CHAPTER - I

SIGNIFICANCE OF THE PROBLEM

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CHAPTER - I

SIGNIFICANCE OF THE PROBLEM

1.1 Introduction:

After the advent of independence in 1947, our country had to face certain problems like other newly born nations of the world. It was thought that the political freedom would work like a magic wand to achieve economic, social progress leading to prosperity. Explosion of knowledge, population and new aspirations has aggravated the enormity of two main problems namely ignorance and abject poverty. For the elimination of these two evils, education is considered to be the potential panacea. Not only this but "the very destiny of India is being shaped in her classroom" 1. The above statement has stressed in unequivocal terms the paramount importance and role of education in the nation building.

Secondly for the attainment of economic prosperity at an accelerated speed, the forces of science and technology are to be harnessed. Thus the evolution of national system of education became an imperative need while planning for the national development.
In recent times, education has assumed the stature of science. Hence the necessity to consider various dimensions of education scientifically. The different components of education such as aims, objectives, curricula, Text Books and methodology of teaching were brought under the microscopic scientific study. In the process of learning and teaching, the language art has played a unique role which demanded special instructional techniques. This objective has necessitated the distinction of each technique from other language activities. Vocabulary was one such activity in the study of a language which ought to have been given due justice on the basis of scientific study. This aspect of language art could not be left to chance, fate or to the extempore spontaneity of the erudite nor could it be entrusted to the sweet will of the so-called experienced teachers. Unfortunately this very important aspect of language art has still remained a neglected area of research for a long time.

D.B. Desai and Sunirmal Roy have aptly remarked, "Vocabulary is the first step in learning a language. Research on vocabulary is therefore of fundamental importance with regard to curriculum and instruction."
They have further stressed, "It may be well concluded that researches in above areas may provide needed guidelines analysing content of curriculum, developing techniques and tools of teaching, writing and publication of Text Books." Hence the problem attracted the attention of the investigator.

1.2 Statement of the problem:

To study critically the Basic Vocabulary in Marathi both Recognition and Reproduction of pupils having Marathi as their Mother Tongue and reading in standard VI in Marathi medium schools of Kalyan and its neighbourhood.

1.3 Historical Background:

The sincere efforts made by Mr. G.K. Gokhale in introducing free and compulsory primary education are written in golden letters in the annals of Indian Education. His dream came true when the first Primary Education act popularly known as Vithalbhai Patel act was passed in the erstwhile Bombay Presidency. There are various stages as indicated below through which educational policies have undergone radical changes since independence.

(1) Formulation and acceptance of free, universal and compulsory education as the directive principle in the constitution of our country.
(2) Appointment of various commissions of education such as Dr. Radhakrishnan Commission on university education, Dr. Mudaliar Commission on Secondary education and Dr. Kothari Commission. The last Commission defined the aims of education at all stages.

(3) Appointment of Review Committee under the Chairmanship of Shri. Ishwarbhai Patel, Vice-Chancellor of the Gujarat University for reviewing the present scheme of Studies.

On 26th November 1949, we solemnly resolved to constitute India into a Sovereign, Socialist Secular Democratic Republic and to secure to all the citizens equality of status and opportunity. Article 45 of the Constitution of India laid down that "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years". In 1946-47 the total expenditure on Education in India was rupees 577 millions which worked out at Rs. 1.6 per head of the population. At the conclusion of the Second Five Year Plan the expenditure on Education showed an upward trend. This will be corroborated by the following table.
The first two five year plans (1950-56 and 1957-61) have vigorously attempted to bring the goal of free and compulsory education into reality. The national economy has grown at 5.4% during the first two five year plans while educational expenditure had grown at the rate of 11.7%. The rate of expenditure on education thus increased at more than twice the rate of increase in national income. As a result of this expenditure, unprecedented growth of education was noticed. Against this national background the rise in educational expenditure in Maharashtra can be seen from the following table.

**TABLE - I**

<table>
<thead>
<tr>
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<th>1950-51</th>
<th>1960-61</th>
<th>1965-66 (estimated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total educational expenditure (Rs. in millions)</td>
<td>1,444</td>
<td>3,444</td>
<td>6,000</td>
</tr>
<tr>
<td>Educational expenditure per capita (Rs.)</td>
<td>3.2</td>
<td>7.8</td>
<td>12.1</td>
</tr>
</tbody>
</table>
In the year 1946-47, compulsory education was introduced in only 110 cities and 5,100 villages in Maharashtra State. It was only after independence, when the decision to impart free compulsory education was taken, the significant increase in the pace of spread of education was witnessed.

The task, however, did not seem an easier one. The old concept of school responsibility to teach children to read and to write acquired new significant dimension. By providing free and compulsory education up to the age of 14, the nation expected the army of educated youths which would ultimately contribute to the building a modern and prosperous India. The

**TABLE - II**

<table>
<thead>
<tr>
<th></th>
<th>1950-51</th>
<th>1960-61</th>
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</thead>
<tbody>
<tr>
<td><strong>Total educational expenditure (Rs. in millions)</strong></td>
<td>174.3</td>
<td>487.8</td>
</tr>
<tr>
<td><strong>Educational expenditure per capita (Rs.)</strong></td>
<td>5.44</td>
<td>12.15</td>
</tr>
</tbody>
</table>
youth, thus envisaged would learn to listen as to read, would speak as well as write, would listen and read with discrimination and understanding and would write, speak and act effectively. The language is inevitably the chief means of education and education of any kind is mainly based upon education in language. The successful implementation of the directive principle of free and compulsory education stressed the need of imparting education in mother tongue of the child. This was reflected for the first time in the new syllabus for Primary Schools in the year 1948-49. This syllabus emphasized the importance of mother tongue as the first language of the curriculum of studies and also the medium of instruction in all subjects.

There has been a great explosion of knowledge during the last few decades. The main tasks of education emerged were as follows:

(a) To keep pace with advances in science and technology.
(b) To harness these advances to the progress of education and
(c) To foster and promote the attitude of national consciousness and unity.
A consistent approach, to the objectives and methods of education, needed for new society, was thus an essentiality.

The nation-building activity was to be carried out in the light of new advancements taking place all over the world. The revolutionary changes brought about in the Western world shaped the lives of those people. The process of enriching human life in all aspects is undoubtedly continuous. However, in a single generation the transformation of society was almost beyond imagination. The rapid growth of the means of communication contracted the globe and every nation as if became a next door neighbour. The peoples of different nations came very close to each other.

The utilization of technological forces or energies became a distinctive feature of modern society. The treasure of knowledge is far greater and the pace of its development is infinitely speedier. One of the main tasks of education was to keep pace with this advance in knowledge and link it properly for the nation building task. Realizing the importance of education in this task, the framers of Indian Constitution stipulated free and compulsory education for all children until they reached the age of 14.
They were fully aware that the process of modernization and the spread of education were interdependent. Literacy however, in their opinion was not restricted to lessons in classrooms. They desired the literates to be adequately prepared to modernize and respond appropriately to the call of national reconstruction.

This challenge was considered more expedient because of the contraction of world, an onrush of new ideas and inventions assaulted the present generation in ever-increasing volume, through the eyes, through the ear, through the press, the radio, Television and the cinema. It became necessary to mould this new generation into a new, modern and scientific personality. This alone could enable the nation to occupy its viable place in the comity of other nations.

Earlier to the attainment of independence, our school system as a whole could not inculcate the spirit of national unity and national consciousness. During the British regime, the schools were expected to teach loyalty to the master rather than instil love for the motherland. The attempts were made to foster and promote national consciousness, integrity but outside the prevalent educational system. This
situation radically changed after the dawn of independence. The new educational system ought to have been geared up with the new orientation. This was the only enduring solution to the problem of education becoming an effective instrument for the task of building new India. However, these ideas could not be materialised. The percentage of literacy did rise from 16.6% in 1951 to 24% in 1961 and 28.6% in 1966, but not with the expected results. (ii) The directive principle of introducing free and compulsory education did contribute in the increase in number of schools to a large extent. The number of literate students shot up on a large mass scale. The first post independence generation of the educated youths entered the society but unfortunately not enlightened as envisaged. Towards the end of the third five year plan, the country was facing a crisis of character. The goals of national unity, solidarity and national emotional integration posed serious problems. Thus the urgent need was felt to take a comprehensive review of the educational system with an aim to initiating a fresh and more determined effort of educational reconstruction. With this objective, the Education Commission under the chairmanship of Dr. D. S. Kothari was appointed on 14.7.1964 to
advise the Government on the national pattern of education and on the general principles and policies for the development of education at all levels and in all aspects. The Resolution issued by Government of India on the Report of the Education Commission accepted the new system of Education recommended by the Commission. The Government thus

(a) defined the aims of education (b) evolved an integrated system of education (c) related education to the development of the nation (d) introduced the concept of Life Long education for maintaining functional literacy.

Accordingly an integrated national system of education with a new dimension to the earlier programme of free and compulsory education was added. The direct link between education, national development and productivity was established. In modern times, dynamic changes constantly occurring in society caused continuous increase in knowledge. No education is sufficient for all time. Education could not terminate with schooling but become a constant pursuit of knowledge. The concept of Life Long education emerged to meet those requirements. Literacy was not confined with mere ability to read and write. The wider concept of
functional literacy was thus accepted. The World Conference of Education Ministers on the eradication of illiteracy organised by UNESCO at Teheran in 1965 formulated the concept of functional literacy. It concluded, "Rather than end in itself, literacy should be regarded as a way of preparing man for social, civic and economic role that goes far beyond the limits of rudimentary literacy training, consisting merely in teaching of reading and writing. The process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards. Reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civil life, a better understanding of the surrounding world and should ultimately, open the way to the basic human culture." 6.

Evolution of language policy was one of the crucial problems. It was psychological finding that the child must receive education through its mother tongue if education should be meaningful and effective. The use of mother tongue should be used as the medium of instruction to facilitate the comprehension on the part of a child. It was both urgent and essential for
the development of people. It would help not only in
the progress of industrialization but also in the
diffusion of scientific knowledge and outlook. In
this way the use of mother tongue as a medium of
instruction in the educational system did occupy the
prominent position. The mother tongue alone can
equip the people to acquire knowledge with ease and
efficiency and to express themselves with clarity
and to think with precision and vigour. From this
point of view, the claim of mother tongue is
pre-eminent. Rabindranath Tagore, while delivering
the convocation address of Calcutta University in
1937 had said, "In no country in the world except
India, is to be seen this divorce of the language of
education from the language of the pupil". In the
very speech, he cited the example of Japan that gained
proficiency in the western arts and science within a
period of one hundred years. It was because Japan had
felt the need of such studies, not as an ornament for
select section of her citizens, she thought it to be
of prime importance to make this knowledge universally
available to her people.

Dr. Ram Takawale, the Vice Chancellor of University
of Poona in one of his lectures referred that the
highest education in Hungary is given through the
mother tongue and Hungary produced four Nobel Prize Winners in the field of science. It seemed illogical of keeping learning within the confines of a foreign language and out of easy reach of the people.

Learning through a foreign medium compels the students to concentrate on cramming instead of comprehending the content matter which is essential for the development of the talent in the country.

Even the former education Minister Dr. Trigun Sen had remarked, "Though the problem of medium of instruction at the university level was controversial but was not impossible of solution. Dr. Kothari Commission recommended the use of regional language or mother tongue as the medium of instruction at the university level.

Thus the adoption of mother tongue as the medium of education was a momentous decision. It is difficult to assess the results of new policies in the field of education in such a short span of time because educational plans are always long term plans. The consensus revealed that the nation has made little headway towards the fulfilment of the targets stipulated. The need to remove imbalances and to lay new emphasis on certain areas of educational activity is felt by the Government. The introspection reflected
in the following steps taken by the government.

(a) Appointment of Review Committee in June 1977, under the chairmanship of Shri. Ishwarbhai J. Patel, the Vice-chancellor, of Gujarat University. Patel Committee noted that the present educational system is urban oriented, bookish in outlook, and almost entirely divorced from manual activity. It recommended that socially useful productive work must be given a central place in education.

(b) Appointment of National Review Committee in October 1977, under the chairmanship of Dr. Malcolm S. Adiseshiah, the Vice-chancellor, University of Madras, to review the curriculum of the plus two stage of school education with special reference to vocationalisation of education.

The Adiseshiah Committee expressed the view that educational system needs to be linked with the following four facts:

1. Removal of unemployment
2. Removal of destitution
3. Rural development
4. Adult literacy

The policy statement on Adult Education made by the Government of India mentions, "Highest priority in adult education needs to be given to the illiterate..."
persons. In the post-independence period, the achievements in the field of literacy have been far from satisfactory. In 1947, the rate of literacy was 14 per cent which rose to 34.45 per cent (excluding the age group 0 - 4) in 1971. Yet owing to population increase and half-heartedness of the past effort, the number of illiterate persons has risen from 247 million in 1951 to 307 million in 1971. According to the census of 1971, the total number of illiterate persons above 14 years of age is 209.5 million of which 97.1 million are in the age group of 15 - 35, which is likely to be about 100 million at present. A massive programme should be launched to cover this vast segment of population in 15 - 35 age-group as far as possible within five years of its launching.

The limitation of resources has forced to make certain hard choices. The national programme confined to educate and make 100 million persons in a phased manner in five years. Many children drop out in the middle before they complete their primary education. Out of 13,884 thousand students enrolled in class I in 1966 only 3,285 thousand students have continued their education in class VII and 2,476 thousand in class VII. This exclusion
of vast majority of people from the process of education and allowing enormous 'work force' to lapse into illiteracy has become most disturbing element in the planning of education.

The problem of liquidation of illiteracy is closely related to maintaining the literacy of the literates. Production and distribution of reading material on a large scale is considered to be the most important step in the implementation of adult literacy programme. Equally important is the reading material to maintain the functional literacy of those who have given up the formal education and joined the 'work force'. This reading material should be suitable to the working and living conditions of the learners. It should be written in the language of those for whom it is meant for. Unfortunately language has not yet been evolved. The suitable vocabulary for such language is a necessary pre-requisite. The present vocabulary study should be considered in this wider context.

1.4 Significance of the Problem:

The important role of scientifically prepared graded vocabulary of the student in learning a language is undisputed. The revised syllabus for standards I to VII in Maharashtra State has stressed
the need for preparation of such graded vocabulary for the pupils.

(A) Need of Vocabulary Study:

The school syllabus is always considered to be a faithful reflection of the prevalent aims of education. For this reason, it is always in a state of flux. The tremendous explosion of knowledge in recent times has caused the reformulation of many basic concepts in different subjects. The former school syllabi were found to be narrowly conceived and largely out-of-date. They were inadequate and could not meet the demands of the modern times.

Education is a three-fold process of (i) imparting knowledge (ii) developing skills and (iii) inculcating proper interest, attitude and values.

In earlier times emphasis was laid on imparting knowledge but now the latter two processes acquired prominence in the changed circumstances.

On 29th December 1964, Syllabus Review Committee was appointed by the Government of Maharashtra and the school syllabus was revised accordingly. The School Syllabus Review Committee made a reference to the vital problem of vocabulary while clarifying background and perspective of the changed syllabus.
It invited attention to the important problem of graded vocabulary. No research in the field of vocabulary was made. In this context the observations of the Syllabus Review Committee are significant.

"Similar research in respect of vocabulary appears to be equally necessary for guidance in preparing properly graded prose texts for detailed study in various standards." 9

The syllabus for standards I to VII was sanctioned by the Government of Maharashtra by its resolution No. PRE 7064-F on 11th May 1966. The revised syllabus laid down the general objectives as follows:

1. Acquisition of adequate mastery over the basic tools of learning.
2. Development of the spirit of observation, inquiry and self study.
3. Development of moral and social values leading to cultural behaviour in home and community.
4. Development of habits of clean and healthy living.
5. Active participation in social and cultural activities.
(7) Acquisition of skill in some socially and educationally useful productive work.
(8) Interest in and appreciation of fine arts.
(9) Development of national outlook leading to emotional outlook, leading to emotional integration civic sense and moral responsibility.
(10) Development of International Understanding.¹°

Mother tongue as the medium of instruction formed the basis of the changed syllabus. The study of the mother tongue was not restricted merely in studying nouns, pronouns and other parts of speech but it was considered as the main vehicle for communication and a tool for thinking and reasoning. The revised syllabus noted in categorical terms this fundamental change in the policy in the following words:

"The study of the mother tongue forms the basis of education, as it enables the child to widen the horizon of his knowledge about the social and natural environments about him. It is the foundation for the educational career of the child since his future education in secondary schools or colleges or in life is mainly carried on through this medium. An adequate command over the mother tongue must, therefore be considered the first essential of any course of education at the primary or secondary stage."¹¹
The objective of learning through the mother tongue is to help the child to understand and appreciate thoughts, feelings and ideas set down by others and thereby to expose him to the world of wisdom, beauty and inspiration. The study also seeks to provide the child with an adequate and effective medium of self-expression and communication. It is thus the most potent and comprehensive medium for the development of the child’s personality as well as a great unifying influence contributing to regional integration and social solidarity. The study of the mother tongue will also indirectly contribute to the fulfilment of national and emotional integration. It should help the child to develop the attitude of catholicify towards other languages, countries, religions and cultures. The revised syllabus defined the scope of the study of the mother tongue. It stated, "Finally, it needed to be borne in mind that language is primarily a habit. The study of mother tongue, therefore, should lead to the formation of good habits of correct speech, writing and reading and these should be able to rectify the influence of incorrect speech heard outside the school. At the same time care should be taken to see that the words and tones of the local
dialects or local language peculiarities are not
ridiculed but sympathetically dealt with."  
"It should be also noted that pupils who are studying
the other subjects of the curriculum through the
medium of the mother tongue are at the same time
studying the mother tongue as well. The instruction in
other subjects should, therefore, reinforce the work
done in the periods devoted to the study of the mother
tongue and not nullify it." 12 After considering the
claim and scope of the teaching of the mother tongue,
the broad objectives of teaching the mother tongue
were enumerated as follows:
(1) The ability to listen with understanding (2) The
ability to express adequately, correctly and clearly
the ideas, thoughts and feelings orally (3) The
ability to read aloud clearly and fluently with correct
pronunciation, proper intonation, punctuation and
expression. (4) The ability to read silently with
comprehension (5) The ability to express ideas in
writing in correct language logically and effectively.
(6) The ability to write a good legible hand. (7) For
the realization of these aims, it is necessary that
child should understand and use correctly a
progressively larger amount of vocabulary." 13 The
need to prepare progressively larger amount of
vocabulary of the pupils, was thus stressed in the syllabus itself.

Language is a product of social interaction. No feature of man's mind and behaviour is so highly socialised as his language and vocabulary is considered to be the first step in learning a language. It is the barometer by which richness, strength and vigour of a language are measured. The place of language in the process of learning and teaching has become indispensable in planning curricular strategies and instructional tactics. Studies about the nature of language brings new significance and vitality to some traditional ideas of child centred era. The volume of the child's vocabulary depends upon his social environments and it is enriched by his treasure of experiences. The syllabus did not recommend specifically the graded vocabulary embodying these learning experiences. However, it emphasised the urgency of preparing such graded vocabulary.

(B) Importance of Vocabulary and Vocabulary Study:

A 'word' signifies an 'experience' and the vocabulary of the pupils is the embodiment of their learning experiences. The first process in the imparting of knowledge is necessarily fracked in words. The second and third processes of development of skills and formation of attitudes do need words for precision
and communication. Any language programme can be adequate with making provision for the accumulation of experiences and for the learning of the vocabulary accompanies these experiences. Reading material is the prime means by which the new vocabulary can be introduced and developed. For the very reason, the revised syllabus attached great importance to the preparation of suitable reading materials for the pupils. In our country such reading material is conceived mainly in the form of Text Books. The Text Books are rightly deemed as 'defacto syllabus'.

Books contain thoughts which are reduced to writing and duplicated by means to give them handy form. The information which is frozen in the text books is required to be reactivated when the reader perceives it. It then can liberate a multitude of sounds, images, feelings, ideas, facts by opening the gates of time and space to them. The value of scientific research in the vocabulary for the preparation of reading materials especially text books was not understood while planning the new syllabus.

The present vocabulary study of the pupils in standard VI is an attempt intended to fill up partially, this gap. Scientific research in this basic aspect of language art, will pave the way for
the preparation of graded vocabulary for the pupils of standard I to VII. The content of the syllabus was basically changed in the new revision. This necessitated the evolution in the preparation of Text Books too.

The nature of the Text Books is determined according to the changes in social life. In England the first Text Books were distinctly religious in content and character. The chief objective seemed to have been acquainting the pupils with the need of religious salvation and the contents of the Bible. This basis was entirely changed in the nineteenth century text books. In the first place the new text books included an exceedingly large number of words. Scientific inventions, rational thinking dominated these text books. The former basis of personal opinion for determination of nature, content, and vocabulary was replaced by scientific procedures. The initial Text Books in India preached loyalty to the British emperor. Gradual changes in these text books took place. Education in India in post-independence period is considered as a powerful instrument of social, economic and spiritual change and educational activities are related to long-term national aspirations. The new learning experiences were
enshrined in these text books. However, a vital link in this process was not established. A scientifically designed graded vocabulary to articulate these learning experiences was not prepared. A graded vocabulary is the key factor in the preparation of any text book or other reading materials. Presentation of new learning experiences in the appropriate vocabulary was essential. From this aspect too, a graded vocabulary study is of great importance.

(C) Vocabularies in Text Books:

In conformity with the new policies, the production of Text Books in Maharashtra State was gradually nationalized.

Maharashtra State Bureau of Text Books Production and Curriculum Research was established in January 1967, to prepare Text books in different media mainly Marathi for all subjects. The publication of the Text books for standards I to VII according to the new syllabus was undertaken for implementation within four years. The Bureau produced 341 titles for all the 7.72 million pupils in standards I to VII. Total number of copies was 32.76 million. This voluminous task which involved tremendous human energies was executed with a galloping speed. However, the pivotal
aspect of evolving a scientifically prepared graded vocabulary was not carried out.

The problem of school Text Books was discussed at the meeting of National Integration Council held at Srinagar in June 1968. The Council attached great significance to the preparation of Text Books, in the revised pattern of education. It was surmised that books should

(1) serve the purpose of creating sense of Indianness, unity and solidarity.

(2) inculcate faith in the basic postulates of Indian democracy and

(3) help the nation to create modern society.

Thus there reflected radical changes in the content of the Text books. Since vocabulary is the expression of any thought, the new Text Books were replete with a new treasure of vocabulary. This treasure of new words was opened without any scientific research. The new syllabus found expression through the medium prepared on an arbitrary basis. The paradox was bound to be so because very little work was done in the field of vocabulary in Marathi. The vocabulary used in the text books, the vocabulary expected from pupils in their oral and written tests, the vocabulary used by the teachers in their teachings
were all left to common sense and chance. The need to prepare graded vocabulary lists for standards I to VII emphasized in the syllabus itself remained an unexplored area.

(D) Vocabulary in the Teaching:

Learning process. The critical observation of the Text Books revealed the whole procedure of selecting the words seems to have been a rather haphazard guessing affair. Evidently the choice was determined mainly by personal opinion. The persons involved in the writing of Text books were experts and experienced in their respective fields but they were not provided with the scientific vocabulary data. This amounted to various anomalies.

Only the previous primers and readers were relied upon for this purpose. In the absence of data regarding the number of words, their familiarity, tolerable percentage of new words to be introduced, average repetition of the words at various stages, the difficulty value of the reading material was increased. The following observations by Deshpande V.S. in his thesis on 'Teaching Reading to Beginners - A Methodical Study' are noteworthy. He writes, "The child studying I standard Reader (Balbharati Part I 1970) is exposed to 61.49 new words is so meagre that
is 1.63, that the child would have to read a new word after every two words. This surely would not motivate new learning and may prove detrimental in developing liking for learning as a whole.  

The Text Books prepared without any scientific foundations are not immune from such drawbacks.

It is educationally sound if the new concepts in any discipline are comprehended by the pupils in the words known to them. As properly graded vocabulary lists are not available for the teachers, they do not get ready-made vocabulary of the pupils in different schools where the children come from different strata of socio-economic backgrounds. The teachers try to adjust to the previous knowledge of the pupils in vocabulary relying mainly on his own experiences. As the graded vocabulary is not available to the teacher, he is handicapped in his teaching for want of data to know what words he should use. On occasions the pupil fails to understand the language of the teacher. This very fact establishes the crying need of scientifically prepared vocabulary.

Thus the necessity of scientifically prepared vocabulary study is, therefore, universally accepted as of fundamental importance in language art. In our country where the aims of education are radically
changed, this language art calls for even more special instructional techniques.

Uses of Vocabulary lists:

The lists are closely connected with the teaching of language as an effective vehicle for the communication of ideas, feelings and as a tool for thinking and reasoning. These lists will form the basis in the learning of basic language art. The present vocabulary list is of pupils studying in standard VI only.

(a) Such vocabulary lists will be of utmost use for the preparation of Text Books for the pupils. The Textbook writers will have a knowledge as to which of the words are to be used according to standards. This determination of grade placement of words will be beneficial to the writers of the Text books.

(b) More useful will be the knowledge about frequency of words provided by these vocabulary lists. This will enable the Text book writers in introducing new words, their proper spread over and their optimum repetitions.

(c) Etymological analysis of words will supply the information regarding the composition and nature
of words. This will help the Text book writers to balance the inclusion of words in the Text Books. They will select words according to the understanding of the pupils for whom the Text books are written. The words which are not too difficult but commonly and frequently used by the pupils will find prominent place in the Text books.

(d) Etymological analysis of the words will help Text book writers to implement the theory of utility. They will be able to use more words coming from the important dialects, even though their percentage is found too meagre in the vocabulary lists. The local language peculiarities will honorably be included in the Text books.

(e) The range of words provided by vocabulary lists will enable the Text book writers to make conscious efforts for uniform development of the pupils in all subjects. The writers of Text books other than the Language text books will make use of the words on the basis of information regarding frequency and etymological origin supplied by these tests. Some words required in higher standard in subjects other than the mother tongue can be used in language text books in the earlier standards.

(f) In studying the other subjects the pupils are
at the same time studying the mother tongue as well. The writers of Text books in other subjects will be able to make frequent use of the words appeared in language books. These vocabulary lists give this information as range of every word is mentioned in the lists.

(g) These graded vocabulary lists will provide guidelines for preparation of teaching - learning materials for the illiterates, semi-literate and literates. These lists will be useful for effective implementation of programme laid down in the National Adult Education Programme while dealing with preparation of teaching - learning materials, it is stated, "On the basis of the curriculum and after necessary testing, teaching aids and learning materials shall have to be prepared with the greatest care. The Policy Statement makes reference to imparting of literacy skills in the spoken language. Without taking this to an absurd limit, it should be possible to organise learning in the spoken language, wherever necessary with bridges built for the learner to acquire facility in the regional language. Since it may not be possible to develop teaching - learning materials at the district/ project level within the next one year, as an interim measure State Resource
Centres will prepare materials in standard regional or sub-regional languages/dialects. By the second or third year it should be possible to prepare materials at the district/project level.  

The vocabulary lists alone will be of much use in the preparation of these materials. The degree of commonness, frequency obtained from these lists will provide the scientific base for preparation of such reading materials.

(h) The words having greater frequency will be used freely while words with less frequency will be avoided. These words will be easily understood by the great majority of persons who have left education and joined 'work force'. The literature produced in the vocabulary lists will be easy to be assimilated.

(i) Maintenance of literacy is treated or considered as one of the major tasks in the National Adult Education Programme. The literature which will help to fulfil this task can only be effective and useful by referring to the vocabulary which is easily understood by the people.

(j) Vocabulary lists are useful for evaluating the present text books in two ways. (1) Whether the text book is written by determining proper grade placement
of the words and (2) whether the new words introduced in the Text Book are properly fixed by adequate drilling.

(k) The vocabulary lists will help in writing the Text Books in simple language and a due weightage will be given to various dialects.

(l) The vocabulary lists will be useful to teachers in number of ways. They can decide how many words are to be taught to the pupils in lower and upper primary classes. The teacher will possess the knowledge of total number of words to be taught in respective standards. With the help of these word lists, the teachers can find out which are the new words to be introduced, which are the words familiar to the pupils and the new words which need more fixation.

(m) The conscientious and thoughtful teacher has to devote time and thinking in adopting the pedagogical treatment in the case of the words that pose difficulty to pupils. In such situation, the vocabulary lists help the teacher to decide quickly which treatment is suitable for a particular word, how important the word is, in which cases should the situation be exploited to master the word for future use.

(n) The data provided by the vocabulary lists will
be useful in the selection of suitable methods of teaching. The maxim 'from known to unknown' can easily be followed.

(o) The practical service of the vocabulary lists is to enlighten the less experienced teachers and the neophytes in the field of teaching, with the knowledge of the frequency and range of words which the expert teachers have accumulated by experience with the pupils and with the books. After proper planning the experiences of the classroom will be made more instructive to the teachers.

(p) A service of the word lists to teachers is to provide a convenient place to record any useful facts about these words by which teaching can be guided and improved. The vocabulary lists can then become a real treasure house to help in a form readily available.

(q) Words of local importance can also be added by the teachers to enrich the vocabulary lists.

(r) The paper setters at the examinations can frame the questions in the papers in such words which are intelligible to the pupils.

(s) The objective criteria for I. Q. testing will be supplied by these vocabulary lists.

(t) These lists will contribute to the development of reading ability of the students.
(u) One of the salient features of these lists is that they provide not only recognition words but also reproduction words. Thus these lists will facilitate the planning the exercises of the pupils.

(v) The vocabulary lists will be of immense use for all mass media communications such as Radio, Television, school broad-castings, programmes for peasants, weather forecasts, programmes for rural womenfolk and programmes for the workers. In such matters, the vocabulary lists will help in dubbing any educational documentary.

Expression of thoughts and ideas through these powerful mass media is far from satisfactory. There are wide variations on educating the masses and the expression is encyclopaedic. This state of affairs is due to dearth of objective data concerning the vocabulary of those for whom these programmes are planned and presented.

(w) The faithful use of these vocabulary lists will in turn enrich and modify the initially prepared lists.

(x) The writers of supplementary readers for school children, of source materials for adults, of other literature for children will be beneficiaries of these vocabulary lists. The need of the hour demands for the avoidance of wastage of energies, such literature should
be written in words which are easily understood.

(y) The educational field should be profuse with supplementary literature by making use of the first 1,000 and the first 2,000 words recommended by these vocabularies. In English, the classics of Shakespeare are rewritten accordingly. Even a small vocabulary list is comprehensive and complete in itself for expressing a powerful thought.

(z) In the outline of National Adult Education Programme, it is observed, "Exclusion of the vast majority of adult population from the organised system of education will not cease only by organisation of one-time adult education programme. The perspective of life-long learning and provision of arrangements therefore, shall have to be kept in view in planning and preparing for R.A.E.P. From this point of view the R.A.E.P. will not conclude with the end of the quinquennium. Systematic follow up programmes shall have to be organised almost with the beginning of the R.A.E.P. - they would comprise a well organised system of mass production of books and their dissemination and inclusion in the communicational circuits of the neo-literates. It would be desirable to follow up adult education programmes with organised developmental action." Production of such literature on a mass scale is a great necessity.
Mahabharat and other literature should be produced in Marathi as a part of National Adult Education Programme. The vocabulary list will be of much use in such directions.

1.5 **Objectives of the study**

The objectives of the present study are defined as follows:

1. To find out and recommend the basic recognition and reproduction vocabularies of pupils reading in standard VI in Marathi medium schools in Kalyan and Thane region whose mother tongue is Marathi.

2. To submit a classification of the Recognition Vocabulary and the Reproduction Vocabulary according to the frequency of the word.

3. To provide etymology of each word.

4. To determine the range of words and give the classification of words accordingly.

5. To provide the part of speech of each word.

6. To compare the written reproduction vocabulary with the oral Reproduction Vocabulary.

7. To compare the Recognition Vocabulary and the Reproduction Vocabulary, to find out the common words in the Recognition and Reproduction Vocabularies, to
give lists of words that appear only in the Recognition Vocabulary and only in the Reproduction Vocabulary.

1.6 Scope and limitations:

(a) Scope:

(i) The present study aims at finding out the extent of the vocabulary of pupils reading in standard VI, in Kalyan and Thane region. The study is of the words in the mother tongue, in the present case - Marathi.

(ii) Standard VI is an intermediary class after the conclusion of lower primary education and before the beginning of secondary education. Age of the pupils is not taken as a criterion.

(iii) The learning experiences in standard VI embody definite goals which are given in the syllabus. The vocabulary essential to attain these goals is the minimum vocabulary that all normal pupils must attain. The present study is an attempt to find out that extent of vocabulary and its general nature.

(iv) The goals in the syllabus are for different subjects prescribed for standard VI. As education is to be imparted in the mother-tongue that is Marathi, the words in all the subjects form a part of the vocabulary to be assimilated by the pupils. The foundation for the educational career of the pupils
is mainly laid down in this medium. When the pupils learn different subjects they learn Marathi language also.

(v) Besides other subjects, Marathi, the mother tongue is also taught separately as a language. The goals to be achieved in learning the mother tongue are comprehensive in nature. In learning the mother tongue, comprehension and expression are the two primary and vital goals while emotional development appreciation, formation of proper attitudes are the goals sought on higher level. The vocabulary of the pupils must be sufficient for the attainment of these goals also.

Vocabulary is of two types namely Recognition Vocabulary and the Reproduction Vocabulary.

(a) **The Recognition Vocabulary**

In hearing or reading a word, one starts with a symbol which is literally thrown at him by a speaker or a writer. His task is to provide the concept for which the symbol stands. This vocabulary of a person is called Recognition Vocabulary. This is reading or hearing vocabulary of the person. In case of the pupils of standard VI, this is the vocabulary that the pupils read and understand in their Text books and other reading materials and the
vocabulary they follow when their teachers or friends or other people talk to them. As the Marathi language is mainly based on phonetic (i.e., we write as we pronounce the words) the pupils may be able to decipher the letters in a word and read the word. The pupils read the word द्रावकाक्रिया that does not necessarily mean that they understand the concept of द्रावकाक्रिया. It is then the task of the teacher to see that the pupils grasp the concept. In 'Reading' and 'Hearing', comprehension is to be considered more important.

As Marathi is the mother tongue of these pupils and as they live in the State of Maharashtra, they are in constant contact with the language being spoken to them and to others all around them. The investigator, however, wants to determine that vocabulary of the pupils which would help them to achieve the goals in learning the mother tongue in standard VI and the goals in other subjects that are prescribed in the syllabus for standard VI and a word signifies an experience. The vocabulary of the pupils is the embodiment of his learning experience.

(b) Reproduction Vocabulary:

In speaking or writing, the basic task of the speaker or writer, is that of carefully selecting the
symbol that will most faithfully and effectively present his meaning to the listener or reader. This is the person's reproduction vocabulary. In the process of learning a child learns the recognition vocabulary first and then the Reproduction Vocabulary. In Recognition Vocabulary, the child understands the particular symbol. In reading, the context where the symbol is used and common sense, sometimes help the pupil to understand the symbol. In listening, gestures and expressions may help him to know the meaning of the symbol. In Reproduction Vocabulary the task is, however, difficult. Here the child has himself to choose the proper symbol. Only those words he has grasped, thoroughly, which are absorbed by him, will form a part of his Reproduction Vocabulary. Those words are his 'own' words. He can use them in various situations. The Reproduction Vocabulary is the 'speaking and writing' vocabulary of a person.

Theoretically the Reproduction Vocabulary of each person is different. The linguist would call it 'idiolect'. But, practically persons living in a particular locality, following a particular profession do have the same Reproduction Vocabulary. The Reproduction Vocabulary is the integral part of pupil's personality. It reflects his level of thinking, his emotional development and his cultural
attainments. This vocabulary is the explicit behaviour pattern of his personality. It is to be noted that his Recognition Vocabulary greatly influences his Reproduction Vocabulary. The scope of the present study is to find out, along with the Recognition Vocabulary the oral and written Reproduction Vocabulary of the pupils in standard VI in Marathi.

The method followed in the compilation of words, only the basic word is taken down. All the derivatives are reduced to the root word, which is taken down, as for example the root word राहने is put in the list which has many derivatives according to tense, gender, number, use in a sentence as राहते - शाहिला, राहने-शाहिली शाहने-शाहनात, राहनात

(3) Limitations:

The following are the limitations of the present study.

(1) The list of words of Recognition Vocabulary is the list of those words that the pupils require to assimilate the syllabus prescribed for standard VI. It may not have all those words that the pupils studied till the end of standard V or all words that the pupils know in standard VI. The words which are very commonly studied by the pupils in earlier standards need not necessarily occur in any one of the lists. The names
of days, months are similar examples.

(ii) The semantics of the words is excluded from the purview of the study. Only morphology is adhered to.

(b) Some words have more than one meanings, e.g. कोई, रोप. The meanings are not a point for consideration in this study. In such cases the word is not repeated twice but only once e.g. कोई, रोप

(c) The verbal meaning of a word is sometimes different from the ironical meaning. This aspect does not fall in the scope of the present study. When father says to his son "फार मोठा आला।" he means to say ironically that he is too young although the verbal meaning of the word "मोठा।" is elder.

Words acquire meanings and become significant in a particular context. Here some examples are cited for reference. The words in isolation have their own meaning. गपेक्षा, हिंदी स्वरूप। Though the power of the word is infinite, it is not possible to bring it under the purview of this study. The correct usage of the appropriate words, the beauty of language, grace of the style proverbs, phrases are all excluded from the scope of this study. The researcher has concentrated only one language art that is the words - vocabulary.
1.7 Definitions of Important Terms:

The terms used in the present work have the following definitions. These definitions are the extracts from the 'Dictionary of Education' by Carter V. Good, 3rd. edition 1973.

1) **Curriculum**: - Plural: Curricula, 1. A systematic group of courses or sequences of subjects required for graduation or certification in a major field of study, e.g. social studies curriculum, physical education curriculum (2) A general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or vocational field. (3) A group of courses and planned experiences which a student has under the guidance of school or college, may refer to what is intended, as planned courses and other activities or intended opportunities or experiences or to what was actualized for the learner, as in actual educational treatment or all experiences of the learner under the direction of the school.

2) **Language**: - A code for conveying the thoughts and feelings of one individual to another, which has been accepted and is mutually understood by both, may be (a) oral, through the articulation of vocal sounds
into words and then the grouping of words into statements (b) written through the arrangement of symbols roughly approximating the sounds that one makes in speaking.

(3) **School:** An organised group of pupils pursuing defined studies at defined levels and receiving instruction from one or more teachers, frequently with the addition of other employees and officers, such as Principal, various supervisors of instruction and a staff maintenance workers usually housed in a single building or group of buildings.

(4) **Summary:** A condensed outline on statements of the main points of a course of study or of books or other documents.

(5) **Text:** Main body of writing in a book, excluding introductory matter, supplementary matter, notes etc.

(6) **Text-Books:** (1) Any manual of instructions
(2) A book dealing with a definite subject of study, systematically arranged intended for use at a specified level of instruction and used as a principal source of study material for a given course.

(7) **Vocabulary Burden:** The number of unfamiliar words in relation to the total number of running words.
(8) **Vocabulary Graded**: A list of words that have been evaluated or measured and assigned to a certain grade or level of the child's development.

(9) **Vocabulary Oral**: The words person employs in expressing himself orally.

(10) **Vocabulary Reading**: (1) A word forms that a person recognises when he sees them in print or writing. (2) The words that he understands when he sees them in print or writing. (3) A list of words he needs to know in order to read.

(11) **Vocabulary Recognition**: The words which a person can recognise in context but that he may not be able to use it in his own speech and writing.

(12) **Vocabulary Writing**: The words commonly used by a person in writing (oral vocabulary and writing together form the Reproduction Vocabulary).

(13) **Word**: A smallest unit of vocal expression which has meaning and communicates an idea when taken by itself.

(14) **Word Knowledge**: The number of words known for use in reading, writing, speaking, listening, levels of word knowledge include simple recognition, recall, extensiveness and depth of memory.

(15) **Word List Frequency**: A list of words scientifically selected and arranged to indicate relative frequency
of occurrence.

(16) **Word List** :- A list of words which are essential for some teaching purpose such as developing pupils' ability to pronounce correctly, to read and to spell.

(17) **Word, New (read)** :- One of the words in a reading book which have not been met before by the child in reading in the early grades, generally one to three words per page.

(18) **Writing** :- The graphic representation of language that follows some systematic order, pictures or graphic symbols are not considered a form of writing unless they form part of a system that can be grasped by any reader familiar with that system.

1.8 **Organisation of Thesis**:

The research report is presented in the following manner. It is divided into two parts. The first part contains six chapters. The first chapter is devoted to introducing the problem of research, its background, need, purpose and significance of the problem, its scope and limitations and overall arrangement of the Thesis. The definitions of some important terms are also included in this chapter. The second chapter deals with some basic issues about the role of language, importance of words in the language and
principles of vocabulary development of the pupils.

The third chapter is concerned with the review of related literature and studies on 'Vocabularies', both Indian and foreign. The fourth chapter gives the detailed procedure, followed in the study, the sources of data and the techniques used for collecting the same. The fifth chapter describes the analysis and interpretation of the data in regard to the Recognition and the Reproduction Vocabulary, both written and oral. It also includes findings and the conclusions based on the data.

The recommendations and scope for further research are given in chapter VI. The Bibliography is placed at the end of Part I.

The Second Part of the Research Report contains the word lists both Recognition and Reproduction arranged according to frequency and credit. In addition to this, lists of words that are common in Recognition and Reproduction. In the appendices are given the check-list for children's magazines, the tests administered to the pupils both Recognition and Reproduction.
CHAPTER I

References: (Footnotes)

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