3) कचदेवाला जिवंत करा म्हणून हट्ट धरून बसण्याकरितां मी हे पाय धरले नाहीत.

VIII - 65

D. Home assignment:

The teacher will ask pupils to write down from their Marathi text-book at least five illustrations of verbcompounds in which the auxiliary बसणे is used and also to record the general and specific semantic shades in each of the illustrations at home.

PLAN OF BLACKBOARD WORK

<u>Class: X M.A.</u>		<u>Date:</u>
<u>Topic:</u>		
<u>Illustrations of</u>	:	<u>General senses:</u>
<u>Verbcompounds:</u>	:	
	:	
	:	
	:	

- : Specific senses:
 - : Illustration 1:
 - : Illustration 2:
 - : Illustration 3:
 - : Illustration 4:
 - :
-

10. A LESSON PLAN ON THE TEACHING OF THE AUXILIARY राहणे IN
VERBCOMPOUNDS:

Teacher: Shri P.K. Dongre

Date: 16th July 1968

School: H.J. Parikh Model High
School, Baroda.

Time: 1 Hour

Class: X M.A.

(The time may not
be the same with
every class.)

OBJECTIVES:

(i) To enable pupils to learn and differentiate the treatment of verbs, used as the principal and the auxiliary.

(ii) To make them understand the semantic shades or senses of verbcompounds, on account of the presence of the second member राहणे acting as an auxiliary.

Teaching aids: Roll-up B.Bs.

A. Introduction:

The teacher will motivate the class by presenting two groups of illustrations, indicating the use of राहणे in one

case acting as a principal verb and in other case acting as an auxiliary verb. The illustrations will be presented on the roll-up B.B. as shown hereunder:

GROUP A

(i) तो टेबलाजवळ
बराच वेळ स्वस्थ राहिला.

(ii) आम्ही मलयपर्वतावर
कित्येक महिने राहू.

(iii) नाइलाजाने त्यांना
ह्या बाबतीत गप्प
राहावे लागेल.

GROUP B

(i) तो टेबलाजवळ बराच
वेळ स्वस्थ बसून राहिला.

(ii) आम्ही मलयपर्वतावर
कित्येक महिने वास्तव्य करून
राहणार आहोत.

(iii) नाइलाजाने त्यांना ह्या
बाबतीत मौन धरून
राहावे लागेल.

The teacher will elicit from the class through questions the following points:

(i) The underlined verbal forms in Group A are finite and independent verbs, indicating the action of "remaining."

(ii) The underlined forms in Group B are verbcompounds wherein the first member is the absolute form ending in ऊन and it is thus the nonfinite and major or principal verbal form, while the second member is the finite but the auxiliary verbal form. In such verbcompounds, only the first member indicates the

action and not the second member.

(iii) In Group B, the auxiliary forms help complete the meaning of the principal verbal form i.e. the absolute form and moreover, it modifies the total meaning of the verbcompound by adding some semantic shades or senses.

A₁ Announcement of the topic:

We shall learn today the semantic shades or senses of the auxiliary राहणे in verbcompounds in Marathi.

B. Presentation:

B₁. The teacher will present to the class a set of some illustrations of verbcompounds, written on the roll-up B.B. A duplicated copy will be supplied to each pupil. He will ask the class to read them silently and carefully and underline the verbcompounds:

(1) मौलकरीण बिलकरीण असेल म्हणून मी
डोळे मिटून पडून राहिलो.

V - 209.

(2) सौमित्रा, जन्मत्यापासून मोक्षापर्यंत माझ्या
जीवाला चिकटून राहणारा तू माझा
मित्र आहेस.

X - 97.

(3) सर्वांचे डोळे त्या रम्य मूर्तीत खिळून राहतील
आणि मला दृष्ट लागायला कोणाला दृष्टिच
शिल्लक राहणार नाही.

IX - 28.

- (4) काम फार दिवस सुंनू राहितें म्हणून
महातारेबुनां साहेबाकडे तक्रार करव्याची
तंबी बगरामला देतात.

VI - 38.

B₂. The teacher will discuss the illustrations given in B₁, one by one, by asking the class the questions given below with reference to the illustration No. 1:

- (1) Which verbcompound do you find in this illustration?
- (2) Which is the second member in the verbcompound?
- (3) What does it indicate? OR Recognise the form fully.
- (4) What is the meaning of the first member of the verbcompound?
- (5) Why does the author use पडून राहितो and not simply पडतो in the illustration?

OR

- (5) What is the difference between the implications of saying पडतो and पडून राहितो?
- (6) What is the total meaning of the verbcompound?
- (7) What would happen if someone uses the expression पडतो instead of पडून राहितो in speech or in writing?
- (8) Why do speakers of Marathi use राहितो as an auxiliary verbal form, although the literal meaning of this form is not intended?
- (9) What are the general senses brought out by the auxiliary form?

- (10) What are the specific senses explicated by the auxiliary form?
- (11) In what respect does the auxiliary form help in fixing the function?

(During the course of the stage, it might become necessary to use some additional illustrations, or put some partially suggestive questions so as to lead the class to comprehend the semantic peculiarity. This will be achieved through the help of gesticulation or dramatization on the part of the teacher.)

During the discussion, the teacher will record the general and specific senses of each of the illustrations of verb-compounds as given below:

I. General semantic shades in the illustrations:

Ease, convenience as a mode of expression, effectiveness in expression, conventional sense resulting from a long standing usage, the continuance of the activity.

II. Specific semantic shades in the illustrations:

Illustration 1: The sense of regional peculiarity, the adverbative sense of the word 'deliberateness' in relation to the activity.

Illustration 2: The sense of confidence, the sense of permanence, the adverbative sense of the word - fast, the sense of close mental contiguity.

Illustration 3: The sense of conviction i.e. definiteness in the situation concerned, the sense of confidence, the sense of physicomental involvement in experiencing some indescribable

pleasure.

Illustration 4: The sense of confidence and that of disapproval of work which has been long overdue.

C. Recapitulation:

In order to test the matter taught, the teacher will present the following illustrations:

- (1) निसर्ग भविष्याकडे धांवत असतो आणि
मनुष्य मात्र भूतकाळांत गुंतून राहतो.

XIII - 27.

- (2) पुढ्या महिना “दिग्दर्शक आपल्या कॅरेक्टरचा
स्टडी करून त्यांना द्यावयाचे “वेअरिंग”
ठरवीत आहेत.” ह्या ऐकिव बातमीवर तो
विसंबून राहतो. दिवसावर दिवस जात
असतात. नाटककाराचे औत्सुक्य वाढत असते.

XV - 14.

- (3) वत्सलाबारी आरामखुर्चीशीच कितीतरी
वेळ बेंड्यासारख्या बसून राहिल्या.

XXII -54

D. Home assignment:

The teacher will ask pupils to write down from their Marathi text-book at least five illustrations of verbcompounds in which the auxiliary राहणे is used and also to record the

general and specific semantic shades in each of the illustrations at home.

PLAN OF BLACKBOARD WORK

Class: X M.A.

Date:

Topic:

Illustrations of

Verbcompounds:

General senses:

Specific senses:

Illustration 1:

Illustration 2:

Illustration 3:

Illustration 4:

11. A LESSON PLAN ON THE TEACHING OF THE AUXILIARY पाहणे IN VERBCOMPOUNDS:

Teacher: Shri P.K. Dongre

Date: 17th July 1968.

School: Maharani High School
for Girls, Baroda.

Time: 1 Hour

Class: X M.

(The time may not be
the same with every
class.)

OBJECTIVES:

(i) To enable pupils to learn and differentiate the treatment of verbs, used as the principal and the auxiliary.

(ii) To make them understand the semantic shades or senses of verb compounds, on account of the presence of the second member पाहणें acting as an auxiliary.

Teaching aids: Roll-up B.Bs.

A. Introduction:

The teacher will motivate the class by presenting two groups of illustrations, indicating the use of पाहणें in one case acting as a principal verb and in other case acting as an auxiliary verb. The illustrations will be presented on the roll-up B.B. as shown hereunder:

GROUP A

- (i) दी ग्रेट रॉयल सरकार
तुं पाहिलीस की ?
- (ii) तुम्हास जें उदाहरण
सुटत नसेल, तें माझ्याकडे
घेऊन येत जा, मी तें पाहीन.
- (iii) कोणीतरी आपल्या
ओखरीचीं माणूस आहे,
अशा संशयानें तो
पाहतो.

GROUP B

- (i) दी ग्रेट रॉयल सरकार
तुं अवश्य बघून पहा.
- (ii) तुम्हास जें उदाहरण सुटत
नसेल, तें माझ्याकडे घेऊन
येत जा, मी तें करून पाहीन.
- (iii) कोणीतरी आपल्या
ओखरीचीं माणूस आहे,
अशा संशयानें बारंवार
तो निरखून पाहतो.

The teacher will elicit from the class through questions the following points:

- (i) The underlined verbal forms in Group A are finite

and independent verbs, indicating the action of 'seeing or looking'.

(ii) The underlined forms in Group B are the verb-compounds wherein the first member is the absolute form ending in ऊन and it is thus the nonfinite and major or principal verbal form, while the second member is the finite but the auxiliary verbal form. In such verbcompounds, only the first member indicates the action and not the second member.

(iii) In Group B, the auxiliary forms help complete the meaning of the principal verbal form i.e. the absolute form and moreover it modifies the total meaning of the verbcompound by adding some semantic shades or senses.

A₁. Announcement of the topic:

We shall learn today the semantic shades or senses of the auxiliary पाहणे in verbcompounds in Marathi.

B. Presentation:

The teacher will present to the class a set of some illustrations of verbcompounds, written on the roll-up B.B. A duplicated copy will be supplied to each pupil. He will ask the class to read them silently and carefully and underline the verb-compounds:

(1) मी उबकरच उबू करीन नि जन्मांत परस्त्रीकडे
दुकून पाहणार नाही.

V - 96.

(2) शेवरीं त्याने सांगितलेली गोष्ट मी वाचून पाहिली,
आणि ती शबरोबरच टाकाऊ होती.

I - 14.

- (3) पहिल्या वर्गाच्या त्या सुरोभित उब्बाचिं सर्व अंतरंग
त्यांनीं मोठ्या अभिमानाने न्याहाळून पाहिले.

XIII - 11

- (4) तुझ्या सत्त्वपरीक्षेला उतरणारी कोणती वर्तमानपत्रं
जिवंत आहेत ते शोधून पाहजरा.

XI - 118

B₂. The teacher will discuss the illustrations given
in B₁, one by one, by asking the class the questions given below
with reference to the illustration No.1:

- (1) Which verbcompound do you find in the illustration?
- (2) Which is the second member in the verbcompound?
- (3) What does it indicate? OR Recognise the form fully.
- (4) What is the meaning of the first member of the
verbcompound?
- (5) Why does the author use ढुंकून पाहणार नाही and
not simply ढुकणार नाही in the illustra-
tion?

OR

- (5) What is the difference between the implications
of saying ढुकणार नाही and ढुंकून पाहणार नाही?
- (6) What is the total meaning of the verbcompound?
- (7) What would happen if someone uses the expression
ढुकणार नाही instead of ढुंकून पाहणार नाही
in speech or in writing?

- (8) Why do speakers of Marathi use पाहणार as an auxiliary verbal form, although the literal meaning of this form is not intended?
- (9) What are the major senses brought out by the auxiliary form?
- (10) What are the specific senses explicated by the auxiliary form?
- (11) In what respect does the auxiliary form help in fixing the function?

(During the course of the stage, it might become necessary to use some additional illustrations, or put some partially suggestive questions so as to lead the class to comprehend the semantic peculiarity. This will be achieved through the help of gesticulation or dramatization on the part of the teacher.)

During the discussion, the teacher will record the general and specific senses of each of the illustrations of verbcompounds as given below:

I General semantic shades in the illustrations:

Ease, convenience as a mode of expression, effectiveness, conventional sense resulting from a long standing usage, the sense of inquisitiveness involving efforts, examination or comparison.

II Specific semantic shades in the illustrations:

Illustration 1: The sense of purposiveness in maintaining moral and ethical propriety, the sense of personal involvement and mental belief through negation.

Illustration 2: The sense of perusal, evaluation and judgement in relation to the object concerned i.e. story.

Illustration 3: The sense of purposiveness and critique in relation to the activity.

Illustration 4: The sense of purposiveness indicating a careful search and experiment in relation to the activity, the sense of intensity i.e. thoroughness.

C. Recapitulation:

In order to test the matter taught the teacher will present the following illustrations:

- (1) भाझंच पाहाना. वाचीत, करीत किंवा लिहित माझ्या स्वीतींत असतां घरांतल्या कुणी माणसानें माझ्याकशीं बोललेलंच काय, पण माझ्या स्वीतींत डोकावून पाहिलेलंही मला मुळींच स्वपत्त नाही.

II - 20.

- (2) घर पाहावें बांधून आणि लग्न पाहावें करून, अशी एक जुनी म्हण आहे ना ? ती अगदीं अपुरी वारते मला.

VI - 95.

- (3) तरीं हे डिझाइन तुम्ही भरून पाहाच.

XXII - 52

D. Home assignment:

The teacher will ask pupils to write down from their Marathi text-books at least five illustrations of verbcompounds in which the auxiliary पाहणे is used and also to record the general and specific semantic shades in each of the illustrations at home.

PLAN OF BLACKBOARD WORKClass: X M.Date:Topic:Illustrations of: General senses:Verbcompounds:

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:

: Specific senses:

:

: Illustration 1:

:

: Illustration 2:

:

: Illustration 3:

:

: Illustration 4:

: