Vocabulary is an area of utmost pedagogical importance. Words, the items of vocabulary and the minimal units of language, attracted several researchers in the past who made serious studies on different aspects of it. Barring few, most of these studies have been on the first language. The studies on the second language, few in number, are not in the least comprehensive. They have left several important areas totally unexplored.

With a view to covering an important unexplored area of the second language vocabulary, the present investigator undertook the present study.

The findings of the study, it is believed, will help the teachers and others engaged in the art of communication, in their use of words. In fact, the effectiveness of communication depends to the greatest extent, on the right use of words. And words can hardly be rightly used unless the users know the relative importance (weight) and difficulty value of words, in respect of the children of a given age level to whom the communication is made. Moreover, the users may, to his advantage, take note of the socio-economic background of the children in as much as the difficulty value of words change with the change in the socio-economic background.
The present study, being on the vocabulary in English of the students of Class VI (usually 12 years old), reading in the non-English medium schools of Meghalaya, has attempted to determine the weight and difficulty value of each word in respect of the children of the aforesaid grade. Moreover, the influence of the socio-economic background on the difficulty value of words has also been attempted in the study.

The thesis has been divided into two volumes, viz., Volume I and Volume II. Volume I contains the text and the checklists (Appendix I). Volume II contains 4 glossaries of words having two parts each (Appendix II).

The text in Volume I contains twelve (12) chapters, in the first five of which the author has taken an inter-disciplinary approach. To put it more clearly, the author has attacked the problem through the disciplines of Linguistics, Philosophy and Psychology to deal with the topics like: the importance of studying vocabulary in English against the background of its present position in India; origin of vocabulary and language and the factors affecting the growth of language in children; the problems of bilingualism; growth of vocabulary in language; philosophical bases of vocabulary selection; and the earlier vocabulary studies. These topics have been discussed because of the fact that they will provide a clear back drop to the reports of the present empirical investigation and make the report more meaningful and significant.
The other seven chapters of Volume I are devoted to putting clearly why a study of the vocabulary in English of the students of Class VI (usually 12 e) has been taken up and with what specific objectives and delimitations, and explaining the methods and procedures, collection of data, analysis of data, findings of the study and follow up.

The checklists (Appendix I) of Volume I contain tests on 2045 words administered on the sample drawn from the high and M.E. schools of Meghalaya.

The glossaries of words in Volume II contain such calculations as total number of correct response, percentage of correct response in whole numbers, correct percentage and confidence interval in percent at .95 level.