

CHAPTER-III

REVIEW-OF-PREVIOUS-LITERATURE

3.1 INTRODUCTION :

Reviewing the previous research work done by various researchers is one of the most important aspects of the new research or dissertation at the M.Phil. or Ph.D. degree level. This type of step in the research work reveals the area of the research, nature of the problem, methods applied, tools used, findings, suggestions etc. to the researcher and they are very useful while studying the problem undertaken. It also gives an idea about scope and limitations of the problem. It gives information regarding the procedure of writing of the research. So I have read the following research work done related to my problem.

My problem of study is fixing up reading vocabulary for illiterate adults between age group of 15-35 years residing in the surrounding area of Peth Vadgaon town. Every one knows this is the age of science and technology. Everything is studied on the scientific basis. The first research work which has been done in this field is that of Mrs. F.C. Laubach. It is summarised in the following lines.

3.2 WORK-OF-F.C.-LAUBACH :

Laubach Literacy Team - Mrs. F.C. Laubach, R.S. Laubach, Mr. and Mrs. Phil Gray, Richard Cortright, Betty Mooney, Margaret Lee Runbeck, Mrs. Welthy Fisher, Tune Dohse - had helped to prepare lessons in 274 languages and dialects for the 96 countries. The team had visited

India in 1935 to 1939, 1949, 1951 to 1953, 1955 to 1956 and prepared lessons in 20 languages - Assamese, Bengali, Chatisgari, Garo, Gond, Gujarati, Gurumukhi, Hindi, Hindustani, Kabui, Naga, Kanarese, Malayalam, Marathi, Mundari, Oriya, Punjabi, Santali, Saora (Orissa), Tamil, Telegu of India.

That team has developed the stream-lined English work list of about 1700 which is of common words in English. This list is used in practice writing in English for new literates. The Thorndike Lorge count of 30,000 English words is the most exhaustive word counts. The Lauback Literacy Team spent a number of years for counting of words and keeping accurate tallies. The streamlined English combined word lists contained Thorndike-Lorge list of 1000 most used words, plus some 700 other useful words. These combined word lists are valuable to writers for writing adult graded materials in English. Use of these lists will help you to write for adults with different ranges of experience in reading English.

In addition to the above, some efforts have been done in the area of reading, writing and other fields of adult education. Though they are not voluminous yet they are useful in this work. Hence they have been listed in the following manner in this research report.

3.3 WORK DONE BY NAGAPPA T.R. :

Nagappa T.R. has made an exploration into the reading needs and interests of the adult neo-literates. His study has revealed that the 'Story Method' of presentation of new ideas had a high appeal to neo-literates. Topics which neo-literates wanted to read included those about which they had some previous knowledge and were concerned with

their occupations. Their relation to the Government and animal husbandary, functioning of village panchayats, topics concerning the health of the family and community diseases.

His study also revealed that the reading interest of those neo-literates could be sustained more systematically by opening community literacy centres in various localities and supplying necessary materials.

3.4 WORK OF MALLIKARJUNASWAMY M. :

Mallikarjunaswamy M. also made a similar survey of the reading needs and interests of adult neo-literates in the Mysore State. According to him the religious and folk literature has high appeal for the neo-literates. They like stories and fiction. They also like materials related to their working life. Informational matter if presented through the medium of stories is likely to be received better than through the formal 'manuals' or 'essays'.

A word list in Kannada for neo-literates was undertaken by Mysore State Adult Education Council in 1969 as a first language. This project was financed by N.C.E.R.T. headed by M.Mallikarjunaswamy.

The following printed materials were selected for study (i) text-books of literacy classes-3 (ii) booklets of adult education series-17 (iii) 'Belaku' (weekly) edition - 10 (iv) Radio broadcasts for villagers (scripts).

Three text-books in use for the teaching of literacy - alphabet chart, the primer and the reader - had also been included in the study. The folk songs and folk stories were collected. A villager was asked to relate his activities from morning to evening on a particular day and

name the persons whom he met and talked with. But a lot of presentation was needed to make the adults write by way of showing them some of the samples previously collected and suggesting to them several subjects from which they could choose and write.

Words were counted from all the sources separately. They were arranged in alphabetical order and their frequency was recorded. The familiarity of a word was denoted by its frequency count. The higher in the frequency the higher was its place in the basic word list.

3.5 WORK OF KHAJAPEER :

Khajapeer, M. conducted a study in the field of functional literacy. The major findings were (i) Social-Psychological factors, newspaper reading, radio listening pertaining to agricultural programmes, social participation, urban occupational pull, contact with agricultural extension officers, achievement, aspirations in reading, writing and arithmetic and knowledge about improved methods of cultivation, attitudes towards adult literacy and improved of cultivation, all pertaining to Farmer's Functional Literacy Programme. Participants were positively and significantly related to their performance in literacy. (ii) Age, sex, caste, primary education etc. were not significantly related to their performance and (iii) Conservatism, fatalism and authoritarianism of the FFLPP's were negatively and significantly associated with their performance in literacy.

3.6 OTHER WORK :

During the year 1956 a study of adults vocabularies in Marathi and Gujarati was undertaken and word counts of the most common words used by adults in rural areas in their day-to-day conversation were listed.

This provided the basis for preparation of literature for neo-literates. This was followed up by workshops for production of literature for neo-literates. The holiday home at Bhor was used as the venue for these literacy workshops which were conducted under the able guidance of Baburao Jagatap. Literature was produced on a scientific basis. Selection of topics, selection of vocabulary style, presentation and even the length of the reading matter were tested on a sample group of neo-literates before they were finalised. Books were prepared on a graded pattern to suit the reading levels of different types of adults. Unfortunately, this work was not continued. Neither the adult vocabulary prepared nor the books which were printed and published by the Social Education Committee are now available.

The Bombay City Social Education Committee had conducted the research study in 1959, "A study of the vocabulary of Marathi speaking Neo-literates of the Bombay."

The present research work is related to Marathi and that is for adult literacy. So the research studies in Marathi have ranked first. Marathi is as a regional and state official language of the Maharashtra State. Hence, it is related to the present research study. Hindi is a national language and national official language. Next comes English as an international language, pioneer and medium reported vocabulary studies. Then comes 'Kannada', which is the language of border line of the Maharashtra State and then 'Gujarati' language in sequence. 'Kannada' and 'Gujarati' are the languages of neighbours of Maharashtra.

Vocabulary plays an important part in adult education literature. There is a paucity of research in adult education in India. There was no systematic work done till now on adult vocabularies. So the researcher has selected the problem on adult vocabulary.