PREFACE

The subject matter of this Thesis is the compilation of the vocabulary in Marathi, of the pupils learning in Std. VII, in the State of Maharashtra. This vocabulary is both Recognition and Reproduction. This compilation of vocabulary is a part of the master-scheme of preparing vocabulary lists of Marathi speaking pupils from Std. I to Std. VII.

The investigator presents the study in three parts. Part I includes the background of the problem, the methodology used to study the problem, review of related literature, analysis of the data, conclusions and recommendations. The lists of words appear in Part II of the study, arranged according to frequency and credit and the comparison of the Recognition and the Reproduction Vocabulary. Part III gives the Master Lists of Recognition Vocabulary and Reproduction Vocabulary arranged alphabetically, along with the information about each word in respect of its part of speech, credit and frequency.

I worked as a school teacher for more than 12 years in Bombay, Poona and Ahmednagar and 13 years as a teacher educator in Secondary Teachers' Training Colleges in Poona. The difficulty in explaining certain thoughts clothed in the language of the prescribed text-books has always posed a problem before me in my experience both as a school teacher and a teacher-educator. I have observed that the teachers are always required to struggle for explaining uncommon words in common words, standard words in colloquial words, the elite words in rustic words and imported words in indigenous words. Ever increasing new knowledge and the medium through which this knowledge reaches educands is not as smooth as it ought to be.

Even though, the mother tongue is accepted as the medium of instruction, harmony has not been established between the language for living and the language for learning.

The importance of this problem was visualized by the then Director of the State Institute of Education, Maharashtra State, who planned to execute the master plan of preparing vocabulary lists of pupils from Standards I to VII. I offered to contribute to this scheme by undertaking the work of preparing vocabulary list of pupils of Std. VIII. I am grateful to Dr. N. K. Upasani for allowing me to undertake this study.

The vocabulary study in English language has made great strides in recent years. Prof. E. L. Thorndike published his first work on vocabulary
study in English language in 1922. Since then numerous studies have been undertaken on vocabulary problems. In Marathi, however, Research studies in the crucial sector of the language art, are in infancy. In recent years Prof. K. S. Vakil, Prof. R. K. Raval and Prof. Urmila Lakadawala are the three research scholars who have made pioneering efforts in dealing scientifically with this problem in Gujarati.

The science of vocabulary development has not been evolved as yet. There are no effective guide-lines to help teachers to use scientific methods in vocabulary instruction. Vocabulary instruction is being viewed in a narrow context and taught in an unstructured, incidental and accidental manner. This scheme will open the gates of the so far neglected aspect of language development. I am aware of the fact that my work is only a part of the master plan of preparing vocabulary lists up to Std. VII. However, I hope, it will be helpful for launching direct and meaningful attack on the vocabulary aspect, isolating it from other language activities.

This study will serve as a foundation for preparing a core vocabulary which is essential for pupils of Std. VII and also for adults engaged in various occupations. Compilation of a dictionary with the help of the core vocabulary will be a major contribution in the field of vocabulary development. This will help to bridge the gap between vocabulary for living and vocabulary for learning. Only then would it be possible to dream of a learning society.

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To the Head-Masters of all the schools, where the recognition and reproduction tests were administered, I am thankful, for not only providing access to the class-rooms but also taking keen interest in the project undertaken by me.

To the teachers of all these schools, I am indebted, for giving me many concrete suggestions in my study.

Finally, I am grateful to my several hundred students and pupil-teachers, for initially arousing interest in me in vocabulary problems.