

I N T R O D U C T I O N

Mischievous pairs like little/a little, few/a few, every/all in English have always fascinated scholars for long. Though they are apparently identical, they often cause confusion and demand closer study. I found some and any to be one such pair.

Comprehensive studies have been carried out on the different aspects of some and any in Standard English (SE) both British and American. They have dealt with both the syntactic properties and semantic interpretations. The Transformational Generative approach has been used in the investigation of this pair. However, as far as the present investigator knows, no comprehensive study of any sort of this pair (some/any) in Indian English (IE) has been carried out. Therefore we have chosen this area for investigation.

This study of some and any in Indian English aims at ascertaining whether the behaviour of this pair conforms to that of some and any in Standard English; and particularly the role of presupposition in the choice of some and/or any in negative, interrogative and conditional constructions (NIC's). The material we have used for this study is the

Kolhapur Corpus of Indian English (Shastri et al, 1986) which provides an authentic data base for comprehensive studies of aspects of IE. The availability of this Corpus encouraged us to undertake this study.

The study is divided into four chapters. The first chapter surveys the features of IE beginning with definitions, and going on to the studies of the nature of IE, in terms of its syntactic, semantic and lexical properties. The second chapter summarizes the theoretical views of researchers and grammarians on the grammar of some and any. It is divided into two parts. The first deals with the functional approach and the second with the transformational generative approach to the study of some and any. The third chapter has five sections. They cover aims and objectives, materials, methods, analysis and observations respectively. The fourth chapter reports the findings of our investigation and takes note of the possible pedagogical implications. The full contexts in which some and any occur in the corpus are given in the Appendix. A consolidated bibliography of all the references is given at the end of the dissertation.