PASSIVIZATION IN ENGLISH AND HINDI

**A Thesis Submitted to the Department of English Education
University Campus, Kirtipur, KTM, Nepal In partial
Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

**Submitted by
Arbind Kumar Mahara**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2009**

PASSIVIZATION IN ENGLISH AND HINDI

A Thesis Submitted to the Department of English Education
University Campus, Kirtipur, KTM, Nepal In partial
Fulfillment for the Master's Degree in Education
(Specialization in English Education)

Submitted by
Arbind Kumar Mahara

Faculty of Education
Tribhuvan University
Kirtipur, KTM, Nepal

TU Reg. No: 9-1-13-197-98   **Date of Approval of the**

Second Year Examination   **Thesis Proposal: 2065-03-12**

Roll No: 280139/2063   **Date of Submission: 2066-04-04**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Arbind Kumar Mahara has prepared this thesis entitled **PASSIVIZATION IN ENGLISH AND HINDI** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2066-04-04

_____
Dr. Anju Giri
(Guide)
Reader
Department of English Education
University Campus, T.U.
Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Dr. Chandreshwar Mishra ……………………

Reader and Head   Chairperson

Department of English Education

TU, Kirtipur

Dr. Anju Giri (Guide) ……………………

Reader   Member

Department of English Education

TU, Kirtipur

Dr. Anjana Bhattrai ……………………

Reader   Member

Department of English Education

TU, Kirtipur

Date: 2066-04-10

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis Evaluation and Approval Committee.

Signature

Dr. Chandreshwar Mishra   ……………………

Reader and Head   Chairperson

Department of English Education

TU, Kirtipur

Dr. Jai Raj Awasthi   ……………………

Professor   Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

Dr. Anju Giri (Guide)   ……………………

Reader   Member

Department of English Education

TU, Kirtipur

Date: 2066-04-12

DEDICATION

To
My Parents
Mr. Mahendra Mahara
Mrs. Ramsunair Mahara
Who devoted their entire lives to make me what I am today.

DECLARATION

I here by declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degrees to any university.

Date: 2066-04-03   Arbind Kumar Mahara

ACKNOWLEDGEMENTS

ABSTRACT

The thesis Entitled **Passivization in English and Hindi** is an attempt to compare the passivization system between the English and Hindi languages and to suggest some pedagogical implications. The sample population consists of 90 Hindi speakers of Siraha district who have Hindi as a mother tongue. They were selected by random sampling procedure and the researcher had used only one type of research tool i.e. questionnaire to collect the data. After collecting data it was analyzed, interpreted and presented descriptively and comparatively with the help of tables, diagrams and illustrations. The overall study shows that the syntactic position of noun and pronoun as subject and object remain in tact in Hindi while changing active sentence into passive sentence whereas the syntactic position of noun and pronouns as subject and object are changed in English. This study shows that Hindi and English are similar in a few aspects but different in many aspects in the processes of passivization. There are two types of voice in the Hindi Language (Kartri Bachya and Aakartri Bachya). Aakirtri Bachya has classified into two types i.e. (Karma Bachya and Bhawa Bachya).

English has only two types of voices i.e. (Active and passive voice). This thesis contains four chapters. Chapter one deals with the introduction which contains general background, the linguistic situation in Nepal, the Hindi language, transformation, passivization, CA and literature review. It also includes the objectives and significance of the study. Chapter two consists of methodology adopted during the study with the tools and process of data. It includes the limitations of the study as well. Chapter three deals with the analysis and interpretation of the collected data. The collected data are analyzed and interpreted comparatively in detail and chapter four contains the summary of the findings and recommendations of the study.

CONTENTS

LIST OF SYMBOLS AND ABBREVIATIONS

ACC	Accusative Case
ACT	Active
AGR	Agreement
C	Consonant
CA	Contrastive Analysis
DAT	Dative Case
DO	Direct Object
e.g.	For example
et. al	And other people
F	Female
H	Honorific
H. H.	High Honorific
i.e.	That is to say
Ilit	Illiterate
IMPER	Imperative
IO	Indirect Object
Lit	Literate
M	Male
NH	Non Honorific
NP	Noun Phrase
OC	Objective Case
Pass	Passive
PERF	Perfective
PM	Passive marker
PP	Past Participle
PRES	Present
PRES	Progressive
TG	Transformational Grammar
V.D.C.	Village Development Committee
1	First Person
2	Second Person
3	Third Person
*	Asterisk (It indicates unacceptable form / expression)
&	Nasal Sound

CHAPTER ONE

INTRODUCTION

1.1 General Background

Generally, language is a means of communication through which people express their feelings, emotions, thoughts, and experiences while communicating with each other. Language is a social phenomenon which we use in the community to express our ideas and feelings. It helps us to establish the social relation in the society. It is very difficult to define language adequately because language by its nature is a complex phenomenon. Many linguists try to define the term 'language' but nobody could give the perfect definition of it. It doesn't mean that we cannot define it. Language is purely human and non-instinctive method of communication. It helps us to communicate ideas, emotions and desires by means of voluntarily produced symbols. Similarly, a language is a system of arbitrary vocal symbols by means of which a social group co-operates. Chomsky (1957), a great American linguist has defined the term 'language' as "language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements", (p.13).

Language is a system of conventional, spoken or written symbols by means of which human beings communicate. It is a very important mode of communication among the people. It is very difficult to think of society without language. It gives the shape and size to the people's thoughts, feelings, emotions and guides and controls their total activities. It has enabled the people to establish great civilization on the earth. It functions as the carrier of civilization and culture. The cultures, traditions, customs, literatures and arts are transmitted from one generation to another generation through language.

There are many languages in the world. Among them the English language is the most widely used means of communication. The English language is spoken all over the world. It is the world language and is used in every continent. At present, this language is taught in many countries such as China, Russia, Germany, Spain, Brazil, Nepal. Teaching English in Nepal was started for the first time at the Darbar High School in 1854. The rapid growth of English medium schools and their impact on society prove the importance of English in Nepal.

English is the most prestigious and the richest language in the world in terms of functions and vocabularies. Most of the books, articles, journals and newspapers in the world have been written in the English language. It is used in the field of business, media, science and technology, diplomacy, language teaching and medical study. It is a lingua franca. It has been used as a medium of instruction as well as the subject of teaching. It has been taught in Nepal as a foreign language. It has been prescribed in the curriculum of schools and colleges. It is taught and learnt as a compulsory subject from one class to graduate level. It is taught from nursery class in private School. Except Nepali and Sanskrit all subjects are taught in the English language in private schools in Nepal. It has occupied an important place even in the educational system of Nepal.

1.1.1 The linguistic Situation in Nepal

Nepal is a small and beautiful country and situated in the lap of the Himalayas. It is a multi-racial, multi-cultural and Multi-lingual country. Nepal has a rich linguistic and cultural heritage. Historically, we belong to rich language families. Even today linguists are discovering new languages in some remote places of the country and probably many more languages are still waiting to be discovered. It has been very fertile land for languages where more than 92 identified languages are spoken. The number of languages in Nepal may be

more than recorded in the census. These languages are categorized into four language families namely:

(I)   **The Indo- Aryan Family:** Indo –Aryan family is derived from Indo-European family of language. The languages spoken under Indo-Aryan family are greater in number rather than others. Most of the developed languages of the world like Sanskrit, Hindi and Nepali come under the Indo-Aryan family. It includes the following languages.

Nepali	Rajbansi	Kumal
Maithili	Danuwar	English
Bhojpuri	Bengali	Bote
Tharu	Marwari	Magahi
Awadhi	Bajjika	Churauti
Urdu	Majhe	
Darai	Hindi	

(Source: Gurung, 2003)

(II)   **The Tibeto-Burman Family:** Tibeto-Burman family is spoken in the high hilly and Himalaya regions. It is derived from the Sino-Tibetan language. It includes the following languages.

Tamang	Tibeton	Barum/ Baramu
Newar	Jirel	Koche
Magar	Yholmo	Kagate
Gurung	Dura	lhomi
Limbu	Meche	Toto
Sherpa	Pahari	Syang

Chepang	Lepcha
Sunuwar	Raji
Thami	Hayu
Bhujel / khawas	Byangshi
Thakali	Ghale
Chhantyal	Kaile
Chhante	Kaike
Raute	Kham

(Source: Gurung, 2003)

(III) The Austro- Asiatic Munda Family: There is only one language i.e. Satar/Santhali, spoken in Jhapa district of the Eastern part of Nepal

(Source: Yadav, 2003)

(IV) The Dravidian Family: There is only one language in this family i.e. Dhangar spoken around the Koshi River in the Eastern part of Nepal

(Source: Yadav, 2003)

1.1.2 The Hindi Language

Generally speaking, the term 'Hindi' has been originated from the place named 'Hind' which was a region of India, located on the bank of Sindhu river and the persons who lived in that region were called Hindus. They spoke the language which was called the Hindi language. This language belongs to Indo-Aryan language family. According to Hindi linguists there are two kinds of the Hindi languages. They are the western Hindi language which is spoken in the

western part of India and the Eastern Hindi language which is spoken in the eastern part. It was originated in a small region named Sindh in India, but now it is spoken all over India as well as in Sri Lanka, Pakistan, Nepal, Bhutan, America, England, Russ, Japan, Indonesia and Britain. It is widely used in teaching, media, film documentary, literature, newspaper, administration and parliament. Many books have been printed in Hindi. It functions as a lingua franca in India. There are more than 179 languages spoken in India. But among them it is used by most Indians. It is spoken by 42 % Indians. Of the languages spoken in India. 9.4 % people speak (Telungu), 7.43% people (Tamil), 7.57% people (Marathi), 7.3% (Bengali), 4.57 % (Gujarati), 3.69% (Malayam), 3.68% (udiya), 4.05% (Kanandha), 1.39% (Asmiya) and 42% (Hindi). Varma (1988, p.42) says that there are three eras of the development of the Hindi language. They are:

(a) **Ancient era (1000 AD.-1500 AD.)**: The Hindi language was originated in 1000 A.D. When it was originated; there were three states in the Hind region. But these three states were collapsed, so that it affected on the development of the Hindi language in ancient era.

(b) **Middle era (1500 AD.-1800AD.)**This is the 2nd era in which the Hindi language took the great speed to develop. It was the time of Mughal ruler. This age is called the golden age of the Hindi language development.

(c) **Modern era (1800 AD. - Present Time):** After the middle era the development of the Hindi language took the great speed in its development. People started using this language in science and technology.

Being a close neighbor, Nepal is also influenced by this language. In the past most of Nepalese went to Banaras to get further education. Some people went there to work. They learnt Hindi. Thus, this language entered in our country.

There are many people in Nepal who speak Hindi. Especially it is spoken at the southern boarder of Nepal. It is spoken in many districts of Nepal like Morang, Sunsari, Saptari, Siraha, Dhanusha, Jhapa, Rautahat and Sarlahi districts. There is also a separate faculty of Hindi in Tribhuvan University in our country. Muslim communities use this language mostly in Nepal too. They use it as a medium of instruction and teaching in Madarsa (School) which they call Urdu.

1.1.3 Transformation

Chomsky (1957, as cited in Yadav, 2001, p.81) has used the term 'transformation' in his linguistic theory 'Transformational Generative Grammar (TG)' which means transforming deep structure of a sentence into surface structure. Transformational Generative Grammar contains a finite number of transformational rules which generate (i.e. specify how to form interpret and pronounce) the infinite number of all and only grammatical sentences in the language. Transformation is a part of functional grammar. When transformational rules operate on a string, they perform the following functions:

(a) **Addition**

E.g. Rajesh is rich.

Rajesh is not rich

(b) **Deletion**

E.g. Raju does not speak English

Raju Speaks English

(c) Substitution

E.g. Tony and Mony are good friends.

They are good friends

(d) Permutation

E.g. He gave a pen to the boy

He gave the boy a pen

The construction of TG grammar comprises three levels of language i.e. phonology, syntax and semantic. Among them syntax is the grammar of the rules governing the way words are combined to form sentences in a language. Passivization is the part of syntax. It has been shown by the diagram given below:

```
                    ┌─────────────┐
                    │   Syntax    │
                    └──────┬──────┘
                           ↓
                    ┌──────────────┐
                    │Transformation│
                    └──────┬───────┘
                           ↓
   ┌───────────┬───────────┴───────────┬───────────┐
   ↓           ↓                        ↓           ↓
┌──────────┐ ┌──────────┐      ┌─────────────┐ ┌──────────┐
│Passivization│ │ Negation │     │ Interrogation│ │ Narration│
└──────────┘ └──────────┘      └─────────────┘ └──────────┘
```
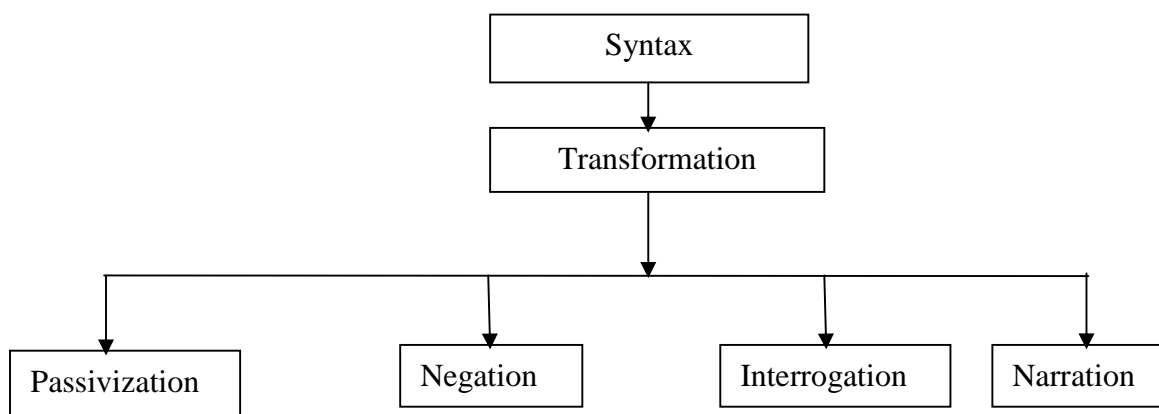
1.1.4 Passivization

The construction of grammar comprises three levels of language, namely phonology, syntax and semantics. Passivization lies in syntax. Syntax consists of transformation which has passivization, negation and interrogation. The word 'passivization' in English is derived from the term 'passive. The synonymy of passivization is the passive transformation. It is an item that is directly relevant to linguistics. Passivization, therefore, is a section of grammar and linguistic theory. It is really a process of changing an active sentence into a

passive one and vice-versa. It is a linguistic process that transforms the active sentence into passive where the subject of the sentence is most often the agent or doer of the action of the verb into the passive one where the receiver of action is placed at the subject position. Quirk et al. (1985, p.159) define, "Voice is a grammatical category which makes it possible to view the action of a sentence in either of two ways, without change in the fact reported". The process of passivization may differ from language to language. In this regard, English has two types of voice. They are:

Active voice: When the doer of the verb is the subject of a sentence, the verb is in the active voice.

For example,

Ram eats mangoes

Passive voice: When the object of the action of the verb is the subject of a sentence, the verb is in the passive voice.

For example,

Mangoes are eaten by Ram

In English, only four types of sentences can be changed into passive voice. Exclamatory sentences cannot be passivized in English. English sentences having transitive verbs have potentiality to be changed into passive. Examples are as follows:

(a) Assertive Sentence

Act: I love you

Pass: You are loved by me

(b) Interrogative Sentence

Act: Has he kicked the ball?

Pass: Has the ball been kicked by him?

Act: Where did he buy the ball?

Pass: Where was the ball bought by him?

(c) Imperative Sentence

Act: Kick the ball.

Pass: Let the ball be kicked.

(d) Optative Sentence

Act: May God protect our son!

Pass: May our son be protected.

The syntactic relationships between these two sets of sentences (i.e. active and passive) which are mentioned in the above numbers can be noted in the following rules.

a) Addition of be…en i.e. the auxiliary verb be + the passive past participle) in the passive sentences.

b) Inversion of nouns signifying the agent and object position in the sentence.

c) When pronominal agents occur, the case of the pronoun changes from subject to object.

d) Insertion of the preposition 'by' (but optional) before the agent in the passive form.

1.1.5 Rules of Passivization in English

The following rules of passivization of different types of sentences in English have been extracted from Celce –Marcia and Larsen-Freeman (1999), Hornby (1973), Thakur (1991), and Quirkand Greenbaum (1985).

1.1.5.1 Rules of Passivization of Assertive Sentence

A sentence that expresses a statement or assertion is called an assertive sentence. For example;

Act: Tony plays football.

Pass: They will eat mangoes.

1.1.5.1.1 Subject – Object Inversion

The syntactic position of both the subject and object of the active sentence are inversed in passive. In other words 'the active subject becomes the passive agent and the active objective becomes the passive subject.'
(Source: Quirk and Greenbaum, 1985, P.159)

> **(i)   Noun Inversion**
>
> If the subject and object are nouns in active sentence, they remain in the same forms when they are inversed in passive.
>
> | Active | Passive |
> | --- | --- |
> | **The dog** chased *the cat*. | *The cat* was chased by **the dog**. |
> | **They** teach *the students*. | *The students* are taught by **them** |
>
> **(ii)   Pronoun Inversion**
>
> If the subject and object in active sentence are pronominal forms (personal pronoun), the forms of those pronouns are changed from 1st form (nominative case) into 2nd (objective case) and vice versa in passive sentence. All personal pronouns in English with their subjective case and objective case are shown in the following table:

Table No. 2

Pronoun Inversion

1st Form(Nominative Case)	2nd Form (Objective Case)
I	me
We	us
You	you
He	him
She	her
They	Them

Act *Pass*

I eat mangoes. Mangoes are eaten by *me*.

We eat mangoes. Mangoes are eaten by *us*.

You eat mangoes. Mangoes are eaten by *you*.

He eats mangoes. Mangoes are eaten by *him*.

She eats mangoes. Mangoes are eaten by *her*.

They eat mangoes. Mangoes are eaten by *them*.

1.1.5.1.2 Sentence with Single Objects

If the active sentence has only one object (i.e. Direct Object) the agreement of verb takes place according to the number of the subject of the passive sentence. After the grammatical function of subject, object is changed in passive construction. For example:

Act: *The cat* chased the rats. Pass: The rats *were* chased by *the cat*.

1.1.5.1.3 Sentence with Double Objects

If the active sentence has two objects (i.e. IO and DO) any one of the two objects can be the subjects of the passive sentence.

For example:

Act: Raju give me a pen.

(Pass-1)   I was given a pen by Raju.

(Pass-2)   A pen was given to me by Raju.

Note: - However, Pass-1 is more common than Pass-2.

1.1.5.1.4 Subject Deletion (or Deletion of by –agent)

The subject of the active sentence is not mentioned in the passive construction in the following contexts:

(i)   If subject is obvious or it is redundant or easy to supply. For example:

Act: The farmers grow rice.   Pass: Rice is grown.

Act: The Police caught thieves.   Pass: Thieves were caught.

Note: - The subjects like 'the farmers' and 'the police' are more obvious or easy to supply.

(ii)   If the subject is irreverent or unknown especially.

For example:

Act: Somebody ate my food.   Pass: My food was eaten.

Act: They wrote a letter.   Pass: A letter was written.

(Source: Celce-Murcia and Larsen-Freeman,1999, P.353)

1.1.5.1.5 Agented Passive

The subject of the active sentence is mentioned in the passive in the following situations:

(i) When the agent is new information :

For example;

While Jill was walking down the street her purse was snatched by *a young man.*

(Source: Celce-Murcia and Larsen-Freeman, 1999, P.353)

(ii) When the agent is non –human. (i.e. we expect agents to be human): For example;

The lights and appliances in the Albertson household are switched on off daily by *this electrical device*

(Source: Celce-Murcia and Larsen-Freeman, 1999, P.353)

(iii) If the agent is a well known personage, it should be included as propositional information: For example:

The Mona Lisa was painted by *da Vinci.*

(Source: Celce-Murcia and Larsen-Freeman, 1999, P.353)

1.1.5.1.6 Insertion and Deletion of 'by' in passive

(i) 'By' Insertion

The preposition *by* is inserted before the passive agent while changing the active sentence into passive.

For example:

Act: Devkota composed this poem

Pass: This poem was composed *by* Devkota.

(ii) 'By' Deletion

Some subjects are deleted in the passive sentence, the *by is* not inserted in those situations.

For example:

Act: somebody invited you to tea.   Pass: You were invited to tea.

1.1.5.1.7 Other prepositions instead of 'by'

If the verbs express 'states' rather than 'action' done by the subject, other prepositions like *to, at , with , in* are used in passive sentences instead of *by*.

Act: The news pleased me.   Pass: I was pleased with the news.

Act: The result surprised me.   Pass: I was surprised at the result.

Act: They knew you.   Pass: You were known to them.

Act: This story interested me. Pass: I was interested in this story.

1.1.5.1.8 The Passive with Different tenses and Aspects

The Passive with different tenses and aspects of active sentences are given in the following example:

   (i) Present Tense

(a) With simple present :

Act: Tony helps me.   Pass: I am helped by Tony.

(b) With present progressive:

Act: Tony is helping me.   Pass: I am being helped by Tony.

(C)With present perfect:

Act: Tony has helped me. Pass: I have been helped by Tony.

(d)With present perfect progressive:

Act: Tony has been helping me. Pass: No passive form.

(ii) Past Tense

(a)With Simple Past:

Act: Tony helped Raj.   Pass: Raj was helped by Tony.

(b)With Past progressive

Act: Tony was helping Raj.   Pass: Raj was being helped by Tony.

(c) With past perfect:

Act: Tony had helped Raj.   Pass: Raj had been helped by Tony

(d) With past perfect progressive:

Act: Tony had been helping Raj.   Pass: No passive form

1.1.5.1.9 Sentences with Modal Auxiliaries

Modals are formally the tenseless auxiliaries that take no subject –verb agreement and no infinitive *to* before the verb. They no longer inflect for tense and number.

Model verb can also be passivized in accordance with the following ways:

(i)   'Be' with Modals

The verb 'be' is inserted after the model in the passive construction. The following rule can be used to passivize the sentences with modals.

Model +v1 → Model +be +v-ed/en

For example:

Act: Tony can /…write a letter.

Pass: A letter can /…be written by Ram.

(ii)   'Been' with Modals

The active sentence with the modal can be changed into the passive by using the following rules:

Modal + have + v-ed/en → Modal +have +been+ v-ed/en

Act: Tony will have written a letter.

Pass: A letter will have been written by Tony.

(iii)   'Be' with Modal +Have to

The active sentence with modal and *have to* can be changed into passive by using the following rules.

Modal +have to+v1 → Modal +have to + be+ v-ed/en

Act: Tony can have to write a latter.

Pass: A letter can have to be written by Tony.

(Source: Celce Murcia and Larsen-Freeman, 1999, P. 226)

1.1.5.1.10 Verb phrase with Preposition

The prepositional adverb or adverb particle in phrasal verbs remains intact with the main verb.

For example:

Act: Tony looks after goats.

Pass: Goats are looked after by Tony.

1.1.5.1.11 'Get' instead of 'Be'

The get-passive is quite common in informal conversational English and colloquial speech and to show the emotional involvement of the speaker. *Get* verb is included as an alternative to *be*. For example:

Act1: He got invited to the party.

Act2: He was invited to the party.

"The GET passive is more limited than 'be'. It can be used with verbs denoting actions and processes, not states"

For example:

  Act: The answer got known to all of us.

  Pass: The answer is known to all of us.

(Source: Celce Murcia and Larsen-Freeman, 1999, P. 226)

1.1.5.1.12 Verb phrase with only one construction

Certain transitive verbs are not likely to occur in the passive voice. These transitive verbs like *contain, hold, comprise, weigh, cost last, resemble, look*

like, equal, fit, suit, have, belong, are not occurred in passive voice when they are used statively.For example:

Act: Tony weighs 100kg.

Pass: *100kg is weighed by Tony.

Act: His mother resembled Amisha.

Pass: *Amisha is resembled by his mother

Act: He has a car.

Pass: *A car is had by him.

(Source: Celce Murcia and Larsen-Freeman, 1999, P. 227)

Likewise, some passive sentence has no active voice counterpart in English. For example

Act: *His mother bore Sarita in Kathmandu.

Pass: Sarita was born in Kathmandu.

1.1.5.1.13 Impersonal Passive

The italised clause (*It is said … …*) is called impersonal passive because it has impersonal pronoun *it* as the subject of the passive verb. It helps us to say something with authority without namely the authority.

For example:

Act: People say that coffee is better than tea.

Pass: *It is said* that coffee is better than tea.

(Source: Celce Murcia and Larsen-Freeman, 1999, P. 227)

1.1.5.1.14 Gerund combinations

Advise/insist/propose/recommend/suggest +gerund +object are usually expressed in the passive construction by *that …should be +v*-ed/en. For example:

Act: He recommended using the bullet –proof glass.

Pass: He recommended that the bullet-proof glass should be used.

Other gerund combinations are expressed in the passive by the passive gerund. For example:

Act: I hate people looking at me.

Pass: I hate being looked at me.

1.1.5.2 Rules of Passivization of Interrogative Sentence

According to Crystal (2003; p.241), "Interrogative refers to verb forms or sentence /clause types typical used in the expression of question". It is also called question. Question is broadly divided into two types such as yes /no question and wh-question.

1.1.5.2.1 Yes /No Question

Yes /No question is defined as a question which requires expected either 'yes' or 'no' answer. For example

➢ Are you students?

Yes, we are. Or No, we are not.

(i)   If any yes/no question begins with the operators like *Do/Does/Did,* the verb form of its passive sentence is / *are/is/was/were/+v*-ed/en.

For example*:*

Act: Does this machine do the work?

Pass: *Is* the work *done* by this machine?

Act*: Do* you eat meat?

Pass*: Is* meat *eaten* by you?

Act: *Did* Tony play football?

Pass: *Was* football *played* by Tony?

(ii)   If any yes/no question begins with any auxiliary verbs e.g. *am/is/ was/ were +v*-ing… in the active sentence ,the passive form of the sentence is am*/is/ are/ was/ were +sub+being +v*-ed/en.For example:

Act: *Am* I eating mangoes?

Pass: *Are* mangoes *being eaten* by me?

Act: *Was* Tony reading a novel?

Pass: *Was* a novel *being read* by Tony?

(iii) When any yes/no question starts with *has /have /had +v*-ed/en…in active sentence, the verb form of that passive sentence *has /have /had +sub+ been +v*-ed/en*. For example:

Act*: Has* Radha eaten her bread?

Pass: *Has* her bread *been eaten* by Radha*?*

Act*: Had* they finished their work?

Pass: *Had* their work *been finished* by them?

(iv) If any yes/ no question begins with any modal auxiliaries, the verb forms of the sentence will be *modal auxiliaries be +subj+v*-ed/en.

For example:

Act: Can he speak English?

Pass: Can English be spoken by him?

1.1.5.2.2 Wh-Question

The Question which starts with a wh-word/phrase (i.e. *who, why, when* …) is called Wh-question. It is also called content question. It is formed by placing WH word at the beginning of the sentence followed by subject-auxiliary /operator inversion rule. A sentence which is addressed to a listener /reader and asked for an expression of fact, opinion, belief etc is called Wh-question. (Source: Richards, et al. 1999, P.303)

Wh-question of active sentence is changed into passive where wh-word remains at the same place (i.e.at the beginning of the sentence) and the rest of the sentence is converted into passive according to the rules of passivization of yes /no question.

For example:

Act: When do we send the letter? Pass: When is the letter sent by us?

Act: Why should we preserve the tiger?

Pass: Why should the tiger be preserved by us?

Note: - The WH –question which starts with *who* is changed into *by whom* and the rest part of the sentence is converted into passive according to the rules of passivization of yes /no question.

For example:

Act: Who stole my purse?

Pass: By whom was my purse stolen?

1.1.5.3 Rules of Passivization of Imperative Sentence

A sentence which expresses request, command, advice and suggestion is called imperative sentence. For example:

> ➢ Give me a glass of water.

> ➢ Pick up this flower.

(i) If an imperative sentence in the form of *command,* it is changed into passive according to the following rule.

Let +sub+be+v3.

For example:

Act: open the door.　　Pass: Let the door be opened.

(ii) If an imperative sentence in the form of *advice*, it is changed into passive according to the following rule.

Sub+ should+be+v-ed/en.

For example:

Act: Help the beggar.　　Pass: The beggar should be helped.

(iii) If an imperative sentence consists of *please or kindly*, it is changed into passive according to the following rule.

You are requested to +v-present

For example:

Act: Please give me your pen.

Pass: You are requested to give me your pen.

1.1.6 Contrastive Analysis (CA)

Contrastive analysis (CA) is a branch of applied linguistics which compares learners' two languages, viz. their mother tongue and target language, finds out their similarities and differences and predicts the areas of ease and difficulty. James (1980, p. 135) defines CA as "A linguistic enterprise aimed at producing inverted i.e. contrastive and comparative two valued typologies (CA is always concerned with a pair of languages) and founded on the assumption that language can be compared".

CA was introduced in the late 1940s and 50s, highly popularized in the 60s and its popularity disappeared in the 70s. C.C. Fries, the American linguist made the first clarion call for C.A. Contrastive analysis can be made at various linguistic levels i.e. phonology, semantics, and grammar. It is done mainly for pedagogical purpose. It compares the language with the utilitarian aim of improving the methods and results of language teaching.

Contrastive analysis is useful mainly for the pedagogical purpose and it may be divided into two parts. The first is known as interlingual comparison in which the comparison may be between two separate languages. The second is known as intralingual comparison in which one can compare dialectal differences that occur within the same language. CA gives a complete description of the areas of difficulty for learners of a second language. It works as a facilitator providing detail description of a second language. A student can make himself or herself aware of the difficulties found in the second language and can apply

the caution theory. Contrastive analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two-valued typologies (a CA is always concerned with a pair of languages), and founded on the assumption that languages can be compared. Although in the early 19th century CA was used for the study of genetic relationship of languages, from mid 20th century it was started to be used in the field of language teaching. Lado (1957, as cited in Patel, 2005, P. 8) has three underlying assumptions of CA, which have significance in language learning.

(a) Individuals tend to transfer the forms and meanings and distribution of forms and meanings of their native language and culture to the foreign language and culture, both productively when attempting to speak the language … and receptively when attempting to grasp and understand the language … and receptively when attempting to grasp and understand the language.

(b) In the comparison between native and foreign languages lies the key to ease or difficulty in foreign language learning.

(c) The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them.

We know that learning a language is a matter of habit formation. When the learners start to learn a new language, they may have already mastered an old habit (language). In such a case, they transfer the system of their L_1 in learning L_2. Then, there may be either positive or negative transfer. The transfer may be positive if the past learning helps the present learning. This type of transfer is called facilitation. There may be negative transfer if the past learning hinders

the present learning. It is called interference. The ease or difficulty in learning L_2 depends on whether it is similar to L_1 or not. If the L_1 is similar to L_2, it will be easy to learn and there is less chances of committing errors or errorless performance. On the contrary, if the L_1 is different from L_2, there is difficulty to learn and consequently there may be more chances of committing errors or erroneous performances.

1.2 Review of Related Literature

The researcher studied various kinds of books in order to accomplish his research entitled 'Passivization in English and Hindi'. He studied and consulted many theses carried out under the Department of English Education. The research works which have been carried out in the related field of this study are as follows:

Sitaula (1999) carried out a research on "Teaching Passivization in English using inductive and deductive methods." His findings showed that using inductive method to teach passivization is more effective. He also found that student's competence is developed by inductive method.

Mukhiya (2001) conducted a research entitled "Passivization in English and Maithili: A comparative study". The objectives of his research were to identify the processes of passivization in English and Maithili. His study showed that passivization system between Maithili and English are different in almost all grammatical aspects.

Rawal (2004) carried out a research on "The Effectiveness of Drill Techniques Teaching Passivization: A practical study." His findings showed that drill techniques were more effective in teaching passivization than other techniques.

Patel (2005) carried out a research study entitled on "Passivization in English and Bajjika: A comparative linguistic study". He pointed out the process of passivization in Bajjika language. He also stated that intransitive verbs can be passivized in Bajjika language. He listed some similarities and differences between these two languages. He also stressed that similarity is remarkable than difference.

Kushawaha (2005) carried out a research entitled "Negative and interrogative transformation in English and Bhojpuri: A comparative Study." His research showed that the negative and interrogative transformation systems in English and Bhojpuri are similar in some respects but different in others.

These are some of the comparative studies carried out in the Department of English Education under Faculty of Education. However, the present study is different from all the studies mentioned. No any comparative study has been carried out yet in passivization in the English and Hindi languages in the Department of Education. Thus, it is a new venture in itself.

1.3 Objectives of the Study

The main objectives of the present study were as follow:

(i)   To identify the processes of passivization in the Hindi language,

(ii)   To find out the similarities and differences between the Hindi and English passivization,

(iii)   To suggest some pedagogical implications.

1.4 Significance of the Study

(i)   This is the first research on passivization in the Hindi language in the Department of English Education. So it will be invaluable for the Department itself.

(ii)   This research will be significant for mainly Hindi speaking students who learn English and teachers who teach them English.

(iii)   This study will be equally significant for the researchers on the Hindi language.

(iv)   This study will also be beneficial for linguists, experts, language planners, syllabus or course designers, textbook writers, teachers, students, etc. and new researchers who are interested in the field.

1.5 Definition of the Specific Terms

Accusative case: The form of a noun or noun phrase which shows that it functions as the direct object of the verb in a sentence.

Active voice: When the doer of the verb is the subject of a sentence, the verb is in the active voice.

Aspect: A grammatical category which deals with how the event described by a verb is viewed.

Comparative: Comparative is a term used to characterize a major branch of linguistic, in which the primary concern is to make statements comparing the characteristics of different languages or (dialects, varieties) different historical states of a language.

Deletion: Deletion is a basic syntactic operation within the framework of transformational grammar which eliminates a constituent from the existing string.

Goal case: The form of a noun or noun phrase which usually shows the direction to which something moves.

Agent: The noun or noun phrase which refers to the person or animal which performs the action the verb.

Insertion: Insertion is a basic syntactic operation within the framework of TG which introduces (inserts) a new structural element into a string.

Passive voice: When the sufferer of the action of the verb is the subject of a sentence, the verb is in the passive voice.

Passivization: Passivization is a grammatical process which is used for expressing the action done to the subject indicating that the apparent subject of a verb is the person or thing undergoing, not performing.

CHATER TWO

METHODOLOGY

The present study is an attempt to the passivization system between English and Hindi and suggests some pedagogical values as well. This section deals with the methodology adopted for achieving the objectives of the study. The methodology adopted for achieving the objectives in this study was as follows:

2.1 Sources of Data

In order to carry out this research, the researcher collected data from both primary and secondary sources. The sources of data have been described below.

2.1.1 Primary Sources of data

The native speakers of Hindi of the Siraha district were the primary sources of data.

2.1.2 Secondary Sources of Data

In addition to the primary sources, the researcher used the following secondary sources of data related with the study. Celce-Murcia and Larsen-Freeman (1999), Quirk and Greenbaum (1985), Varma (1988), Mishra (1995), Prasad (1993), Kumar (2008), Gouswami (1981) Bhatanager (1989) and others.   .

2.2 Sample of the Study and Sampling Procedure

Total sample of the study was 90 Hindi native speakers of age (25-45 yrs). The researcher selected 90 Hindi native speakers randomly from the Siraha district.

Table 1: Total Sample Population of the Study:-

District	sex		Total
Siraha	Male	Female	
	60	30	90
Grand Total			90

2.3 Research Tools

The researcher used a set of questionnaires to elicit primary data. It had been prepared in Hindi and English. (See appendix no. II)

2.4 Process of Data Collection

The researcher visited the selected district (Siraha). He selected 90 Hindi native speakers randomly. He met the people and made them clear about the study. He administered the questionnaires. The questionnaires had been prepared both in the English and Hindi language. The researcher explained the purpose of approaching them in simple and clear terms.

3.5 Limitations of the Study

The proposed study had the following limitations.

(a) The number of sample was 90 Hindi native speakers only.

(b) The place of the study was the Siraha district only.

(c) The primary data was only collected with help of questionnaires.

(d) This study was limited to the area of passivization (Assertive, interrogative and imperative) of Hindi and English.

(e) This study focused only on the processes of passivization in Hindi.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the informants involved in this study. Firstly, the analysis of rules of passivization in English was mainly done on the basis of secondary data extracted basically from Hornby (1972), Quirk and greenbaum (1985), Celce – Marcia and Larsen-Freeman (1999), Thakur (1991). After collecting the required data, the researcher has fixed the passive forms on the basis of the number of the frequency of those forms. Secondly, the processes of the Hindi passivization were analyzed and interpreted on the basis of primary data collected from the 90 Hindi native speakers of the Siraha district. Then the analysis and interpretation of the collected data have been presented descriptively and comparatively with the help of tables, illustrations and diagram for the purpose of making the study more objectives. This chapter also consists of the comparison and contrast of the processes of the passivization of the Hindi and English languages. The points of similarities and differences were drawn from the processes of passivization in English and Hindi with illustrations after comparing data.

3.1 Rules of passivization in Hindi

The Hindi language has also the rules of the passivization of different types of sentences i.e. Assertive, Interrogative and Imperative. The rules of passivization in Hindi have been given below. These rules are based on the primary data collected from the Siraha district. They have been verified and exemplified by using the secondary data. They are Bhatanagar (1989), Kumar (1941) and Prasad (1993)

3.1.1 Rules of Passivization of Assertive Sentence

Assertive Sentence can be changed into passive in Hindi using the   following rules.

(i)   The syntactic positions of nouns or pronouns as subject and object remain unchanged or intact in Hindi while changing active sentence into passive. For example:

  (a) ladaka: patra likʰata: ha:i

     The boy (sg-3H) a letter (3NH) write-PRES (sg-3NH)

     'The boy writes a letter'

     ladake-dwa:ra: patra   likʰa: ja:ti: ha:i

      the boy (sg-3NH)-by a letter (3NH)read-PM-go- PRES (sg3NH)

     A letter is written by the boy.

(b) tu:mane   mu:jʰe ga:li di:

You (2NH) I (1NH) scold –PAST-(2NH)

'You scolded me'

tumaha:re-dwa:ra: mu:jʰe ga:li di: gayi:

You (2NH) –by me (1NH) scold -PM- go- PAST – (2NH)

'I was scolded by you.'

(ii)   If the subject and object in active sentence are *pronominal forms*, the forms are changed from nominative case to objective case and vice versa in passive sentence. Both cases are shown in the following table.

Table No -3

Pronoun Inversion

Nominative Case	Objective Case
ma:i (I)	muj^{h}e (me)
ham (we)	hame (us)
tu:(you) '2NH'	tuj^{h}e (you)
tum (you) '2NH'	tumahe (you)
tune (you) '2NH'	tuj^{h}ko (you)
Tumane (you) '2NH'	tumko (you)
a:p / a:pane (you) '2H'	a:pko (you)
waha / usane (he) '3NH'	use/ usako (him)
waha usane (she) '3NH'	use / usako (her)
Ka:un /Kisane (who)	Kise /Kisko (whom)

(Source: Kumar, 1994, P.74)

For example:

   (a) ma:i gari:bo ki mandad karti: hu(

   I (1NH) poor (3NH) help –PRES (1NH)

   'I help the poor'

   Mujh-se   gari:bo ki: madad ki ja:ti ha:i

I (1NH)-OC –by the poor (3NH) help PP-go-PRES (1NH)

   (b) tum   kursi: par sote ho

   You (2NH) the chair (3NH) –on (prep) sleep –PRES (2NH)

   'You sleep on the chair'.

   tum-se kurasi: par   soya: ja:ta: ha:i

You (2NH) -OC – by the chair (3NH) –on (prep) sleep –PP –go-PRES (2NH)

(c) a:pa bʰat kʰa:rahe ha:i

You (2H) rice (3NH) eat –PROG are (2H)

'You are eating rice'

a:pake-dwa:ra: bʰa:t kʰa:ya: ja: raha: ha:i

'You (2H)-OC–by rice (3NH) eat-PM- go -PROG are- (2H)

'Rice is being eaten by you'

(d) waha bʰa:t paka: rahi ha:i

She (3NH) rice (3NH) cook- PROG is (3NH)

'she is cooking rice.'

usake-dwa:ra: bʰa:t pa:ka:i ja: rahi ha:i

She (3NH)-OC-by   rice (3NH) cook-PM-go-PROG is (3NH)

'Rice is being cooked by her'

(e) ka:un kita:b padʰata: ha:i

Who (wh-NH) the book (3NH)- read –PRES (NH)

'Who read the book?'

kisake-dwa:ra: kita:b padʰi ja:ti ha:i

Who (wh-NH)-OC-by   the (3NH) read –PM-go -PRES (3NH)

By whom is the book read?

(iii) If the active sentence consists of only one object, the passive is made using the following rule.

Sub +dwa:ra:/se +obj…

For example:

   (a) we   lo:g   tumko   pit   raha: t^{h}a:

   They (3NH) you (2NH) OC beat –PROG were (3NH)

   'They were beating you.'

   we log -dwa:ra: tumahe   pita: ja: raha: t^{h}a:

   They (3NH)-OC-by you (2NH) –OC beat-PM-go-PROG were-(2NH)

   'You were being beaten by them'

(b) ma:i   k^{h}a:na: bana:ta: hu:

I (1NH) food (3NH) cook –PRES (1NH)

'I cook food'

muj^h-se k^{h}a:na: bana:ya: ja:ta: ha:i

I (1NH)-OC –by food (3NH) cook-PP-go-PRES-(3NH)

'Food is cooked by me'

(Source: Kumar, 1994, P.97)

(iv) If the active sentence has two objects (i.e. IO and DO), the passive is made only with indirect object. The Hindi language has only one passive construction.

For example;

(a) ra:j ne muj^he pustak diya:

raj (3NH) I (1NH/OC/DAT) a book (3NH) ACC give –PAST (3NH)

'Raj gave me a book'

ra:j-se muj^he pustak diya: gaya:

raj (3NH)-by I (1NH-OC/DAT) a book (3NH-OC) Acc give –PA-go-PAST (3NH)

'I was given a book by Raj'

(b) mere pita:ji: ne muj^he ek rupaye ka: no:t diya:

My father (3NH)   I (1NH/OC/DAT) one rupee(3NH OC)ACC give -PAST (3NH)

'My father gave me a rupee note'

Mere pita:ji-se muj^he ek rupaye ka: no:t diya: gaya:

My father (3NH) –by I (NH/OC/DAT) one rupee (3NH) OC/ACC give-PA-go-PAST (3NH)

'I was given a rupee note by my father.'

(v)   Both transitive and intransitive verbs are passivized in Hindi.

(A) Passive of transitive verb

For example

(a) ma:i ek patra lik^hata: hʊ(

I (1NH) a letter (3NH) write –PRES (1NH)

'I write a letter'

muj^{h}a - se   ek patra lik^{h}a: ja:ta: ha:i

I (1NH) -OC –by a letter (3NH) write-PM go -PRES (1NH)

'A letter is written by me.'

(B) Passive of intransitive verb

ma:i k^{h}et me ka:m karta: hʊ(:

I (1NH) the field (3NH) –in work-PRES (1NH)

'I work in the field'

muj^{h}a-se k^{h}et me ka:m kiya: ja:ta: ha:i

I (1NH) –OC by the field (3NH) in   work –PM go-PRES (1NH)

No passive form in English.

(C) waha so raha: ha:i

He (3NH) sleep- PRES –PROG (3NH)

'He is sleeping'

usake-dwara: soya: ja: raha: ha:i

He (3NH)-OC -by sleep –PM go-PRES- PROG(3NH)

No passive form in English

(Source: Prasad, 1993, P. 64)

(vi)   The subject along with postposition –*se* or *dwa:ra:* of the active sentence is not mentioned in passive in the following situations:

(A)   If the subject is redundant or clear.

For example

sipa:hi:yo- ne co:r   sabake   girap^hta:r   kiya:

The police (3H) the thieves (3NH) arrest-PAST (3H)

'The police arrested the thieves'

co:rsab   gi:rap^hta:r   ho: gaya:

Thieves (3NH) catch-PM go-PAST (3NH)

'Thieves were arrested'

(B) If subject is irreverent or unknown

For example

kisi:ne   mere   basata: co:ra:li   ha:i

Somebody (3NH) my bag (3NH) steal –past (3NH)

'Somebody has stolen my bag'

mere basata: cu:ra: li: gai: ha:i

My bag (3NH) steal-PM –go-PAST (3NH)

'My bag has been stolen'

(vii)   When the Hindi verbs express 'states' rather than 'action' done by the subject, the preposition-*se* or *dwa:ra:* is inserted in passive sentence just after the subject instead of other prepositions.

For example

(a) sama:ca:ro ne   muj^{h}ko   k^{h}usi: ki:ya: t^{h}a:

The news (3NH) I (1NH) OC please -PAST-(3NH)

'The news pleased me'

sama:ca:r- dwa:ra: muj^{h}ko   k^{h}usi: ki:ya: gaya: t^{h}a:

The news (3NH –with I (3NH) please –PM-go -PAST (3NH)

'I was pleased with the news'

(b) ma:i   usako ja:nta: hu:

I (1NH) he (3NH) know–PRES (3NH)

'I know him'

Muj^{h}a-se: usako: ja:na: ja:ta: ha:i

I (1NH) –to he (3NH) know-PM-go-PRES (3NH)

'He is known to me'

Source: Dymshits, 1985

(viii) The active sentence with modal verb can be changed into passive by adding the passive marker (ja:).

Act: Root verb +Modal verb

Pass: Root Verb+ja: +Modal verb

For example

(a) ra:j   pustak pad^{h}a   sakata: ha:i

Raj (3NH) the book (3NH) read   can (3NH)

'Raj can read the book.'

raj-se   pustak   pad^{h}i: ja: sakati: ha:i

Raj (3NH) -by the (3NH) read –PM-go can ((3NH)

'The book can be read by Raj.'

(b) a:p e ka:m kar   sakati: ha:i

You (2NH) this work (3NH) do can (2NH)

'You can do this work'

a:p-se   e ka:m kiya: ja: sakati: ha:i

You (2NH) –by this work (3NH) do– PP– can– (3NH)

'This wok can be done by you'

Note: The Hindi language verbs take subject-verb-agreement.

(Source: Dymshits, 1985, P. 125)

(ix)   The phrasal verb can be also passivized in Hindi

For example:-

usane a:pane   bahano ki dek^{h}b^{h}al karta: ha:i

He (3NH) his sister (3NH) look after-PRES (3NH)

'He looks after his sister'

usake-dwa:ra: apane bahano ki: dek^{h}ab^{h}a:l kiya: ja:ta: ha:i

ram (3NH)-by his sister (3NH) look after –PM-go PRES (3NH)

'His sister is looked after by him'

3.1.2 Rules of Passivization of Interrogative Sentence

There are two kinds of interrogative sentence in Hind. They are yes/no question and wh-question. Both types of interrogative sentences are passivized in the Hindi language.

3.1.2.1 Yes/No-question

The yes/no –question in Hindi begins with question marker or morpheme *kiya:* and can be responded with the words *h⌐7* 'yes' if the answer is positive or *N⌐7:* if it is negative.

For example:

kiya: ra:m pustak pad^{h}ata: ha:i {hα7:/nα7:}

Question ra:m (3NH) a book (3NH) read –PRES (3NH)?
Does Ram read a book? {Yes/no}

 (1) In Hindi, the passive of yes/no question interrogative remains the same like assertive sentence except inserting the yes/no question marker *kiya:* in front of the sentence. The passive of yes/no question has been given below in tensewise.

For example

a. Simple present

(a)   kiya: e mesin ka:m karta: ha:i ?

Question this machine (3NH) work (3NH) do- PRES-(3NH)

'Does this machine work?'

Kiya: e mesin – se ka:m kiya: Ja:ta: ha:i

Question this machine (3NH) –by work –do-pp-go –PRES (3NH)

Is work done by this machine?

b. Present Continuous

kiya: bacaca: kriket kʰel raha: ha:i?

Question children (3NH) cricket (3NH) play-PROG are (3NH)

'Are children playing the cricket?'

kiya: bacacao:-dwa:ra: kriket kʰela: ja: ra:ha: ha:i?

Question children (3NH) –by cricket (3NH) play-PP –go-PROG-are (3NH)

'Is the cricket being played by children?'

c. Present Perfect

kiya: usane a:m kʰa:i ha:i ?

Question he (3NH) a mango (3NH) eat-PERF has-(2NH)

'Has he eaten a mango?'

kiya: usake-dwa:ra: a:m kʰa:i gai: ha:i?

Question he (3NH) –by a mango (3NH) eat-PP go -PERF -has (3NH)

'Has a mango been eaten by him?

d. Simple past

kiya: mira: bʰa:t   paka:i:

Question mira (3NH) rice (3NH) cook-PAST (3NH)

'Did Mira: cook rice?'

kiya: mira:-dwa:ra: bʰa:t   paka:i: gai:

Question Mira (3NH) –by rice (3NH) cook-PM go-PAST(3NH)

'Was a mango cooked by Mira?

e. Past Continuous

kiya: sures   gi:t ga: ra:ha: tʰa:?

Question Suresh (3NH) a song (3NH) sing –PROG was (3NH)

'Was Suresh singing a song?

kiya: su:res-dwa:ra: gi:t   ga:ya: ja: ra:ha: tʰa:?

Question Suresh (3NH) –by a song (3NH) sing-PP go-PROG was (3NH)

'Was a song being sung by Suresh?'

f. Past perfect

kiya: ra:j get kʰola: tʰa:?

Question Raj (3NH) the door (3NH) open-PERF had (3NH)

'Had Raj opened the door?'

kiya: ra:j-dwa:ra: get kʰola: gaya: tʰa:?

Question Raj (3NH)-by the door (3NH) open- PP -PERF had (3NH)

'Had the door been opened by Raj?'

g. Modal Verb

kiya: mohan cʊ(:ha: ma:ra sakata: ha:i?

Question Mohan (3NH) a rat (3NH) kill - can (3NH)

'Can Raj kill a rat?'

kiya: mohan-dwa:ra: cʊ:ha: ma:ra ja: sakata: ha:i?

Question Mohan (3NH)-by a rat (3NH) kill – PP go- PRES can - (3NH)

'Can a cat be killed by Mohan?'

3.1.2.2 Wh –question

The Hindi language has another type of question i.e. wh-question. Wh-word (what, who, which etc) is as a question marker in English. Similarly, k-word (kau:n, ka:hα&: kisane, kiyu(: kab etc) is as a question marker in the Hindi language. These questions require long answer in response like English. The sentences with all these words are passivized in Hindi. They are as follows:

(Source: Kumar, 1994, P. 97)

(a) e ka:m   kisane   kiya: ha:i?

     this work(3NH) who (3NH) do PERF has (3NH)

56

'Who has done this work?'

e ka:m kisake:-dwa:ra: kiya: gaya: ha:i?

this work(3NH) whom (3NH) OC-by do-PM go- PERF has (3NH)

'By whom has this work been done?'

(b)   bino:d e topi: kahα7: par kʰari:da kiya:?

binod (3NH) this cap (3NH) where buy-PAST – (3NH)

'Where did Binod buy this cap?'

binod-se e topi: kaha7: par kʰari:da kiya: gaya: ha:i?

Bino:d (3NH)–by this cap (3NH) where buy PP go-PAST - (3NH)

'Where was this cap bought by Binod?'

(c)   tu:mne gʰarase kiya: laya:?

You (2NH) house from what (3NH) – bring-PAST (3NH)

'What did you bring from house?'

tu:maha:re-dwa:ra: gʰarase kiya: la:ya: gaya: ?

You (2NH)-by house from what (3NH) – bring-PP go-PAST (3NH)

No passive form in English.

(d)   tu:mne Kiski pensil χυ(ρα: li:?

You (2NH) which pencil (3NH) steal-PAST-(2NH)

'Whose pencil did you steal?'

tu:maha:re-dwa:ra: kiski: pensil χυ(ρα:i   gai:

   You (2NH) –by whose pencil (3NH) steal-PP go-PAST-(2NH)

3.1.3 Rules of Passivization of Imperative Sentence

A sentence that expresses request, command, advice, suggestion etc is called imperative sentence. For example

(a) gari:b   logo: ko: madad karo: Help the poor people. (Suggestion)
(b) mera: ka:m samay me karo: Do my work in time. (Order)

(i)The construction of active sentence which expresses command is passivized by adding both past participle-*ya:* and passive auxiliary verb *ja: +y:*   at the end of root verb.

(a) kita:b   band   karo:

 'Close the book.'

The book   close –IMPER

kita:b   band kiya: ja:y

the book   close-PM go –IMPER

'Let the book be closed.'

(b) kʰa:na: banao:

 'Cook the food.'

the food   cook –IMPER

kʰa:na: bana:ya: ja:y

the food cook -PM go-IMPER

'Let the food be cooked.'

(ii)If the imperative sentence has the expression of advice in Hindi, it is changed into passive with the help of *ana: ca:hi:e* at the end of the root verb. For example :

gari:bo: ko madad   karo:
the poor help   -IMPER
'Help the poor.'
gari:bo: ko: madad   kar -*ana: ca:hi:e*

 'The poor should be helped.'

 (iii)If the imperative sentence has the expression of order in Hindi, it is changed into passive with the help of *ya: ja:+y* at the end of the root verb. For example

 ek   gala:s   pa:ni   la:o:

a glass of water bring-IMPER

'Bring a glass of water.'
ek   gala:s   pa:ni   la:ya: ja:y

a glass of water bring-PM -IMPER

'Let a glass of water be brought.'

Source: Kumar, 1994

3.2 Comparison of the Processes of Passivization in Hindi and English

The processes of the passivization in the Hindi language are compared with English. They are as follows:

3.2.1 Assertive Sentence

59

The processes of the passivization of assertive sentence in the Hindi language are compared with those in English as follows:

Hindi   English

(i) karim   patang   u:da: ra^{h}a: ha:i   Karim is flying a kite.

karim (3NH) a kite (3NH) fly –PROG is (3NH)

karim- dwa:ra: patang   u:d^{h}a:i   ja: rahi: hai: A kite is being flied by Karim.

karim (3NH)-by a kite (3NH) fly –PM go–PROG-is(3NH)

(ii) u:sa:ne   hari   ko   pita: He beat Hari.

he (3NH) hari (3NH) beat-PAST (3NH)

u:sa-se   hari   pita: gaya: Hari was beaten by him.
he (3NH) –by hari(3NH) beat PP go-PAST(3NH)

(iii) *Lad^{h}aka: ro:ti: k^{h}a:ta: ha:i*   The boy eats bread.

The boy (3NH) bread (3NH) eat –PRES-(3NH)

Ladake- se   ro:ti: k^{h}a:i   ja:ti: ha:i Bread is eaten by the boy.

The boy (3NH) -by bread (3NH) eat –PM   go–PRES-(3NH)

(iv) tu:m   bya:karan pad^{h}a:te   ho: You teach the grammar

you (2NH) grammar (3NH) –teach (2NH)

tu:m- se   bya:karan   pad^{h}ai: ja:ti: ha:i The grammar is taught by you.

you (2NH)-by the grammar (3NH)-teach –PM-go-PRES(2MH)

(v) mohan   gi:t   ga:ta: ha:i   Mohan sings a song.

mohan (3NH) a song (3NH)-sing PRES (3NH)

mohan- se   gi:t   ga:ya;   ja:ta: ha:i   A song is sung by Mohan.

mohan(3NH)-by a song(3NH)-sing-PM-go PES(3NH)

(vi) ma:i   e   ka:m   karta: hu7:   I do this work.

I(1NH) this work (3NH) do –PRES(1NH)

mere-dwa:ra: e ka:m   kiya: ja:ta: ha:i This work is done by me.

I (1NH) –by this work (3NH) do –PM –go-PRES(1NH)

(vii) ladaka: patra: lik^{h}ata: ha:i The boy writes a letter.

The boy (3NH) a letter (3NH) write PRES (3NH)

ladaka: - se   patra: lik^{h}a: ja:ta: ha:i A letter is written by the boy.

The boy (3NH)-by a letter (3NH) write-PM-go- PRES is (3NH)

(viii) *ra:ju   gi:t   ga:ra ha: ha:i*   Raju is singing a song.

ra:ju (3NH) a song(3NH) sing-PRES-PROG(3NH)

ra:ju- se   gi:t   ga:i: ja ra:hi: ha:i   A song is being sung by Raju.

ra:ju:(3NH)-by a song(3NH) sing-PM-go-PRES-PROG(3NH)

(ix)hamane   usako: bahu:t   madad   kiya: We helped him very much.

we (1NH) he (3NH) very much(Adv) help-PAST(1NH)

hama:re-dwa:ra: usase bahu:t   madad   ki: gai: ha:i He was helped very much by us.

61

we (1NH) –by he(3NH) very much(Adv) help-PM-go-PAST(1NH)

(x)a:p   muj^he   pad^ha: di:gi:e You teach me.

You (2NH) I (1NH) teach-PRES (2NH)

a:p- se   ma:i   pad^ha:ya: ja:u7 I am taught by you.

You (2NH)-by I (1NH) teach-PM-go-PRES (2NH)

3.2.2 Interrogative Sentence

The processes of passivization of interrogative sentence in Hindi are compared with those in English as follows:

3.2.2.1 Yes/No-Question

| | **Hindi** | **English** |

(i) kiya: a:p   mu:j^he   pad^a: di:ji:ega:? Will you teach me?

Question you (2NH) –I (1 NH) – teach –PRES will (2NH)

kiya: a:pke-dwa:ra: ma:i   pad^a: di:ya: ja:u7ga:? Shall I be taught by you?

Question you (2NH)-by –I (1 NH) – teach -PM -go–PRES will (2NH)

(ii) kiya: yah   kita:b   ra:ju   ne   li:k^i: ha:i? Has Raju written this book?

Question this book (3NH)   Raju (3NH) write–PRES- has (3NH)

kiya: yah   kita:b   ra:ju-dwa:ra: li:k^i: gai: ha:i? Has this book been written by Raju?

Question this book (3NH) Raju (3NH)-by write-PP–PRES-has (3NH)

(iii) kiya: ra:ju a7:m becaraha: ha:i? Is Raju selling mangoes?

Question Raju (3NH) mangoes (3NH)–sell–PROG is (3NH)

kiya: ra:ju-se a7:m becha ja:ra:ha: ha:i? Are mangoes being sold by Raju?

Question Raju (3NH)-by mangoes (3NH) –sell - PM–go -PROG is (3NH)

(iv) Kiya: ladako: ne e prasan pucha: ha:i? Have the boys asked this question?

Question the boys (3NH) this question (3NH) ask-PERF- have (3NH)

kiya: ladako:-dwa:ra: e prasan puc^{h}a: gaya: ha:i? Has this question been asked by boys?

Question the boys (3NH)-by this question (3NH) ask-PP-go-PERF- has (3NH)

(v) kiya: usne ki:ta:b pad^{h}ra:ha: t^{h}a:?   Was he reading a book?

Question he (2NH) a book (3NH) read-PROG were (2NH)

kiya: usa-se ki:ta:b pad^{h}a: ja:raha: t^{h}a:?   Was a book being taught by you?

(vi) kiya: tu:maha:ra: bha:i ki:ta:b becata: ha:i ? Does your brother sell the books?

Question your brother (3NH) the books (3NH)-sell-PRES (3NH)
kiya: tu:maha:ra: b^{h}a:i -se ki:ta:b beci: ja:ti: ha:i ?

Question your brother (3NH)-by the books (3NH)-sell-PM-go-PRES (3NH)

3.2.2.2 Wh-Question

Hindi   **English**

(i) a:pne mu:j^he kita:b ki:yu7: di:ya: ?   Why had you given me a book?

you (2NH) I (1NH) a book (3NH) why-question –give-PAST (3NH)

a:p-se mu:j^he kita:b ki:yu7: di:ya: ga:ya:? Why had I been given a book by you?

you (2NH)-by I (1NH) a book (3NH) why-question –give-PP-go-PAST (3NH)

(ii) tu:ne   g^harse ki:ya: la:ya: ?   What did you bring from house?

You (2NH) from house (3NH) what –Question-bring-PAST (2NH)

tere-dwa:ra: g^harse ki:ya: la:ya gaya: ? What were you brought from house?

you (2NH)-by from house (3NH) what –Question-bring- PP-go-PAST (2NH)

(iii)   a:p ki:sake g^har   k^hari:da: t^ha:?   Whose house had you bought ?

you (2H) whose house question (3NH) buy-PERF-had (2H)

a:p-se ki:sake g^har k^hari:da: gaya: t^ha:?

you (2H)-by whose house question (3NH)-buy -PP- PERF-go- had (2H)

(iv) usane e prasn ki:yu7: puc^hta:- ha:i ?   Why does he ask this question?

he (3NH) why this question(3NH)-ask-PRES(3NH)

usake-dwa:ra: e prasn ki:yu7: puc^ha: ja:ta: ha:i ?
Why is this question asked by him?

he (3NH)-by why this question question (3NH)-ask-PM-go-PRES(3NH)

3.2.3. Imperative Sentence

64

The processes of passivization of imperative sentence in Hindi and English are as follows:

Hindi   **English**

(i) keba:ri: ban7d   karo: close the door.

the door   close   -IMPER

keba:ri: ban&d   kiya: ja:y   let the door be closed.

the door   close - PM -IMPER

(ii) gari:b   lo:go: ko: madad karo   Help the poor.

the poor people help –IMPER

gari:b   logo   ko   madad   kiya: ja:y   Let the poor people be helped.

the poor people help   PM –IMPER

(iii) ki:ta:b   pad^{h}i:e   Read the book.

the book read –IMPER

ki:ta:b   pad^{h}i: ja:y   Let the book be read.

the book read -PM –IMPER

(iv)kripya: halala: mat ki:gi:e   please doesn't make a noise.

please not a noise   -make- IMPER

kripya: halala: na   ki:ya: ja:y   You are requested not to make a noise.

please not a noise   -make- PM- IMPER

3.3 Similarities and Differences between English and Hindi

The researcher found the following similarities and differences in the processes of Passivization between English and Hindi:

(a) Similarities :

Though the word order and passivization systems of English and Hindi are different, they have some similarities which are as follows.

(1) Different types of sentences like assertive, interrogative and imperative can be passivized in the both English and Hindi languages.

Hindi   **English**

Assertive Sentence

(a) Act: ladaka: ro:ti: k^{h}a:ta: ha:i   Act: The boy eats breads.

   Pass: ladaka: se ro:ti: k^{h}a:i ja:ti: ha:i   Pass: Breads are eaten by the boy.

Interrogative Sentences

(b) Act: ki:ya: a:p   muj^{h}e pad^{h}a: di:ji:e ga:?   Act: will you teach me?

Pass: ki:ya: a:pke dwa:ra: ma:i pad^{h}a: di:ya: ja:u&ga:? Pass: shall I be taught by you?

Imperative Sentences

(c)Act: ki:ta:b   pad^{h}i:e   Act: Read the book.

Pass: ki:ta:b   pad^{h}i: ja:y   Pass:Let the book be read

   (2) Some pronouns in both languages are changed into their passive forms they are given in the following table

Table No. 4

Pronoun Inversion

Hindi		English	
Subjective case	**Objective case**	**Subjective case**	**objective case**
ma:i	mu:jʰe	I	me
ham	hame	we	us
tu:	tujʰe	he	him
tune	tujʰko	she	her
a:p	a: pko	they	them
usane	Usake		
ka:un	Kise/kisko		

For example:

Act: ma:i e ka:m karta: hu: Act: I do this work.

Pass: mujʰ-se   e   ka:m   kiya: ja:ta: ha:i Pass: This work is done by me.

(3) In passive constructions, the subject of active sentence is accompanied by preposition (by, to, with, at etc) in English and postposition (-se, -dwa:ra) in the Hindi language. Examples:

Act: ladaka: ro:ti: kʰa:ta: ha:i   Act: The boy eats breads.

Pass: ladaka: se ro:ti: kʰa:i ja:ti: ha:i   Pass: Breads are eaten by the boy.

(4) The active sentence with single and double objects can be passivized in both Languages.

Act: ra:mne mu:jʰe   ek ki:ta:b di:ya: tʰa: Act: Ram had given me a pen.

Pass: : ra:m-se mu:jʰe ek ki:ta:b di:ya: gaya: tʰa:

Pass: I had been given a pen by Ram.

(5) 'By-agent' can be generally deleted in passive construction in both languages, if the subject in active sentence is unknown or contextually obvious.

Act: ki:si:ne mera: ki:ta:b c^{h}o:ra: liya: ha:i

Pass: mera: ki:ta:b   c^{h}o:ra: liya: gaya: ha:i

Act: Somebody has stole my book.

Pass: My book had been stolen.

(6) Sentences with model verbs are passivized in the both languages.

Act: ma:i ki:ta:b pad^h sakta: hu&:   Act: I can read a book.

Pass: mu:j^{h}e-se   ki:ta:b pad^{h}i ja: sakti: ha:i Pass: A book can be read by me.

(7) Subject Np [-human] (who) in English and (ka:un/kisane) in Hindi are passivized *by whom* and *ki: se* respectively.

Act: e ka:m kisane ki:ya: ha:i

Act: Who has done this work?
Pass: e ka:m ki:se ki:ya: gaya: ha:i
Pass: By whom has this work been done?

(8) Sentences with the phrasal verbs are passivized in both English and Hindi.

Act: ra:m bac^{h}o: ke   dek^{h}a b^{h}al   karta: ha:i

Pass: ra:m-dwa:ra: bac^{h}o: ke dek^{h}a b^{h}al   ki:ya: ja:ta: ha:i

Act: Ram looks after the children.

Pass: The children are looked after by Ram.

(9) The verb in both English and Hindi agrees with the subject in active but with object in the Passive sentences.

Act: ladaka: roti: k^{h}a:ta: ha:i   Act: The boy eats breads.

Pass: ladaka: -se roti: k^{h}a:i ja:ti: ha:i Pass: Breads are eaten by the boy.

(c) Differences

The passivization system of English and Hindi are different almost in all grammatical aspects though they are partially similar in a few cases. The differences found in both languages are given in the following points.

(1) In passive sentences, the syntactic positions of the subject and object whether they are noun or pronoun of the active sentences interchange in English whereas they remain intact in Hindi. Similarly, the grammatical function e.g. subject and object do not change in passive in Hindi. Example;

Act: *ladaka:* roti: k^{h}a:ta: ha:i   Act: *The boy* eats breads.

Pass: *ladaka*:-se roti: k$^{ha:i}$ ja:ti: ha:i Pass: Breads are eaten by *the boy*

(2) Second person pronoun *you* does not have its another form in passive but the same pronoun tu:m (NH, H) in Hindi has its corresponding passive form (tu:maha:re).

Act: tu:m palan&g par soraha: t^{h}a:

Pass: tu:maha:re -dwa:ra: palan&g par so:ya: ja: raha: t^{h}a:

Act: You were sleeping on the bed.

Pass: No passive form in English

(3)   In passive, the subject of active sentence is preceded by the preposition *by* in English and followed by the postposition-*se /dwa:ra:* in Hindi.

Act: a:p   mu:jhe   pad^{h}a: di:ji:e   ga: Act: You will teach me.

Pass: a:p-se   ma:i   pad^{h}a:ya: ja:u:n&ga: Pass: I shall be taught by you.

(4) Intransitive verbs cannot be passivized in English but the Hindi language can allow the passivization of intransitive verbs.

Act: tu:m   palan&g   par   so: raha: t^{h}a:

Pass: tu:maha:re-dwa:ra: palan&g   par   so:ya: ja: raha: t^{h}a:

Act: You were sleeping on the bed.

Pass: No passive form

(5) The passive auxiliary verb *ja:* morpheme is inserted in verb construction in passive sentence in Hindi but English has no such insertion.

Act: ladaka: roti: k^{h}a:ta: ha:i   Act: The boy eats breads.

Pass: ladaka:-se   ro:ti: k^{h}a:i   ja:ti: ha:i Pass: Breads are eaten by the boy

(6) Two different types of passive constructions can be made with the help of the IO and DO of the active sentence in English whereas Hindi has only one passive construction with direct object.

Act: ra:jes   muj^{h}e   ek   ki:ta:b   di:ya:

Pass: ra:jes-se   muj^{h}e   ek   ki:ta:b   di:ya: ga:ya:

Act: Rajesh gave me a pen.

Pass1: I was given a pen by Rajesh.

Pass2: A pen was given to me by Rajesh.

(7) The verb which expresses 'state' is passivised in English by using other preposition like in at, to, with whereas Hindi has no such kinds of preposition with state verbs in passive.

Act: The news had pleased me.   Pass: I had been pleased with the news.

Act: Sama:ca:r   ne   mu:j^{h}e   k^{h}us^{h}i: ki:ya: t^{h}a:

Pass: Sama:ca:r-dwa:ra: mu:j^{h}e k^{h}u:s^{h}i: ki:ya: gaya: t^{h}a:

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of the data, the researcher found that Hindi and English are similar in a few aspects but different in many aspects in the process of passivization. The findings of the study can be summarized in the following points:

a. Processes of Passivization in Hindi

1. The syntactic positions of nouns or pronouns as subject and object remain unchanged or intact in Hindi while changing active sentence into passive.

2. If the subject and object in active sentence are pronominal forms , the forms are changed from nominative case to objective case and vice-versa in passive sentence.

3. If the active sentence has only one object, the passive is made using this rule (sub+ dwa:ra:/ se + obj)

4. If the active sentence has two objects (i.e. IO and DO), the passive is made only with indirect object.

5. The subject along with postposition *se* or *dwa:ra:* of the active sentence is not mentioned if the subject is redundant or unknown.

6. The active sentence with model verb is made passive by adding the passive marker ja:.

7. In Hindi, the passive of yes/ no question interrogative remains the same like assertive except inserting the yes/ no- question marker *Kiya:* in front of the sentence.

8. An imperative sentence which expresses command is passivized by adding both past participle *–ya:* and passive auxiliary verb *ja:+y:* at the end of root verb.

9. If the imperative sentence has the expression of advice in Hindi, it is changed into passive with the help of *ana: + ca:hi:e* at the end of the root verb.

b. Similarities

1. Perfect progressive aspect in different tenses (i.e. present, past, and future) cannot be passivized in both English and Hindi.

2. 'By agent' can be generally deleted in passive construction in both languages, if the subject in active sentence is unknown.

3. Different types of sentences like assertive, interrogative and imperative can be passivized in the both the English and Hindi languages.

4. The active sentence with single and double objects can be passivized in both languages.

5. Sentences with model verbs can be passivized in both languages.

6. Sentences with phrasal verbs are passivized in both languages.

c. Differences:

1. The syntactic positions of nouns or pronoun as subject and object remain unchanged or intact in Hindi while changing active sentence into passive but they are inversed in English.

2. The grammatical functions such as subject and object are changed in English while transforming active sentence into passive whereas they are not changed in Hindi.

3. If the active sentence has only object (i.e. direct object), the Hindi verb corresponding references its agreement with subject sentence but with object in passive according to person (1st, 2nd and 3rd) and honorific degree (NH, H, and HH) but not with number. The verb in English agrees with the number of subject in active sentence and with object of active sentence in passive sentence.

4. When the Hindi verbs express 'state' rather than 'actions 'done by subject, the postposition-se/dwa:ra: is inserted in passive sentence immediately after the subject instead of other prepositions. But other prepositions as *in, at, with, to* can be used in passive in English with the state verbs.

5. *ja:* 'go' is a passive auxiliary verb of motion which is used in the both transitive and intransitive verb to change the active sentence into passive in Hindi.

6. In Hindi ,some pronouns such as (ma:i- mu:j^{h}e, ham-hame ,tu: - tu:j^{h}e, tu:ne – tu:j^{h}ko: , aa:p – aa:pko:, u:sane –u:sako:, ka:un – ki:se/ki:sko:) are changed into their passive forms. But all pronouns expect *you* have their passive forms in English such as I-*me,* We-*us,* She- *her,* They-*them.*

7. In passive construction, the subject of active sentence is preceded by the preposition 'by' in English and followed by the postposition-*se/dwa:ra:* in Hindi.

8. Both transitive and intransitive verbs are passivized in Hindi but intransitive cannot be passivized in English.

9. Two different types of passive with both IO and DO of the active in English are available but Hindi active sentence has only one passive construction with the direct object.

10. The active form of the verb is converted into the passive form inflexionally in Hindi and phrasally in English.

11. The imperative sentences having the expression of *command, active* and *request* are passivized in Hindi by adding passive auxiliary verb ja: at the end of the root verb.

4.2 Recommendations

On the basis of the findings obtained from the analyses and interpretations of the collected data, the salient pedagogical implications with some recommendations have been suggested as follows:

1. The teacher of Hindi ethnic community should give more attention on the inversion of the syntactic positions of nouns or pronouns as subject and object in passive sentence while teaching English passivization to Hindi speaking learners because they remain unchanged in the Hindi language.

2. The Hindi speaking students should be more careful while changing active sentence into passive in English because only transitive verbs are passivized in English.

3. They should be taught to change active sentence with the help of IO or DO into the passive in English in that type of passivization does not exist in Hindi.

4. Special attention should be paid on impersonal passive because the subject of this kind of passive *people* is deleted and *it* is inserted in English whereas the same subject *lo:gsab* remains the same in both active and passive in Hindi.

5. More practice should be done on changing the pronouns in English because the pronoun like *you* in English cannot be changed in passive but it is changed in Hindi and the pronouns like lo:g 'we' a:plo:g 'you' welo:g 'they' are not changed in Hindi whereas the pronouns like 'we' and 'they' are changed their forms in passive in English.

6. The students of the Hindi language should be taught carefully the ways of changing the verb phrase of active construction in English because the VP is passivized phrasally in English and inflexionally in Hindi.

7. The subject of the active sentence is preceded by the preposition *by* in passive sentence in English whereas it is followed by the postposition dwa:ra:/se in Hindi. So, more emphasis should be paid in this matter.

8. The auxiliary verb *ja:* is inserted in passive verb construction of Hindi but English has no such insertion. Therefore, the students should be practicing more with the English auxiliary verb in system of passivization.

9. Both English and Hindi have their own passivization systems of interrogative and imperative sentences. Therefore, the teacher should be more careful in teaching those systems to the Hindi speaking students.

10. Similar aspects of passivization between two languages should be taught to the students by creating meaningful situations and using suitable examples and games.

11. The teachers should use appropriate material to teach passivization as far as possible in the classroom.

12. The students of the Hindi community should also be taught the rules of passivization of different types of sentences.

13. The language planners, course or syllabus designers and textbook writers should be more conscious towards designing the syllabus and writing the textbooks of the Hindi speaking students who are learning English as a second language.

The researcher does not claim that the present study covers all the rules of passivization in Hindi. He has carried out this research in all types of sentences available in the Hindi language. It is based only on assertive, interrogative and imperative sentences and only on 90 Hindi native speakers from the Siraha District. However, the researcher has tried his best to generalize the rules of passivization in Hindi explicitly based on the collected primary data.

Finally, the researcher wants to request the concerned authority to take the above mentioned recommendations into consideration. Furthermore, he would also like to request the authority to carry out other researches on the various grammatical areas of the Hindi language.

REFERENCES

Aarts, F. and Arts. (1986). *English Syntactic Structure, Functions and Categories in Sentence Aanalysis.* Oxford: Pragamon Press.

Bhatanager, R.M. (1989). *Adhunik Hindi Vyakaran*. New Delhi: Samayik Prakashan.

Bhattrai, A. *Referencing in a Research Report.* Young Voice in ELT vol. 5, pp.14-16.

Celce-Murcia, M. & Larsen-Freeman, D. (1999). *The Grammar Book.* London.

Chomsky, N. (1957). *Syntactic Structures*. The Haugue: Mouton.

Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics.* Blackwell.

Dymshits, Z. (1985). *Vyavaharik Hindi Vyakarana*. New Delhi: Radug Prakhasan.

Gouswami, K. (1981). *Shaikshik Vyakaran aur Vyavaharik Hindi*. Delhi: Aalekh Prakashan.

Gurung, H. (2003). *Social Demography of Nepal.* Kathmandu: Himal.

Hornby, G.(1992).*University Grammar*. Hyderabad: India Print.

James, C. (1980). *Contrastive Analysis*. London: Longman.

Karki, (1999). *A Comparative Study of Inductive and deductive method in teaching subject- verb agreement.* An Unpublished M.Ed. Thesis Kathmandu. T.U.

Kumar, R. (1999). *Research Methodology.* New Delhi: Sage Publication Ltd.

Kumar, V. (2008). *Virahat Vyakaran Bhasakar*. Patana. B.B printers.

Kushawaha, P. (2005). *Negative and Interrogative Transformation in English and Bhojpuri: A comparative study*. An Unpublished M.Ed Thesis. Ktm., Kirtipur.

Mishra, R. (1975). *Rastra Bhasha Hindi Ka Swaroop- Vidhan*. New Delhi: Bharati Grantha Niketan.

Mukhiya, D.N. (2001). *Passivization in English and Maithili*. An Unpublished M.Ed. Thesis. Kathmandu: T.U., Kirtipur.

Nunan, D. (1993). *Research Methods in Language Learning.* Cambridge: Cambridge University Press.

Patel, M.P. (2005). *Passivization in English and Bajjika: A Comparative Linguistic Study. An* Unpublished M.Ed. Thesis. Kathmandu: T.U.

Prasad, B. (1993). *Adhunik Hindi Vyakaran aur Rachana.* Patana: B.B, Printers.

Quirk, R. and S. Greenbaum (1985). *A University Grammar of English.* London: Longman.

Rai, V.S. (2000). *Psycholinguistics and Sociolinguistic.* Kirtipur: Hira Books Enterprises.

Rawal, B. (2004) *A Study on the Effectiveness of Dril Techniques Teaching Passivization*: *A Practical Study.* An Unpublished M.Ed. Thesis: T.U. Kirtipur. Ktm.

Richards, et al. (1999). *Longman Dictionary of Language Teaching and Applied Linguistics* London: Longman.

Sitaula, P.P. (1999). *Teaching passivization in English Using Inductive and Deductive Methods.* An Unpublished M. Ed. Thesis: T.U. Kirtipur, Ktm.

Thakur,K.P.(1991). *A Practical Guide to English Grammar*. Patana: Bharati Bhawan.

Varma, D. (1988)*. Hindi Ka Itihas*: Ilahabad Century Printers.

Yadav, Y.P. (2001). *Linguistics*: *A Basic Course.*   Kathmnadu: New Hira Books Enteprises.

Yadav, Y.P.(2003). *Bhasa Biggyan*. Kathmandu: New Hira Books Enterprises.

DEVENAGARI SYMBOLS

The Devanagari symbols for Hindi vowels and consonants with their corresponding phones:

Vowels:	1.	अ	2.	आ	3.	इ	4.	ई	5.	उ
		a		a:		i		i:		u
	6.	ऊ	7.	ए	8.	ऐ	9.	ओ	10.	औ
		u		e/e:		αɩ/αɛ		o/o:		au

Consonants

Velar	11	क	12	ख	13	ग	14	घ	15	ङ
		ka		k^{h}a		ga		g^{h}a		na
Palatal:	16	च	17	छ	18	ज	19	झ	20	ञ
		ca		c^{h}a		ja		j^{h}a		ν)a
Retroflex:	21	ट	22	ठ	23	ड	24	ढ	25	ण
		ta		t^{h}a		da		d^{h}a		na
Dental:	26	त	27	थ	28	द	29	ध	30	न
		ta		t^{h}a		da		d^{h}a		na
Labial:	31	प	32	फ	33	ब	34	भ	35	म
		pa		p^{h}a		ba		b^{h}a		ma

Other Consonants:

	36	य	37	र	38	ल	39	व	40	श
		ya		ra		la		wa		sa
	41	ष	42	स	43	ह				
		Sa		sa		ha				

Source: Prasad, 1993

QUESTIONNAIRE

This questionnaire has been prepared in order to accomplish a research work entitled Passivization in English and Hindi. This research is being carried out under the supervision of Dr. Anju Giri, Reader of the Central Department of English Education T.U. Kirtipur, Kathmandu. It is hoped that your invaluable co-operation will be a great contribution in the accomplishment of this valuable research for M.Ed. dissertation.

<div align="right">
Researcher

Arbind Kumar Mahara

M.Ed. English

T.U. Kirtipur, Kathmandu
</div>

_____

नाम (Name): :

गा.वि.स. (VDC):   लिङ्ग -Sex_:

पेशा (Occupation):   उमेर (Age):

शैक्षिक योग्यता (Academic Qualification):

_____

(1) Assertive Sentences

Change the following Hindi active sentences into passive voice with the help of the examples given below:

१. मै कविता पढ सकता हूँ (I can read the poem)

   = मुँझे कविता पढी जा सकती है ।

२. करीम पतंग उडा रहा है । (Karim is flying a kite)

   = करीम द्वारा पतंग उडाई जा रही है ।

३. लडका पत्र लिखता है ।(The boy writes a letter.)

   = लडके द्वारा पत्र लिखा जाता है ।

_____

१. शिक्षक ने राजु को पढाया । (The teacher taught Raju.)

----

२. मोहन खेत जोत रहा है । (Mohan is ploughing the field.)

----

३. उसने हरिको पिटा । (He beat Hari.)

----

४. तुमने मुझे गाली दी । (You scolded me.)

----

५. तुम अंग्रेजी भाषा सिख रहे हो । (You are learning the English Language.)

----

६. आप मुझे पढा दिजिए । (You teach me.)

----

७. मै ने एक नयाँ घर बनाया है । (I have made a new house.)

----

८. हमने उसको बहुत मद्दत किया । (We helped him very much.)

----

९. मेरे पिताजी ने मुझे एक रुपये का नोट दिया । (My father gave me one rupee note.)

----

१० रामने यह काम किया है । (Ram has done this work.)

----

११. मेरी माँ स्कूल मे अंग्रेजी पढा रही हैं । (My mother is teaching English in a school.)

----

१२. कल राजेश ने खेत मे पानी डाला । (Rajesh gave water in the field yesterday.)

----

१३. मैं आपको बहुत प्यार करता हूँ । (I love you very much.)

----

१४. मिरा ने फिल्म देखी है । (Mira has watched the film.)

----

१५. मै गरीबो को मद्दत करता हूँ । (I help the poor.)

----

१६. अनिता रविको गाली नही दी है । (Anita hasn't scolded Ravi.)

----

१७. अनिता ने मुकेश को एक चिट्ठी दी है । (Anita has given Mukesh a letter.)

----

१८. मै तुमको पिट्टुँगा । (I shall beat you.)

----

१९. मेरे पिताजी आम लाऐगें । (My father will bring mangoes.)

----

२०. राजू गीत गा रहा है । (Raju is singing a song.)

----

2. Interrogative Sentences

A. Yes/ no. Questions

Change the following Hindi yes/ no- question sentences into passive voice with the help of given examples.

(क) क्या आप दिल्ली जाएँगे ? (Will you go to Delhi?)

= क्या आपद्वारा दिल्ली जाया जाएगा ?

(ख) क्या यह किताब राजुने लिखी है ? (Has Raju written this book?)

= क्या यह किताब राजुद्वारा लिखी गयी है ?

_____

१. क्या आप मुझे पढा दिजिएगा ? (Will you teach me?)

=---

२. क्या मुकेश गाडी नहीँ चला सकता है ? (Can't Mukesh drive a vehical?)

=---

३. क्या मेरा नाम आप भूल गएँ ? (Did you forget my name?)

=---

४. क्या राजु आम बेच रहा है ? (Is Raju selling mangoes ?)

=---

५. क्या नेहा अंग्रेजी नहीं बोल सकती है ? (Can't Neha Speak English ?)

=---

६. क्या राम स्कूल में पढाता है ? (Does Ram teach in school?)

=---

७. क्या उसकी माँ विमारियोँ को जाँचती है ? (Does her mother check up patients ?)

= ---

८. क्या मीरा ने भात पकाई ? (Did Mira Cook rice ?)

= ---

९ क्या गाय ने दुध दी है ? (Has the cow given milk?)

= ---

१० क्या शिक्षक ने आपको किताब दी है? (Has the teacher given you a book?)

= ---

B. Wh- Question

Change the following Hindi Wh-Question into Passive voice with the help of given examples.

१. तुमने क्या खाए हो ? (What have you eaten?)

= तम्हारे द्वारा क्या खाया गया है ?

२. आपने राजुको किताव क्यों दीया ? (Why did you give Raju a book?)

= राजुको आपकेद्वारा किताब क्यों दीया गयी ?

_____

१. तुम घर सें क्या लाए हो ? (What have you brought from house ?)

= ---

२. आप घर सें कैसे आएंगे ? (How will you come from home?)

= ---

३. मीराने S.L.C. कहाँसे पास की ? (From where did Mira pass S.L.C.?)

= ---

४. मेरा पिताजी कहाँ से किताव लायी है ? (From where have my father brought a book?)

=---

५. तुम घर मे क्या करते हो ? (What do you do in the house?)

=---

६. आप मेरे घर क्यौं नहीं आते है ? (Why don't you come in my home?)

=---

७. राजेश क्या करता है ? (What does Rajesh do?)

=---

८. मोहन खेत मे क्या कर रहा है ? (What is Mohan doing in the field ?)

=---

९. रवि क्यो नही भात खाता है ? (Why doesn't Rabi eat rice?)

=---

१०. राजुका पिताजी स्कूल में क्या पढाता है ? (What does Raju's father teach in School?)

=---

(III) Imperative Sentence

Change the following Hindi Imperative sentences into passive voice with the help of given examples:

(क) गरीब लोगोको मद्दत करो । (Help the poor people.)

= गरवी लोगोको मद्दत किया जाए ।

(ख) अव थोडा आराम करो । (Rest a little bit now.)

= अव थोडा आराम किया जाए ।

१. मेरे काम समय में करो । (Do my work in time.)

=--

२. किताब पढ़िए । (Read the book.)

=--

३. विडी मत पिया करो । (Don't Smoke Bidi.)

=--

४. गृहकार्य रोज करो । (Do homework daily.)

=--

५. झगडा मत करो । (Don't Fight.)

=--

६. खाना बनाओ । (Cook the Food.)

=--

७. अपनो से बडों को आदर किजिए । (Respect your elder.)

=--

८. ऐसै बस मत चलाओ । (Don't drive the bus like this.)

=--

९. कृपया हल्ला मत किजिए । (Please don't make noise.)

=--

१० सबेरे उठ्ने की कोशिश किजिए । (Try to get up early.)

=--

<div align="center">**समाप्त**</div>