CHAPTER 1
INTRODUCTION

LANGUAGE

'Language is a tool that has educated its maker'.

--- P.B. Ballard

1.1 Language is the most important factor that shapes the life of a man. It makes possible for individuals to live in a society. It controls man's life in every direction. Hence it will be worthwhile to discuss the role and functions of language and the place occupied by it in every one's life. The power to speak is treated as the most valuable in the life of a man. It has occupied a place over and above all the things in the world. In Rigveda, it is described as "नृत्यायुः काल्याणं". This power of speaking is called 'Brihma' which is all pervading like the sky. Language is looked upon as the first and foremost educator of our thought. It is a medium of all mediums through which one can achieve the goal of life. Language is related intimately to the culture and society as well. In the words of Lewis, 'This is


the day of the spoken words'. Hence the place of language in the life of a man, its relation with culture, society and education will be discussed in detail in this chapter.

A. The place of language in the life of a man

1. What is language?

1.2 Language is a human and non-instinctive method of communicating ideas, feelings and desires. The means of their communication is, of course, a system of sound symbols. Language is defined by E.H. Sturtevant as "a system of arbitrary vocal symbols by which members of a social group co-operate and interact". 4

1.3 Language is one of the most important and characteristic forms of human behaviour. As it is man's unique and marvellous accomplishment, it is essentially the most important tool of learning. It is the language which helped man to establish his superiority over the other species and made him to surpass the limits of time and space. It is


the man's most valuable and indispensable mechanism which helped him to mould, guide and enrich his life. Through language he has achieved supremacy over nature. "In his whole life man achieves nothing so great and so wonderful as what he achieved when he learnt to talk", says a Danish philosopher. ¹ That is why man is described as a 'talking animal'. Acquisition of language is a biological need of a man. It is a sine qua non of survival as a species.

1.4 Language is made up of words, but learning a language does not primarily mean learning the words of that language. "The linguistic student should never make the mistake of identifying a language with its dictionary". ⁶ By memorising all the words given in the largest dictionary of language, one cannot understand even a single utterance. "Words in the service of ideas, words which capture ideas and give them fixity of tenure, are something more than the wind. They are a necessary adjunct to human experience." ⁷ The words are really wonderful in this world. "Words, in a world of wonders, are among the most wonderful adaptation of man ... Words have made of every breath of his living. As fragile as the

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atmosphere that he must breathe, they yet may prove as enduring as granite." The words are the most powerful and wonderful acquisition which man has ever made. They have the deepest effect on every aspect of human life. "A word can cause us to sink into the deepest despair or lift us to inspired behaviour. Words we share with our family, community and country become a bond that unites us".

1.5 The art of writing changed the man's life wonderfully. "When a way to write words was discovered, man was no longer dependent on the memory of listeners; meanings became more uniform and understanding more certain. Written words were a link with all generations to come, and as time passed became man's link with the past."

2. Functions of language

1.6 There are three functions of language:

a) Informative function

b) Expressive function, and

c) Directive function.

The informative function comprises the communication of


10. Ibid.
information. For example, the history teacher gives the
details of a battle to the class. It is communicating
information which comes under informative function of the
language. Expressive function of the language means
expression of feelings, emotions or attitudes and evocation
of similar feelings in others. The directive function of
language causes or prevents actions. The commander of the
army asks his soldiers to march ahead. At that time his
intention is not to communicate information or evoke feelings,
but to cause action of the indicated type.

3. Language and culture

1.7 Language is basic to our culture. An advancing
culture is dependent on it. It is a means of communication
and an instrument of thinking and feeling. It controls the
behaviour of an individual and enables him to indulge in
phantasy and humour. It creates myths, arts, philosophy and
science and is the most powerful instrument of human progress.
It is intimately related to the solution of complex human
problems. It provides conversational symbols for the purpose
of communication with others, helps in the formation of
logical concepts and is the very life-blood of all human
activities and also helps the extension of human culture.
"Language is not only facilitative to communication, but also
directive to thought and perception .... Children who fail
to develop a minimum of language skills cannot become full
cooporative members of a democratic society ... As the culture
evolves there are fewer and fewer chances, for language-handicapped adults to make contribution. Illiterates may become wards of the state unable to comprehend or contribute to a social system built on symbol-concept-models." 11

1.8 Language is one of the man's most valuable mechanisms through which he expresses his desires to others. With the help of it, he enables others to act in a congenial fashion. He receives impressions from them and leaves graphic records for the coming generations. Language represents the highest form of human behavioural development, which enables him to rise above his environment and empowers him to project his knowledge into the future. It is the basic tool for co-operation with others and enables him to transmit fine shades of meaning. "Through the use of language man can theorise, experiment and thereby save time in his own development and improvement." 12 Language saves man's valuable time. "Language is an effective means of taking short cuts in behaviour, of getting and giving second hand experience." 13 It is a man's companion in his superior mental activities. "Language is the medium by which higher intellectual processes


are revealed. It is the essential means of social communication and is one of the outstanding systems of habits which distinguishes man from the lower animals.\textsuperscript{14}

1.9 Language is an essential element of the culture of a society. In the real sense, it is the basis of all cultural activities of a social being. "Language and culture are inexorably intertwined. Language is at once an outcome or result of the culture as a whole and also a vehicle by which the other factors of the culture are shaped and communicated".\textsuperscript{15} Language is an activity or a function of a changing culture and is not its finished product. It is changed and affected by the cultural influences and developments. Its importance is increased with the complexity of our civilization. "The language one uses is probably the basis upon which his general culture and personality are judged more often than any other single index. What one says and his way of saying it are interpreted universally as indicative of the kind of person he is."\textsuperscript{16}

1.10 Only man has developed word symbols, which is an


outstanding characteristic of human culture. The mastery over a number of symbols results in his assimilation into the society. This symbolism is the basis of his vocational fitness and the stability of his personality.

4. **Language and society**

I.11 Being a social being man cannot live alone. Language is extremely essential for the very existence of a society. Each community is formed by the activities of a language and speech gives a man the most direct insight into the working of it. Human beings communicate with each other and share each others' experiences, feelings and emotions. Being a social institution language binds its speakers into a cohesive group with common ideas, aspirations and a common way of looking at the world around them. We cannot think of a society without language.

I.12 "Language is a tool - perhaps man's most basic tool. It would be difficult for man to live together, think or act without the sounds and symbols of language. It is also impossible to imagine life without language - a life without conversation, writing, books, mass communication media and thoughts based upon language developed concepts. As complexity of our civilization increases, the importance of language as a tool increases."  

1.13 Language is intimately tied to man's feelings and activities, and is bound up with nationality, religion and the feeling of the self. Human beings identify themselves closely with language. Giving up one's language is like losing a part of his personality. Socially language is a means of expressing thoughts, feelings and strivings and is shaped by the social desires, impulses and reason. "As a means of communication it not only enables us to deal with others about us, but it also is the medium which stretches between us and those far removed in space and time. As an aid to the thought, as an indispensable servant of the mind, it not only provides a frame-work for an ordered structure of reasoning and knowledge, but it serves also to give body to the strivings of emotions and direction to the energies of the will. Language permeates our lives so fully that it enters every level of activity, from the most immediate and practical preoccupation with satisfying the first needs of the body to the highest achievements of imagination and of reason." Man cannot escape the influence of language and all his activities bear its stamp. There is a time binding factor of language. It preserves knowledge, meanings and values over the centuries and provides a base for the future economic progress.

1.14 It plays an important role in developing and

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enriching man's personality. The expressions of an individual arrest attention and bring response from others and make pleasant connection with them. Language and experiences are closely related throughout the man's life. Language is heard by him constantly and is around him forever right from the Cradle to the grave. It becomes associated with the other elements of his life. Each new experience adds new words and deepens meanings for old words. Language also serves purposes of social contact and enlightenment. It brings about a meeting of the minds and becomes a means of social control. Through it man enriches himself and adds to his accumulated store of knowledge, insight and understanding. "emotionally charged language forms the enduring fabric out of which our common life is constructed; it provides both the cement and the body of the structure that shelters us from what otherwise would be an intolerant and barbaric world ... language can play an important part in learning about the elevation of mind through the formation of human sentiments and through a sharpened sense of beauty in human life and spiritual values." 19

Language enables man to communicate different modes of thoughts to others. It serves to assert words, state objective facts, convey information, express commands and desires, express feelings and provoke action. It is used for work, worship and play by everyone. It makes conceptual thinking possible and is helpful in efficiency in action. Entering every level

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of man's activity, it satisfies the needs of the body
and mind.

1.15 Human beings cannot escape from the influence of
language which pervades all their activities and shapes the
material of their dreams. Language is necessary for
controlling one's environment. There is emotional value in
the ability to express correctly, effectively and efficiently.
On the contrary, there is frustration in respect of those
with the deficiency in this ability. Superior mental ability
is the sister of superior language development. It is the
essence of our humanity, without which we are doomed to
isolation and frustration. Important things for human beings
are reflected in their language. "Many of man's ideas, bright
or dull; his thoughts, brilliant or biased; his deeds, heroic
or cowardly; his mistakes, stupid or profitable; are accessible
to us as a result of the literature he has left us."20 Speech
is the common way of thought. Man makes use of it in order
to live in the present society, and through it adjusts in his
daily life. "This ability to communicate has permitted each
generation to rise on the shoulders of the thinkers and
achievers who have gone before, to profit from their gains, to

20. Green and Petty. As cited by H.G. Shane et al.,
Improving Language Arts Instruction in the Elementary
Schools (Columbus, Ohio: Charles E. Merrill Books Inc.
avoid their mistakes, and to pursue their dreams and aspirations and make some of them realities." 21

1.16 The human speech has the greatest bearing on the life of a man. It is seen in his choice of vocation, in the selection of friends and the patterns of living. The functions of language in the life of a man have been explained lucidly by Watts. "Language is devised and developed for all kinds of uses; for exciting attention, for the expression of feeling, for graphic description, for conveying instructions, for service in the closely reasoned thinking, for scientific exposition, for disputation, for rhythmic delight, for gossip and for abuse. To put it more formally, language serves to assist memory and facilitate thought; to communicate meaning and, when necessary, to conceal it; to express feeling and, when necessary, to disguise it; to state intentions or merely to intimate their nature; to influence or to control the action of others; and sometimes to provide substitute satisfactions for those that would normally follow upon the exercise of bodily activity." 22

5. Language and education

1.17 Language inevitably is the chief means of education.


Education of all kinds is based wholly upon the education of language. It is not only a medium of literature, it plays a dominant part in the education of a child. Being the most important tool of learning, it is basic to the instructional relationship between pupil and teacher and among pupils themselves. For the adjustment with the modern civilization, the pupils must have an adequate supply of words for receiving and communicating ideas and carrying out thinking. Pupils can be well acquainted with the everyday life around him through language. Language can encourage understanding, tolerance and sympathy towards others. Even children's intellectual development is revealed through it.

1.18 Language is essential for scholastic education. It is the foundation of all the studies in schools and colleges. Pupils learn different subjects through the medium of language. Language can build the reputation of pupils as well educated persons. It adds to the high repute of the school itself.

"At the end of elementary education pupils have learnt to use language to gain attention, to describe objects and experiences to give direction to reason through simple problems, to explain, to criticize and to dispute, to express or produce feelings and to enjoy rhythm, tone, word pictures and humour." 23

"Education which has made us what we are as civilized human beings is fundamentally linguistic." 24

1.19 Language is a skill subject. On the other hand subjects like history or science are content subjects. In history, the teaching is about the subject matter where information is communicated to pupils. In language, the teaching is about the language itself. It is not information about a language, but a practice in the use of a language. The power of expression in a language is a matter of skill and not of knowledge. This power grows by exercise.

1.20 Thus the importance of language is invaluable in the life of a man. A person is intimately connected with the language spoken in his family. It is the language which is also commonly spoken around him. This language shapes and moulds his life. It is his mother tongue. He is first and primarily concerned with the mother tongue which is also the medium of his education. Hence it will be beneficial to discuss what the mother tongue is and what is its importance in his life.

b. The significance of the mother tongue

1. What is mother tongue?

1.21 Mother tongue is a man's native language. It is the language spoken in his family. It comes to him through his mother. It is the language of the heart. Two hearts are connected with it. That is why mother tongue occupies the highest place in the life of a person. For the same reason it is also the natural medium of child's education.
Mother has got the highest place in the life of a man. The same can be aptly said in case of the mother tongue. "When man has grasped that key of his mother tongue, he can with perseverance unlock the doors to all the avenues of knowledge, more he has the passport to heavens unguessed." The mother tongue has got an important task of providing a link between the mother and the motherland, which are considered over and above the heavens as is clear from a 'Sthānāshīt' (elegant speech). "

2. Importance of the mother tongue in the life of a man

1.12 The mother tongue occupies the highest place in the life of a man. Its importance as discussed by Kyburn is summarized below:

a) Thought and language are interlinked. They grow and decay together. We cannot cultivate one without the other. The child thinks and dreams in the mother tongue. For this reason training in the mother tongue becomes the first essential of schooling.


b) The mother tongue is the medium of the communication of thought. For the ordinary intercourse of life one should be able to say and write exactly what he means. He must also be able to do so clearly and simply because "words indeed more often hide thought than reveal it." In every occupation taken up by them after leaving school, pupils must be able to speak, read and write, because these are the means of ordinary human intercourse. "No child can grow up to be a good and useful citizen unless he has been properly educated in the use of his mother tongue." Clear thinking, clear expression, sincerity of thought, feeling and action, fullness of emotional and creative life are the virtues that are needed by a good citizen, which can be properly cultivated through the education of the mother tongue. In short, mother tongue is the foundation of emotional and intellectual life of a man.

c) The growth of pupils' intellectual life, knowledge, ability to express themselves, creative and productive ability is dependent on the mother tongue. "The emotional effect of literature and poetry is something which is of vital importance in the development of personality." This emotional training and development are dependent on the mother tongue.

27. Ibid, p. 6.
29. Ibid.
1.23 The mother tongue occupies a vital position in man's life and that is why the study of the mother tongue is treated as the most important subject in the curriculum of the elementary school. The education of the child in the elementary grades is the education of 3 R's: Reading, writing and Arithmetic. The first two, out of these three, are concerned with language. The language taught in the school as well as the medium of education is the mother tongue.

1.24 Mother tongue is the basis of all education. It enables child to widen the horizon of his knowledge about the social and natural environment about him. "An adequate command over the mother tongue must, therefore, be considered the first essential of any course of study at the primary or the secondary stage."

30 "The purpose of the study of the mother tongue is to lead the child to understand and appreciate thoughts, feelings and ideas set down by others and thereby to open to him the world of wisdom, beauty and inspiration. It 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 personalities as well as a great unifying influence contributing to regional integration and social solidarity." 31

The study of the mother tongue helps the child to develop a

31. Ibid.
tolerant and liberal outlook towards our languages, countries, religions and cultures of the world.

1.25 The development of the art of language occupies almost the entire school-day. In fact, language is taught right from the morning to the evening. Language is, therefore, not only an academic subject, but also it is a constantly used medium of education. In every branch of the curriculum, pupils are trained to express their ideas accurately and appropriately either orally or in writing.

1.26 The importance of the mother tongue has properly been stressed by Ryburn in the following words: "The mother tongue is at once a tool, a source of joy and happiness and knowledge, a director of taste and feelings, and a means of using the highest powers that God has given us where we came closest to him; that is, our creative powers." Akolkar and Patankar have aptly described the mother tongue as the basis of life, nay, a life itself. The researcher is tempted to give the original quotations which are in Marathi.

"अक्षरालाप्या केलोचा शुभतरा शुभर शुभनाथी मातृत्वाचा राष्ट्र रस आहे".33


"मातृभाषा द्वारा प्रेषित या शास्त्रेको बीच मुख्ता गेजा। भेदभाव, उदार अथवा निर्देश भाषा क्रममें पुर्ववर्ती अर्थव्यवस्था सामाजिक वारस। या शास्त्रक्रम नामित था। शास्त्रक्रम ब्रह्म विश्वास पायन्ये देवकार्यवाल कर्मचारी तर निर्वसनमानुष मन कर्माचे नाही तर कर्मचारी झोपणाचा शारीरिक कर्माचे तर साध्या वीरनाच शारीरिक कर्माचे - कर्माचे, मातृवाचा व तर साध्या वीरनाच शारीरिक कर्माचे "

C. The aims of the teaching of the mother tongue

1.27 The aims of teaching the mother tongue as given by Kyburn can be summarized as follows:

1. To give our pupils a command of the language, with the help of which they can say simply and clearly what they want to say and write simply and clearly what they want to write; in other words, to teach them to express themselves clearly and simply.

2. To give our pupils a medium of expression not only for purposes of intercourse, but to express their feelings, thoughts and experiences so that they may have the chance of the mental, emotional and moral development for which such expression is essential.

3. To teach the pupil to read for information and for

34. Ibid, p. 10.

pleasure; to introduce him gradually to the joys of
great prose and poetry and to show him what stores of
information there are in books; in short, to cultivate
in him the reading habit.

4. To help the pupil to develop his creative faculties.

5. To give training in logical thought and expression. The
pupils are to be trained in intellectual, emotional
and spiritual honesty. They should write and say
exactly what they think and not what they think they
ought to think and feel.

with the help of the mother tongue a pupil will express
himself for his own pleasure and also for the benefit of others.
The development of thoughts and feelings through the mother
tongue will make a generation to grow up with a new spirit.

1.28 Dr. zakir hussain in his report on "Basic National
Education"36 has given a prominent place to the teaching of
the mother tongue to enable a pupil to achieve at the end of
the standard VII - the capacity to converse freely, naturally
and confidently about the objects, people and happenings within
his environment. This capacity is expected to result in the
development of lucid, coherent and relevant speech on given

36. z. hussain, Basic National Education (warcha :
topics of every day interest. He must be able to use the library as a source of information and enjoyment.

1.29 The proper teaching of the mother tongue is the foundation of all education. Without the capacity to speak effectively and to read and write correctly and lucidly there will be no precision of thoughts and clarity of ideas. "It is a means of introducing the child to the richer heritage of the people's ideas, emotions and aspirations, and can, therefore, be made a valuable means of social education, whilst also illustrating right, ethical and moral values. Also, it is a natural outlet for the expression of the child's aesthetic sense and appreciation, and if the proper approach is adopted, the study of literature becomes a source of joy and creative appreciation."

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1.30 In the revised syllabus for standards I to VII prepared by the Syllabus Review Committee appointed by the Government of Maharashtra under the chairmanship of C.G.Sahasrabuddhe, which is in vogue at present, the following aims of teaching the mother tongue in the primary schools have been laid down.

1.31 The syllabus aims at the development of:

"(1) The ability to listen with understanding

37. Ibid, p. 17.
(ii) The ability to express adequately, correctly and clearly ideas, thoughts and feelings orally;

(iii) The ability to read aloud clearly and fluently with correct pronunciation, proper intonation and expression;

(iv) The ability to read silently with comprehension;

(v) The ability to express ideas in writing in correct language logically and effectively;

(vi) The ability to write a good legible hand.  

For the realisation of these aims the following course of action is suggested in the syllabus itself.

"(a) To help the child to understand and use correctly a progressively larger amount of vocabulary;

(b) To help him to get an adequate knowledge of the structure of the mother tongue so as to provide him with a proper basis for an advanced study of the mother tongue as well as for the study of other languages, and

(c) (To) instil in him a love of reading good books."  

(The bracket and word 'to' in (c) above is mine).


1.33 In the foregoing pages the importance and functions of language in the life of man and its interrelationship with culture, society and education have been discussed. Language occupies a prominent place in the education of a child because the child's education is nothing but an education of language. The language taught to and learnt by a child in the early years is its mother tongue. The language spoken by the majority of the population in Maharashtra is Marathi. Hence the need arises of studying the various aspects of it, which are discussed in the following pages.

2. The place of Marathi in the family of languages

1.34 Marathi, the mother tongue of the majority of the people in Maharashtra, is one of the most important languages included in the Constitution of India. It has also a unique place in the family of Indo-Aryan languages. India's total population according to 1971 census is 547,950,000. Out of this population 42.55 million (7.76 per cent) people in the country speak Marathi language. In the Eighth Schedule of the Constitution of India 15 languages are listed. They are:

1. Assamese
2. Bengali
3. Gujarati
4. Hindi
5. Kannada
6. Kashmiri
7. Malayalam
8. Marathi
9. Oriya
10. Punjabi
11. Tamil
12. Telugu
13. Urdu

The break up of population in terms of these languages shows that Marathi occupies fourth place in the rank order. Marathi is derived from Sanskrit and has come to its present form as follows:

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\text{Sanskrit} \rightarrow \text{Prakrit} \rightarrow \text{Southern Maharashtri and Apabhransha} \rightarrow \text{Mixed Prakrit} \rightarrow \text{Marathi.} \quad 41
\]

1.35 The importance of Marathi can justly be explained in the words of Sampson. What he says for English is thoroughly applicable to Marathi. "In plain words and in ordinary sense, English is not a school subject at all. It is a condition of school life .... English is not really a subject at all. It is a condition of existence rather than a subject of instruction. It is an inescapable circumstance of life; and concerns every English speaking person from the cradle to the grave. The lesson in English is not merely one occasion for the inculcation of knowledge, it is part of child's initiation into the life of man .... It is a medium of instruction in school, as, indeed, it is the medium of all intercourse, social and cultural, public, and private." 42


E. The need of the problem

1.36 No attempt at the doctorate level has been made in Marathi to prepare vocabulary lists for any age group or standard. However such work was undertaken at the M.Ed. level and also as a project financed by the National Council of Educational Research and Training, New Delhi. In western countries, a lot of work in the field of vocabulary, covering various aspects of the problem has been undertaken. In India, however, Gujarati language has secured the highest rank in the field. Rev. J.C. Keonig is the pioneer in this field who has paved the way for others in the research work. This made the researcher to undertake such research work in Marathi and make a modest beginning in this direction. No standard word-lists are available in Marathi for textbook writers and compilers. The teachers also have to seek guidance and wholly rely on the textbooks only. Word-lists based on frequency counts for different grades are essential for the guidance of the persons actively engaged in the field. This need has also been stressed by the Syllabus Review Committee appointed by the Government of Maharashtra while revising the syllabus for standards I to VII. "Unfortunately for lack of scientific data, the committee has not been able to lay down definite levels of attainments as regards the speed and comprehension of silent reading in various standards. It has noted, however, that results of the research carried out in the foreign countries on the points are available. It is suggested,
therefore, that a suitable agency may be entrusted with the
work of fixing norms in this respect for our children.
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. ⁴³

1.37. The authorised agency for the preparation of the
textbooks is the bureau of the Textbook Production and
Curriculum Research, Roosa. For the assignment of such
research work an appeal was circulated among the educationists,
research workers, teachers and others in the field. In
response to this appeal and the need of the day, the researcher
decided to undertake the work and selected the standards
I and II for the purpose.

1.38. One of the outcomes of teaching of the mother tongue
is the development of the ability in students of using
correctly a progressively larger amount of vocabulary. In the
oral work specified for the teaching of the subject for
standards I and II, vocabulary forms the base for enabling
the students to speak in correct and clear language, on which
all the four types of oral work prescribed in the syllabus,
i.e., conversation, story-telling, dramatization and description
are based. For the attainment of the ability to read with

understanding and comprehension, a minimum vocabulary is needed. This justifies and stresses the need of research and preparation of graded vocabulary of children studying in various standards of primary schools.

F. Statement of the problem

1.39 The exact title of the present study is the 'basic Vocabulary in Marathi of children of Standards I and II'.

G. Objectives of the study

1.40 A vocabulary list has got an over-emphasizing importance in the teaching-learning process of a language. A language forms the foundation for children's progress in the educational aspect. It forms the basis of life.

1.41 The present study strives to achieve the following objectives:

1. To determine the recognition vocabulary in Marathi of children of standards I and II;
2. To determine the reproduction vocabulary of these children;
3. To prepare word-lists (recognition and reproduction) on the basis of frequency of their use; and
4. To prepare classified word-lists based on parts of speech and origin of words.

H. The scope and limitations of the study

1.42 The following are the major limitations of the study:

1. The study was confined to a sample of pupils in municipal and private schools situated in the Poona Municipal Corporation area.

2. The study was further limited to the Marathi medium schools only.

3. It was furthermore limited to the classroom situations.

4. The testing carried out in these standards was oral, as these pupils are not habituated and trained sufficiently to write. The school examinations held at the end of the first and second standards are oral.

5. The base of this study was standards and not the age units. As the student population of each standard is heterogenous, no particular norms can be prepared for a specific age group. If at all an age group is to be taken, the average age will have to be taken into account, which will not be of much practical use.
1.43 Thus, in this chapter the significance of a language in the life of a person, its functions and interrelationship with culture, society and education, the significance of the mother tongue, the objectives of its teaching, the place of Marathi in the family of Indian languages, the need of the study, the statement of the problem with its objectives have been discussed in detail.

1.44 As this study is mainly centred round the vocabulary of pupils, it will be useful, after discussing the role and functions of the language and the mother tongue in the life of a man, to consider what the vocabulary is and the various aspects related to it. This will be discussed in the next chapter.