NOTES AND REFERENCES

CHAPTER I


2. Ibid p. 9


4. Ibid p. 191

5. Ibid pp. 192-93

6. Ibid p. 192-193

7. Ibid p. 193


10. Ibid p. 35

11. Ibid p. 35


15. Ibid p. 21 – 22


17. Ibid : (Mackey, M.F. : The criterion for Selection II) Pp. 169


285


24. Ibid P. 281


29. Ibid P. 281

30. Ibid P. 281


32. Ibid P. 287

33. Ibid P. 290
38. Ibid p. 290
(Deferred Reaction Experiments: Much experimental work on animals strongly suggests that in certain situations many of the higher mammals are able to utilize symbolic cues. In Deferred reaction experiments, conditions were so arranged that the animals could get food only by going to one of three boxes in which a light appeared. The conclusion is plain that the animals must have utilized some simplicity [intraorganic] cue, which stood for or symbolized the lighted box. In other words they used ideas.)

5. Hilgard, E.R. : 1962, Harcourt, Brace and World, Inc., New York and Burlingame, p. 262, (Pokechip experiment: 'Chimpanzees were taught to work for poker chips as rewards instead of food. The Chimpanzees could use the poker chip to obtain food from a vending machine called a chimp-e-mat')
Donoael, J.F., Op. cit. P.87 (Poker chips experiment - The chimpanzees learn not only to work the machine but also to evaluate the 'coins' ....... They also learn to distinguish between the chips - those which produce food, drink, or some other kind of reward ....... Are these tokens real symbols ?)


8. Ibid, P. 88

9. Ibid, P.88


11. Ibid, Pp. 519 - 20

12. Ibid, P. 520


15. Ibid
Calcutta University, P. 2

New York, pp. 230 - 31

18. Ibid pp. 230 - 31

19. Ibid pp. 232 - 33


22. Dasheil, J.F.: op. cit. P. 523
Sandiford P.: 1938, Educational Psychology, Longmans, Green and


25. Ibid


28. Ibid, p. 6

29. Ibid, p. 6


34. Hurn, F. : 1960, Education - its data and first principles,
Edward Arnold (publishers) Ltd., London, p. 230


37. Allport, F. : 1924, Social psychology, Houghton Mifflin
Chapter 7.

38. Ibid, Chapter 7


45. Ibid


49. Ernst and Gertud Soupin, 1907; Bubi im ersten bis bis dritten Lebenjahre, Grieben, P. 52. Quoted by Curti, A. W. Op. cit. P. 254 (Soupins report the behaviour on the part of their one-year old son, who had taken a celluloid goldfish out with him for his airing. He noticed that the child all at once become restless, he moved uneasily back and forth, and at last turned around and kept staring over the back of his carriage into the side walk. Then he uttered impatient cries and looked at us with entreaty. It turned out that the goldfish was missing, and the nurse maid found it lying on the walk a hundred steps back. The child had thrown it down but wanted it again, and was lying on the walk a hundred steps back. The child had thrown it down but wanted it again, and was crying to call our attention to his loss.)


53. Boota, K.: op. cit. P. 93

54. Ibid, P. 95 - 96
(conditioned response experiment was originated by the Russian Physiologist and Nobel Prize winner Ivan Pavlov (1849 - 1936).)

Operant conditioning: 'Operant conditioning supplements classical conditioning...... Skinner proposed a distinction between two kinds of behaviour that he called respondent and operant behaviour')...... Operant conditioning refers to the strengthening of a stimulus-response association by following the response with a reinforcing stimulus. Usually the reinforcing stimulus is the kind that can satisfy a drive, but it need not be. It is reinforcing if it strengthens the response that precedes it.'

Allen, H.B.; Campbell, R.M. : op. cit. (Lakoff, R. Transformation Grammar and Language teaching, P. 77)

Ibid P. 77


Ibid

(a) Koffka writes: 'I myself have observed a little girl who could not speak a word, yet understood everything of importance that her mother said to her. After she had made it known that
she deserved something, her mother would ask: 'Do you want some bread?' 'Do you want some milk?'. The child would then indicate her wants by a nod, or a shake of the head. In this way a mode of understanding was readily established between the two. The mother also told me that this intercourse began early in the child's second year and that the achievement of every new understanding gave the child visible pleasure.

61. Ibid. P. 341

62. Ibid. P. 342

(Chimpanzees: the experiment with chimpanzees proved that they could reach their food by analysing the situations by insight).

63. Ibid P. 345

64. Ibid

65. Ibid, P. 346

66. Ibid

67. Ibid P. 347

69. Ibid

70. Ibid P. 97


72. Ibid

73. Ibid


75. Ibid

76. Ibid


78. Ibid


81. Ibid
(J.W. Tomb writes: *It is even not unusual to see English parents in India unable to understand what their servants are saying to them in Hindustani and being driven in consequence to bring along an English child of 4 or 5 years old, if available, to act as interpreter*)


91. Ibid, P. 22

92. Ibid


95. Ibid


97. Ibid. Pp. 51 - 52

98. Ibid. Pp. 43 - 44

99. Ibid P. 55 (Frontal occipital fasciculus - Bundles of fibres of the frontal area of the occipital lobe)

100. Ibid. P. 55

(Association area - the many areas of the cerebrum not accounted for when maps of localized areas are assembled have often been called association area, on the assumption that they must serve to bring together phenomena involving more than one sense and must also be involved in learning, memory and thinking).

101. Ibid P. 55

(Sense organs of vision are connected with the visual projection area).

102. Ibid. P. 55 (association area - Cfr. 100)
103. Ibid, P. 55 (Parastriate Cortex - outer layer of the association area in the cerebrum that surrounds visual projection area)

104. Ibid, P. 55 (Peristriate Cortex - outer layer of a second association area in the cerebrum that surrounds parastriate cortex)

105. Ibid, P. 56. (Retina - the innermost of the three coats of the eye, on which the images of the external objects in the field of vision are formed by lens system, containing the rods and cones, the receptors for vision)

106. Ibid, P. 56. (Optic nerve - nerves connecting the organs of vision and the visual projection area)

107. Ibid P. 56. (visual area - area in the brain where the visual sensation originates).

108. Ibid P. 56

109. Ibid, P. 57

110. Hurlock, J.B.: op. cit. P. 207

111. Ibid

112. Ibid

114. Hurlock, S.H: op. cit. p. 207

115. Boota, K: op. cit. p. 102


117. Ibid, pp. 165 - 170

118. Hurlock, S.B: op. cit. p. 209


119(a) Ibid

120. Hurlock, S.B: op. cit. p. 210

121. Dechant, S.V: op. cit. pp. 75 - 76

122. Ibid, p. 76

123. Ibid, p. 75

124. Ibid

125. Ibid

137. Ibid


139. Ibid

Irwin induced working class mothers for 20 minutes a day from the time the children were 13 months until they were 20 months old. The result was significant increase in production of speech sounds, as a response to the systematic increase in the speech sound stimulation.


154. Ibid

155. Ibid


160. Ibid, P. 440


162. A survey of Research in Education, 1974, P. 280


165. Ibid

166. Encyclopedia of Educational research, 1960, P. 1530

167. Ibid, P. 749

168. Ibid.

169. Ibid

170. Ibid

171. Ibid

172. Ibid

173. Ibid

174. Ibid

175. Ibid
NOTES AND REFERENCES

CHAPTER III


2. Ibid

3. Ibid. P. 201 (Free forms - forms which may occur alone as utterances are free-forms. Bound forms - forms which never occur alone as utterances are bound forms)


5. Ibid. Pp. 39 - 41


7. Ibid, P. 34


10. Ibid

11. Ibid


12. (a) Wood, F.T. : op. cit. 139

13. Ibid


17. Ibid

19. Ibid, pp. 79


22. Ibid pp 34 - 35
    Ibid pp 31 - 34
    Ibid pp 85 - 86


24. Ibid, pp 85 - 86


29. Ibid


32. Ibid, pp. 44 - 47

33. Ibid, p. 46
NOTES AND REFERENCES

CHAPTER IV


2. Ibid. P. 40


9. Ibid, P. 86


13. Ibid, P. 121


15. Ibid, P. 125


18. Fowler, F.D. : op. cit. P. 97

19. Ibid, P. 99

20. Ibid, P. 93

   Pp. 45, 46, 53


24. Ibid. P. 137

25. James, W. : op. cit. P. 299

   Ltd., London, P. 78

27. Ross, J.J. : op. cit. P. 143
311
NOTES AND REFERENCES

CHAPTER V


2. Ibid


7. Ibid, P. 22


20. Ibid P. 84. (Dr. West refers to Probodh Deb Choudhury of 'acca University who in his 'A study of Word-Frequency in Bengali' varied the weighting of different sources.)

21. Ibid P. 81


25. Ibid

26. Ibid, P. 1340

   (Hornby, A. S. : Vocabulary Control - History and Principles,
   Pp. 42 - 43)

   Longmans Green and Co. Ltd. London


30. Ibid. P. 86

31. Ibid. P. 88


34. Champion, K. i 1937, Lectures on Teaching English in India, Humphrey Milford, Oxford University Press, P. 71


42. Rawat, D.S. : 1971, Vocabulary of Primary school children, Department of Pre-primary and primary education, National Institute of Education, M.C.R.T.I New Delhi

43. Ibid P. 9
44. Ibid

45. Ibid


47. Ibid, p. 747

48. Ibid

49. Ibid, p. 877

50. Ibid

51. Ibid


55. **Educational Investigations in Indian Universities (1939-61)**, National Council of Educational Research and Training, New Delhi, Pp. 70, 60, 119, 78, 203, 193, 195, 116, 118, 201


57. Roy, S.N. : 1946, *Easy Bengali Vocabulary (Series II)*, The Indian Statistical Institute, Calcutta University


59. (a) The Third Year Book of Education, 1968 (Mukerji, K., Child and Adolescent Development. P. 27)


68. Tamhane, S.N.: 1965, Basic Vocabulary of Marathi Speaking Primary school Children, University Training College, Nagpur, quoted in A Survey of Research in Education, M.S. University, Baroda, p. 300


NOTES AND REFERENCE

CHAPTER VI


2. Ibid. P. 7

3. Ibid. Pp. 7 - 8


7. A.I.C.3.K. or Nagpur List, Nagpur University


9. Central Institute of English and Foreign Languages, Hyderabad sponsored the following vocabulary studies in English :
a) Chadda, K. 1971. *Investigation into the Vocabulary Resources of Third-Year Degree Students*, Central Institute of English and Foreign Languages


11. Ibid P. 122


13. Ibid


NOTES AND REFERENCES

CHAPTER VII


2. Ibid. pp. 21 - 22
1. The following teachers were consulted for selection of books for vocabulary collection:

**URBAN AREA**

a) Miss Jahanara Begum, Leady Kenna Girls High School, Shillong  
b) Miss Jyotima Choudhury, Laban Bengali Girls' H.S., Shillong  
c) Mr. R.P. Tiwar, Anupchand Hindi H.S., Shillong  
d) Mr. P.A. Bhattacharyya, Jail Road Boys' H.S., Shillong  
e) Miss B. Basu, Laitumkhrah Bengali Girls' H.S., Shillong  
f) Mr. K. Laloo, Jowai Govt. Higher Secondary School, Jowai  
g) Miss Emilia, Jowai Govt. Higher Secondary School, Jowai  
h) Mrs. B. Dutta, Govt. Girls' High School, Shillong

**RURAL AREA**

a) Mr. Abdul Kalam Sarkar, Nagarpara G.I.A. High School  
   Nagarpara, Garo Hills  
b) Mr. Nashiruddin Ahmed, Tikirkilla G.I.A. High School  
   Tikirkilla, Garo Hills  
c) Mr. S. Sarkar, Mawprem Anath Asram High School  
   Mawprem, Shillong  
d) Mr. L. Laloo, Sutng High School, Sutng, Jowai
3. The investigator went to the following schools for vocabulary collection from teaching, classroom interactions etc.:

   a) Khasi Jayantia Presbyterian Girls' High School, Jaiaw, Shillong
   b) St. Dominic High School, Shillong
   c) Government Boys' High School, Shillong
   d) Mawkhar Christian High School, Shillong
   e) Islamia High School, Shillong
   f) Anupamand Hindi High School, Shillong
   g) Hindi Balika Vidyalaya, Shillong
   h) Lady Keane Girls High School, Shillong
   i) Government Girls High School, Shillong
   j) Jail Road Boys High School, Shillong
   k) Laitumkhrah Presbyterian High School, Shillong
   l) Marian Hill High School, Jowai, Jaintia Hills
   m) St. Mary Lazarrello Girls High School, Jowai
   n) Shangpung High School, Shangpung, Jaintia Hills
   o) Darrang M.E. School, Darrang, Jaintia Hills
   p) Fulbari Junior High School, Fulbari, Garo Hills
   q) Manikganj G.I.A. H.G. School, Manikganj, Garo Hills
   r) Kharkutta G.I.A. H.G. School, Kharkutta, Garo Hills
   s) Adokgiri G.I.A. H.G. School, Adokgiri, Garo Hills
   t) Laban Bengal Girls High School, Shillong

3. The investigator analysed the examination scripts of English of 300 students of Class VI in the following ten schools.
4. In the following schools in Shillong town the investigator involved the students in word games for collection of vocabulary
   a) Anupchand Hindi High School
   b) Islamia High School
   c) Laitumkhrah Presbyterian School
   d) Laitumkhrah Assamese Girls' High School


7. Ibid, P. 56

10. The Checklists were submitted for criticism to the following teacher educators:
   a) Prof. A. Bhattacharji, P.G.T. College, Shillong
   b) Prof. (Mrs.) T. Das Gupta, P.G.T. College, Shillong

11. The checklists were submitted for criticism to the following teachers:
   a) L. Vernal, St. Edmund's School, Shillong
   b) Rev. K. Paul, St. Anthony's School, Shillong
   c) Mr. K.N. Pandit, Tara Town High School, Tara
   d) Mr. U.N. Jha, Resu Belpare G.I.A. High School, Resu Belpare, Garo Hills
   e) Mrs. J. Shullai, Jowai Govt. Higher Secondary School, Jowai

12. The Checklists were tried out in the following schools:

   CITY AREA
   a) Islamia High School, Shillong
   b) Government Girls' High School, Shillong

   RURAL AREA
   a) Umpling High Schools, Umpling, Phuasi Hills
   b) Sohka High School, Sohka, Jaintia Hills
CHAPTER IX


3. Ibid, Pp. 434 - 485


7/3: The Khasi sub-sample of 611 students was drawn from the following schools:

**URBAN AREAS (BOYS' SCHOOLS):**

a) Laban Bengali Boys' H.S., Laban, Shillong  
b) Jail Road Boys' H.S., Shillong  
c) Government Boys' H.S., Shillong  
d) St. Dominic School, Shillong  
e) Anupchand Hindi H.S., Shillong  
f) Laitumkhrah Presbyterian School, Shillong  
g) Islamia School, Shillong  
h) Buddha Bidya Niketan, Shillong  
i) Mawkhar Christian High School, Shillong

**URBAN AREAS (GIRLS' SCHOOLS):**

a) Laban Bengali Girls' H.S., Shillong  
b) Laban Assamese Girls' H.S., Shillong  
c) Lady Keans Girls' H.E.S., Shillong  
d) Government Girls' H.E., Shillong  
e) Hindi Balika Vidyalaya, Shillong  
f) Laitumkhrah Bengali Girls' H.S., Shillong  
g) Khais and Jaintia Presbyterian Girls' H.E., Shillong
The Jaintia Sub sample of 167 students was drawn from the following schools:

(a) Unling High School, Umpling, Khasi Hills
(b) Anath Asram High School, Mawpran, Khasi Hills
(c) Ever Green School, Mawrth, Khasi Hills
(d) Myriaw High School, Myraw
(e) Mawynran School, Mawynram
(f) Kadar Blang High School, Kadar Blang
(g) Myrang High School, Myrang
(h) St. Paul School, Nongpoh
(i) Lawron School, Lawrong
(j) Lait Mawsiang High School, Lait Maw Siang
(k) Mawphlang School, Mawphlang
(l) Ursula High School, Ursula
(m) Mawnai High School, Mawnai
(n) Burnihat High School, Burnihat
(o) Sib Singh Asmorian High School, Nongster
(p) Parlong Christian High School, Parlong
(q) Mairang Christian High School, Mairang
(r) St. Paul's High School, Maribua
(s) Khatrabling High School, Khatrabling
(t) St. Anthony's High School, Pyhorsla
(u) Maharam High School, Mawkarwat
(v) Presbyterian High School, Cherrapunji
(w) St. John Bosco High School, Cherrajunji

9/10
URBAN AREA (BOYS AND GIRLS)
a) Jowai Government Higher Secondary School, Jowai
b) Marian Hill High School, Jowai
c) Mazarello School, Jowai
d) Senior Basic School, Jowai
e) Presbyterian M.E. School, Jowai

RURAL AREAS (BOYS AND GIRLS)
a) Sutng High School, Sutng, Jaintia Hills
b) Sohkha High School, Sohkha, Jaintia Hills
c) Shangpung High School, Shangpung, Jaintia Hills
d) St. Dominic M.E. School, Law Kyndeng

e) Saipung M.E. School, Saipung, Jaintia Hills
ff) Darrang M.E. School, Darrang, Jaintia Hills
g) Saitasama M.E. School, Saitasama
h) Tarangblang M.E. School, Tarangblang
i) Anasi M.E. School, Dawki, Jaintia Hills
j) Mulsei M.E. School, Mulsei
k) Nongtalang M.E. School, Nongtalang
l) Syndai M.E. School, Syndai, Jaintia Hills

11/12: The Garo sub-sample of 333 students was drawn from the following schools:

URBAN AREA (BOYS AND GIRLS)
a) Government Multipurpose School, Tura
b) Tura Town High School, Tura
c) Central High School, Tura
d) Don Bosco School (Boys) Tura
e) Government Girls School, Tura
f) Christian Mission High School, (Girls)
g) St. Xavier's High School, (Girls)

RURAL AREAS ( BOYS AND GIRLS )

a) Singgorga GIA H.S. School
b) Tikrikilla GIA H.S. School
c) Garobadhna GIA H.S. School, Garobadhna
d) Manikgang GIA H.S. School, Manikgang
e) Unite: Rongjung GIA H.S. School, Rongjung
f) Fulbari, J.N. School, Fulbari
g) Dalu GIA high School, Dalu
h) Rongjung GIA High School, Rongjung
i) Simsanggiri GIA High School, Simsang
j) Adokgiri GIA High School, Adokgiri
k) Kharkutta, GIA High School, Kharkutta
l) Resu belpara GIA High School Resu belpara
m) Mahendraganj GIA High School, Mahendraganj
n) Dilma Apal GIA High School, Kendipather
o) Boligang girl GIA High school, Boligang girl
p) Jelsella GIA high School, Jelsella
q) Baghmara GIA High School, Baghmara
r) Bhaitbari GIA High School, Bhaitbari
s) Chokpot GIA High School Chokpot
t) Rangsacona GIA High School, Rangsacona
u) Mansang GIA High School Rongjung
v) Sibari JIA High School, Sibari, Caro Hills
w) Onkapara JIA High School, Onkapara,
x) Senalgiri JIA High School, Senalgiri, Caro Hills
CHAPTER X


2. Ibid

3. Ibid


7. For determination of 'Weight' of word in respect of students of Class VI (usually 12+), 'Frequency' and 'Range' have been considered, because these are the two factors which constitute the weight of word. Here in this study, frequency of word has been given credit according to Thorndike formula and then multiplied by the ratio of the range of the word and the total number of books from which the vocabulary has been collected.


11. Harris, C.W.: op. cit. P. 1511

12. Ibid

13. Ibid


20. Ibid, P. 199