CHAPTER VII

CONCLUSION
In the preceding chapters different kinds of analyses have been attempted with the view to evaluate the hypotheses formulated for this research. A general discussion about the educational policies and existing curriculum, and the description of them are felt to be essential at this juncture. So this chapter is designed to review the existing curriculum for the tribal population (tribal literacy) and to give some suggestions in the light of the study conducted for the presentation of this dissertation.

The New Educational Policy of India was framed in 1986 under the cover term "National Policy on Education." Several constructive points were suggested in the policy report and the same were expected to be followed by the curriculum planners and people who carry out the curriculum activities. The points related to 'Child - centred Approach' and 'Curriculum for Minority Children' are felt to be important and relevant for the present dissertation. Therefore they have to be reviewed here. Reports on National Policy on Education says the following regarding the Child Centred Approach:

"A child centred and activity based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction." (1986:11).
As far as the minority children's education many points were given pertaining to the allocation of incentives and modification of institutional infrastructure. It is also mentioned that minority children educational curriculum and instruction should give importance to their own mother tongue or their own tribal language at the beginning, and there should be a gradual switching over from mother tongue instruction to state language. In general minority children's education curriculum should be an avenue for the creation of an awareness of their cultural identity and should be a basis for developing creative talents among the minority children. Giving priority and remedial measures to drop-outs in schools is also considered as an important policy in the report on National Policy on Education. The following quotation is presented to substantiate the above points:

"..... the need to develop the curricula and devise instructional materials in tribal languages at the initial stages, with arrangements for switching over the regional language. Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas......Incentive schemes will be formulated for the Scheduled Tribes, keeping in view their special needs and life styles. .....The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent"(1986:7-8).
Based on the directions given by the Report on National Policy on Education, a curriculum reform report was prepared under the supervision of Dr. Malcolm Adisesaiah for the schools of Tamil Nadu. The report was given under the title "Towards Learning How to Learn". This report came as a 'Report on Text book Reformation in 1987'. In this report, the tribals were not given that much importance as mentioned in the National Policy on Education. As far the exercises to be given to the students of Class-1, 26 exercises appear starting from muscle exercises to various graphological, grammatical exercises etc. appear in the report. For Class-2 to Class-5, 82 exercises along with 26 exercises given for Class-1 were listed. These exercises begin from the exercises of knowing nouns and end up with the exercise of singing the songs in the text book in appropriate ways. The exercises are exhaustive and the investigator's experience over the observation of Class room activity shows that all the exercises are not strictly followed now in the tribal schools. Moreover, there is no information in the report about the guidance to the teachers and the distribution of exercises to various classes in the primary school curriculum.

The text books designed on the basis of Malcolm's report appear to be less adequate as far as the tribal school situation is concerned.

It is very well accepted that language teaching if makes a clearcut allocation of teaching, learning and testing on the basis of the four skills to be developed, then the teaching will become superior.
That is, skill oriented teaching alone will be useful in developing in the students all the skills in an integrated way, and will pave the way for developing creative ability among the tribal students. A review of the researches conducted in applied linguistics shows a gradual development in the methodology advocated for language teaching. Also researches have shown various types of teaching such as structural teaching, teaching on the basis of notions, communicative teaching, etc. trying to give importance to the around growth in all the four skills. But, while coming to the application of the research findings the curriculum somehow fails because it gives attention only to the development of some skills. And even language teaching courses conducted and taught with the ultimate goal of conducting some tests or examinations are not really meant for developing language skills in students.

This being the case in the tribal school situation, the investigator identified some of the areas where improvement could be possible if the skill oriented teaching is given focus and impetus.

With reference to the listening skill, dialogue learning and teaching have to be given due attention. Sufficient time has to be provided for repetition in dialogue exercises. Audio-visual equipments could also be effectively used in developing the listening skill. Since listening and speaking are the two primary skills used by a person to establish
his/her individuality and creativity they have to be given enough amount of attention.

Speaking is a situation oriented practice. Most of the curricular designs give only lesser importance to the development of speaking skill. Most of the students fail in talking about a particular topic cogently for two minutes. Since speaking is a context oriented activity in schools the creation of such a language use situation will have to be made and the teachers should make a contribution towards the creation of such situations. Moreover, in tribal schools especially in higher Classes, the students should be advised to use their mother tongue to a lesser degree if they are to develop mastery over the second language they learn. So, situations will have to be created for the use of the second language to a greater extent within the school premises itself.

As far as the reading practice is concerned phonetic methodology has to be strictly followed. The students have to be given enough practice and time gap for the practice of pronunciation of sounds. There is every possibility for the students to impose the pronunciation of the sounds of their own mother tongue over the second language sounds they learn. So in order to avoid such super imposed pronunciation, special and individual training over sounds has to be given to the students concerned.
With reference to the writing and the development of writing skill, it is felt that the method of going from simple to complex scripts and giving known words and culturally significant words are advisable. Moreover, the students should be particularly informed that the syllabic scripts are combination of consonants and vowels. In the present situation since the students are not aware and they are not taught the scripts in the relational way, they feel that all the 247 scripts of Tamil are entirely different from each other. This situation has to be avoided.

Some general suggestions can be given towards the improvement of the curriculum in an integrated way, specially with reference to the tribal situation. Some measures are to be taken to create good attitude over the second language among the tribal children. This ultimately requires a change in the socio-cultural outlook of the tribal population. At present the tribal parents feel that some insecurity arise to their children if they are given formal education. Moreover, they also feel that education will keep their children away and make the community as a whole divided. So some steps will have to be taken in order to remove this kind of attitude.

Socio-cultural conditions play a very important role in the poor performance of students while they learn the second language. The survey results show that children are spending most of their time not in schools but outside by way of helping their parents
in earning for their daily living and by looking after their other children and the household. Government can take measures to see the children to be in the school by providing some more incentives to the students and to the community as a whole.

In the present situation in the tribal school as per the data collected, the student involvement in the class room activity is significantly less. This state of affairs is due to many reasons. The teacher does not get all the students together in the class room. Even among the tribal students some kind of untouchability practice is found, and so the students and student groups of one tribal group keep themselves away from the students and student groups of the other tribal group. So due care has to be taken to avoid this type of situation. Another factor behind the lower performance in language activity (of the students) is the existence of non-cooperation and non-coordination among the teacher - student - parent relationship. What the teacher is involved in is not known to the parents, and what the parents think and do when they send their children to the school is not communicated to the teachers and so on. So due care has to be taken to have better cooperation and coordination in future in order to rectify the present state of performance of the students.

The authorities who inspect the tribal school get contented with the inspection of accounts related to the expenditure made
in the schools. They do not give equal importance in evaluating the educational achievements of the students and the measures taken for improving the language activity among the students. Language experts may be appointed for evaluating the language activity of the students in the tribal schools.

'Fear is the key': thus goes a saying. Most of the tribal children are infested with fear, and they feel insecure and feel to be amidst strangers when they are in schools. Some steps will have to be taken to remove the psychological aspect with reference to the fear in tribal children.

As far as the teaching is concerned, methodologies giving importance to the development of communicative competence also have to be followed so as to develop communicative skill and to eradicate inhibition in using language wherever and whenever needed among tribal children. This requires incorporation of higher percentage of communication oriented syllabus pattern in the existing syllabus, and teaching methodology. When language teaching becomes communication oriented one and when communicative skills develop in children the fear complex will automatically go away. Language teaching will become unimportant if the attitudes of the students do not change. So the curriculum on the whole should be designed with the purpose of removing negative attitudes towards second language learning and of removing fear complex among the students.
Steps have to be taken even if it is a long way to go only then tribal education will be a successful one and tribal upliftment will become a reality. The following quotation is worth mentioning here:

"If it (the school) is relevant, as Marshall McLuhan says; if it shields children from reality, as Norbert Weiner says; if it educates for obsolescence, as John Gardner says, if it does not develop intelligence, as Jerome Bruner says; if it is based on fear, as John Holt says; if it avoids the promotion of significant learnings, as Carl Rogers says; if it induces alienation, as Paul Goodman says; if it punishes creativity and independence, as Edgar Friedenberg says; if, in short, it is not doing what needs to be done, it can be changed; it must be changed" (Postman and Weingartner 1969: 13).