CHAPTER – VI

Summary
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SUMMARY

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SUMMARY

6.1 Introduction

It is accepted that the aim of Education/Higher Education is to equip individual to develop their creative faculties, in a way which enables them to play their part in building the society in which they live, as well as develop their own personalities. Every effort should be made to ensure that knowledge and action go hand in hand during the process of education. The best way in fact, the only way to assure this is to make education available in the most natural way. That is to impart education through the mother tongue.

By mother tongue we mean the home language of the child, the language spoken by the child in his home surroundings. It is something which can neither be replaced nor modified. It is not merely a language like any other language because it is the foundation of personality. The child is in his own natural element with the mother tongue, because as West says, “Words of another language may mean the same, but they can not feel the same.

6.2 Title of the Study


6.3 Statement of the Problem

Today it is universally accepted that the mother tongue of a child is the most appropriate medium to learn effectively. The scientific researches also emphasize the significance of mother tongue as the medium of instruction in education. The teaching – learning process can be effectively, quickly and fully possible only through mother tongue as the medium. It is realized that mother tongue is the appropriate tool for higher education especially university
education. The aims and scopes of the university education can be fulfilled only through the mother tongue medium.

In this respect this research studied the important policies and moves in terms of mother tongue as the medium of instruction in university / college level in Tamil Nadu and Sri Lanka from 1950 till date, and to reflect on the total perspective of the mother tongue as the medium of instruction to understand the present situation in relation to the past and future.

After the policies and practices are reviewed it is very essential to identify the opinion of the university / college students, teachers, parents and public regarding the mother tongue as the medium of instruction at university / college level at present.

Hence this study presents a proper picture of the preference of the target segments – university students, teachers, parents and public regarding mother tongue as the medium of instruction at university/college level. Through this remedial measures were suggested.

6.4 Objectives of the Study

The objectives of the study are as follows:

1. To understand the historical background of the introduction of English as the medium of instruction in education / higher education.

2. To study the important policies and practices taken by the Governments from time to time regarding mother tongue as the medium of instruction in primary, secondary and specially in university/college education in Tamilnadu and Sri Lanka from 1950 to date.

3. To summarize the overall role of mother tongue as the medium of instruction in education specially in university education in Tamilnadu and Sri Lanka during the mentioned period.
4. To identify the opinion of the different groups of people (university/College students, teachers, parents and public) with regard to mother tongue as the medium of instruction at university/college level in these two territories at present.

5. To identify the above mentioned target segments, opinion regarding mother tongue as the medium of instruction on the key dimensions of effective learning, motivated learning, personality development, educational achievement and career guidance, availability of resources, international recognition and general.

6. To find out the nature of association among the variables with regard to students, teachers, parents and public in the two areas.

7. To identify the significant similarities or differences if any among the various groups of people in utilizing mother tongue as the medium of instruction.

8. To point out valuable suggestions regarding this in the light of the above study.

6.5 Assumptions

The following are the assumptions of the present study.

1. It is assumed that policies regarding the mother tongue as the medium of instruction in education were formulated by the governments of Tamil Nadu and Sri Lanka from time to time at primary, secondary and university / college level.

2. It is assumed that important measures have been taken by the governments of Tamil Nadu and Sri Lanka to implement the mother tongue policies in education / university education during this period.
3. It is assumed that in Sri Lanka the need of the mother tongue / national languages was accepted and duly implemented by the governments at the primary and secondary education. But in Tamil Nadu the mother tongue policies have not been properly implemented.

4. It is assumed that the position of mother tongue as the medium of instruction in University / College level in Tamil Nadu and Sri Lanka remained uncertain in the absence of firm declaration of the governments/Universities.

5. It is assumed that regarding the mother tongue as the medium at the University / College level the preference of the parents and public might vary according to their needs and aspirations.

6. It is assumed that regarding the mother tongue as the medium of instruction at the university / college level the preference of the teachers and students might vary according to the needs of the subjects and faculties.

7. It is assumed that the importance of mother tongue as the medium of instruction in education / higher education has been understood in the two territories.

8. It is assumed that the segments of Jaffna prefer mother tongue as the medium of instruction greater than the segments of Karaikudi.

9. It is assumed that in the above two territories the participants favoured English as the medium of instruction in University / College level purely because of job opportunity, upliftment of professional career and social status.
6.6 Delimitation

The following are the delimitations of the present study.

1. This study is confined to the Alagappa University area in Tamil Nadu and Jaffna University area in Sri Lanka.

2. This research makes an attempt to study only the policies and important moves regarding mother tongue as the medium of instruction in education specially in higher education in the above two territories.

3. The mother tongue policies and practices at the university / college level are only considered in this present study. The other higher educational institutions are not taken into account.

4. Particularly, the policies declared by the respective governments from time to time at the university / college level in Tamil Nadu and Sri Lanka from 1950 to date are considered in the present investigation.

5. To analyze the opinion of the university / college students, teachers, this study is conducted only in Alagappa University, Alagappa Arts College and College of Education Karaikudi, Tamil Nadu and in the University of Jaffna, Sri Lanka.

6. To study the opinion of parents and public, this study is conducted only in and around Karaikudi and Jaffna.

6.7 Hypotheses

The researcher formulated the following hypotheses:-

1. English was introduced as the medium of instruction in education during the British period and still it continues to stay.

2. In Sri Lanka in primary and secondary education the mother tongue policies were accepted and duly implemented by the governments since 1950, but at the university level this has not been so.
3. In Tamil Nadu mother tongue policies at primary, secondary and university/college level have not been properly implemented by the Governments due to practical problems.

4. As far as the mother tongue as the medium of instruction at the university/collegiate level is concerned, the policies of both Governments remained uncertain.

5. The importance of the mother tongue as the medium of instruction in education/higher education have been understood by all types of people in the above two territories.

6. Yet in practice English is favoured as the medium of instruction at university/college level mainly because of job opportunity, advancement of professional career, and upliftment of social status.

7. The people of Jaffna prefer mother tongue as the medium of instruction greater than the people of Karaikudi.

6.8 Need and Importance of the Study

As far as education is concerned, the language a student speaks from his childhood is the suitable language to express his thoughts and feelings. Only through the mother tongue a student is able to acquire easily the learning skills like listening, understanding, absorbing and communicating. Consideration of educational principles and psychology also stress the use of the mother tongue as the medium of instruction.

The urgent need for implementing the mother tongue as the medium of instruction has been understood. Yet it has not been implemented in many countries. In some of the countries which have been under the colonial rule, English continues to be the medium of instruction instead of mother tongue, even after independence.
In this respect the educational language policies pursued by the linguistic state of Tamil Nadu in India, and Sri Lanka is taken into consideration. Mother tongue as the medium of instruction for education in general and university/college education in particular, and the success and failure of the same is described here.

The opinion of university/college students, teachers, parents and public, regarding mother tongue as the medium of instruction is also reported, compared and rated.

Based on the above facts, one can come to know the important policies and practices of mother tongue as the medium of instruction in education/university education in Tamilnadu and Sri Lanka and also become aware of the difficulties in implementing the policies. One can identify and rate the liking and interest of different types of people regarding mother tongue as the medium of instruction at present.

6.9 Research Method

The present research proposes to study the important policies and practices in terms of mother tongue / Tamil as the medium of instruction in University/College level in Tamilnadu and Sri Lanka from 1950 to date, and also to identify the opinion of the University/College students, teachers, parents and public regarding medium of instruction at university level at present. For these purposes the researcher used the historical approach and the normative survey method.

1. Historical approach is used for studying the policies and practices in Tamil Nadu and Sri Lanka regarding mother tongue as the medium of instruction in University education since 1950.

2. Normative survey method is used to identify the opinion of the University / College students, teachers, parents and public in Tamilnadu and Sri Lanka.
6.10 Construction of Research Tool

For identifying the policies and practices, the historical approach with secondary data – Government records, documents, books and journals are utilized.

To identify the opinion of the people, the normative survey with primary data is used. To collect information from the target participants – students, teachers, parents and public who are scattered in a wider area the researcher realized that questionnaire is the most suitable tool. Therefore three types of questionnaires are developed by the researcher herself with the help of the sources of data.

The questionnaires are divided into two parts. The following informations are gathered utilising the questionnaire.

In part I, questions are related to the respondents personal data, educational environment, the medium of instruction of the respondents in the different level of education, details of the university / college to which the respondents belong to, home language, as areas, in which informations are sought. Each respondent is requested to give the complete answer in writing for this part.

In part II, the questionnaire consist of 35 questions clustered under seven dimensions – Effective Learning, Motivated Learning, Personality Development, Educational Achievement and Career Guidance, Availability of Resources, International Recognition and General. The questions are common for all types of respondents. Questions pertain to the following information regarding the respondent's opinion on the advantages and limitations in making use of mother tongue as the medium of instruction. Here the question items are structured and are of closed type. Here the questions aim to get response on two point scale (Yes / No). The respondent is asked to put a tick (√) in the appropriate box.
6.11 Validity and Reliability of the Tool

The content validity of the tool was established with experts. To ensure reliability test retest method was used to find out the reliability within a span of two weeks for a select sample of 40 respondents. The “r” value with respect to seven dimensions were .84, .79, .65, .84, .74, .82, and .87 respectively on the whole the reliability of the tool was found to be .82.

6.12 Sample

Here the researcher has chosen 90 Postgraduate students, 100 Undergraduate students and 60 Teachers from Alagappa University, Alagappa Arts College and College of Education, 55 Postgraduate students, 100 Undergraduate and 53 Teachers from Jaffna University randomly.

At the same time 120 parents and public, 90 parents and public are selected at random in and around Karaikudi and Jaffna respectively as samples.

6.13 Data Collection

To study the polices and practices of the medium of instruction in education the needed information was collected through the secondary sources such as government records, documents, language policy resolutions, reports, books and journals for a period of six months.

To identify the opinion of the target segments – students, teachers, parents and public from both areas questionnaires are administered individually by the researcher to collect the needed information.

After participants have responded to the questionnaire, the questionnaires were collected by the researcher herself. The needed information was collected from December 2003 to April 2004 in Karaikudi and Jaffna respectively.

The data collected from the selected sources were used for analysis in this study.
6.14 Data Analysis

The relevant data obtained from the three target segments in both areas have been analysed and interpreted as follows:

1. Descriptive Analysis – Descriptive analysis was adopted by the researcher to determine the general tendencies and dispersion of variables to describe the properties of samples. Here the score is converted into percentages for analysis.

2. Associational Analysis – The Kendall's co-efficient of concordance (W) non parametric statistical technique was utilized in this analysis to determine the associational patterns of the variables. (Educational status, Faculty, MOI at school, University / College, Subject etc). Here the system of ranking on the yes score of the variables provided the basis.

3. Differential analysis- Differential analysis dealt with the comparative study of the similarities and differences among the three types of participants regarding the mother tongue as the medium of instruction in general. Here the percentage wise comparison was utilized.

6.15 Research Findings

6.15.1 Descriptive Analysis

Students' opinion based on “Their Educational Level”

♦ The Undergraduate and Post graduate students of Jaffna University are totally in favour of Tamil/mother tongue for all the seven components while the Post Graduate Students of Alagappa University also accept Tamil except availability of resources (26%), educational achievements and career guidance (33%). But in the case of Under Graduate Students they favour English except effective learning (64%).

♦ On the whole Post Graduate Students prefer Tamil greater than the under graduate students in both areas.
Student opinion - “Faculty Wise“

♦ Among the Arts, Science and Education Faculties of the University of Jaffna students of Arts and Education accept Tamil for all the components except Science Faculty for two components of availability of resources, (10%), and educational achievement and career guidance (45%).

♦ In Alagappa University the students of Arts prefer Tamil except availability of resources (24%), educational achievement and career guidance (32%), students of Education Faculty for Tamil except availability of resources (30%), and motivated learning (44%). But in the case of Science Faculty on a moderate percentage (50%) prefer Tamil only for effective leaning.

Students opinion – “Subject Wise”

♦ In Jaffna out of the Arts subjects students of Tamil, History, Economics and Women studies prefer Tamil for all the seven components.

♦ In Jaffna and Karaikudi the students who follow Tamil as a main subject have given their 100% support to Tamil for all the components except Karaikudi students on Educational achievement and Career Guidance.

♦ Comparatively speaking in Alagappa University Commerce and Management students seem to be more interested in English than the others.

♦ In Karaikudi among the science subjects the students who follow Maths are more keen about English than the others.

Students opinion based on “Their MOI at School, University/College Level”

♦ Comparative study shows that the students who had Tamil as the MOI at school level in Jaffna accept Tamil for all the components.
Their counterparts in Karaikudi do not accept Tamil on availability of resources, and educational achievement and career guidance.

The students whose MOI was English at school level in Karaikudi prefer Tamil only for effective learning (58%).

Tamil and English medium students of Jaffna University prefer mother tongue for all, with the exception of the English medium students not accepting availability of resources (43%)

In Karaikudi Tamil medium students accept Tamil for all, and the English medium students accept Tamil only for effective learning (63%).

Students opinion based on “Educational status of Their Father/Mother”

Children of graduate and school level parents in Jaffna prefer Tamil as the MOI, but the children of illiterate parents on the other hand prefer English for personality development (78%), Educational achievement and career guidance (100%) and International recognition (100%)

Children of graduate parents of Karaikudi prefer English for motivated learning (50%) educational achievement and career guidance (55%), availability of resources (65%). The children of school level parents prefer English for the above (motivated learning 57%, Educational achievement 77%, availability of resources 64%, General 52%) and in addition for personality development (59%). Children of illiterate parents accept English for availability of resources (92%), educational achievement and career guidance (91%) international recognition (92%) and general (92%).

Students opinion based on “Their Home language”

Students whose home language is Tamil in Jaffna prefer Tamil for all the seven components.
In Karaikudi they prefer Tamil only for effective learning (68% for Tamil) motivated learning (51%) and general (51%).

Teachers opinion based on “Their Teaching Grade”

- Regards teachers opinion based on their teaching grade, Post graduate teachers of Jaffna University almost fully support the non-availability of resources in Tamil (10%).

- Teachers of under graduate and Post graduate level of Alagappa University accept the importance of English on educational achievement and career guidance (72% and 71%) and availability of resources (67%, 62%).

- Teachers teaching in Post graduate level in both areas prefer Tamil more for all aspects than the teachers of Under Graduate level.

Teachers opinion – “Faculty Wise”

- Of the teachers of the three faculties of Jaffna University taken under consideration for this study, the two faculties of Arts and Education are for Tamil except availability of resources (42% and 40% respectively). Science Faculty totally accept Tamil as the MOI.

- All the three Faculties of Arts, Science and Education of Alagappa University accept the importance of English on educational achievement (74%, 70% and 67%) and availability of resources (71%, 60% and 57%).

Teachers opinion – “Subject Wise”

- In Jaffna out of the Arts subjects Tamil, Economics, History and Women studies teachers prefer Tamil 100% for Effective Learning, Motivated Learning, Personality Development and International Recognition. In Karaikudi Tamil teachers are 100% in favour of Tamil on Effective Learning, Motivated Learning, International Recognition, Personality Development and General.
Tamil teachers of Jaffna University even though they prefer Tamil for other components they are in favour of English for Availability Resources.

In Karaikudi teachers of Commerce and Management indicate an exceptional response towards the mother tongue instruction.

In Karaikudi Maths teachers prefer English more than the others.

Teachers opinion based on “Their MOI at School and University / College Level”

The teachers who studied either in Tamil or English at School level in Jaffna University and Alagappa University prefer English on availability of resources (49%, 39% from Tamil medium, 33%, 32% from English medium respectively).

It is a salient feature that the teachers whose MOI was English at School level in Jaffna University 100% agree with Tamil as the MOI for Motivated Learning, International Recognition and General.

The teachers from both sides who studied either in Tamil or English at University level prefer Tamil as the MOI for all the components except Availability of Resources.

Teachers opinion based on “Their Educational status”

- Teachers of the Jaffna University are of opinion that Tamil as the MOI is quite satisfactory except on availability of resources (48%).

- The Post graduate Teachers of Alagappa University accept English as the MOI on availability of resources (61%), Educational achievement and career guidance (71%).

- Post graduate teachers of Jaffna University are more interested in Tamil than the Post Graduate Teachers of Alagappa University.
Parents and Public opinion based on “Their Educational status”

♦ In both Jaffna and Karaikudi all the three categories of parents and public prefer Tamil for effective learning, (J – 65%, 81% and 54%, K – 56%, 100% and 53%) and general. (J 64%, 86% and 67%, K – 57%, 62% and 67%).

♦ Illiterate parents and public of Jaffna do not accept Tamil for Personality Development (25%) International Recognition (0%), and Educational Achievement and Career Guidance (0%).

♦ Graduate parents and public of Jaffna do not accept Tamil for availability of resources (40%) educational achievement and career guidance (44%).

♦ A peculiar feature is that in Jaffna illiterate parents do not prefer Tamil for personality development (25%) where as in Karaikudi graduate parents hold this view (36%).

♦ The illiterate parents and public of Jaffna and Karaikudi have given their minimum positive response to Tamil on International recognition (0%, 5%) and Educational Achievement and Career Guidance (0% and 4%).

Parents and Public opinion based on “Their MOI at school and University/ College Level”

♦ Parents and public in Jaffna whose MOI was Tamil at school level prefer mother tongue for all except availability of resources (34% for Tamil). English medium parents and public too hold the similar opinion (48% for Tamil)

♦ Tamil medium parents and public of Karaikudi prefer English only for availability of resources (67% for English) and international recognition. But English medium parents and public prefer English for all.
The parents and public who studied in Tamil at University level in Jaffna prefer Tamil for all seven components whereas English medium parents place confidence on English itself.

Tamil medium parents and public of Karaikudi are for English on availability of resources (86% for English), educational achievement and career guidance (58% for English) On the other hand English medium parents are totally for English.

Parents and Public opinion based on “Their Occupation”

In Jaffna farmers and people of other jobs prefer Tamil for all. Teachers and professionals also accept Tamil except on availability of resources (43% and 45% respectively).

The officials of Jaffna prefer Tamil for motivated learning (73%), Personality development (60% for Tamil) and availability of resources (60%).

The business parents and minor employees prefer Tamil for motivated learning (70%, 72% respectively) and general (60%, 67% respectively)

In Karaikudi Business parents, farmers, minor employees and other jobs prefer English for Personality Development (53% 68% 53% 65%) availability of resources (82%, 86%, 93%, 87%) International recognition (71%, 72%, 63%, 80%) and Educational Achievement and Career Guidance (68%, 100%- 71%).

In Karaikudi the parents and public working as officials accept English for Personality Development (54%), Availability of Resources (100%), and International Recognition (52%).
The opinion of the professional parents of Karaikudi shows a different picture from that of the others. They prefer Tamil for international recognition (51%), educational achievement and career guidance (65%)

All the parents of Karaikudi strongly feel that English can only meet the availability of resources as the MOI. It is obviously shown by very high percentages of responses of participants (Professionals 100%, Officials 100%, Teachers 100%, Business 82%, Farmers 86%, minor employees 93%) other jobs 87%).

Parents and Public opinion based on “Their Home Language”

Parents and Public of Jaffna whose Home language is Tamil are of opinion that Tamil as the MOI is satisfactory except on availability of resources (48%).

Parents and public of Karaikudi prefer Tamil only for effective learning, motivated learning and general (58%, 62% and 56% respectively)

Further more,

Comparatively speaking basically Jaffna seems to take a positive attitude towards Tamil as the MOI, whereas Karaikudi indicates favourable disposition towards English to some extent.

The general trend in favour of English seems to be motivated by availability of resources, educational achievement and career guidance in both Jaffna and Karaikudi. Of these two, responses from Karaikudi are higher than Jaffna for English to attain availability of resources, educational achievement and career guidance.
6.15.2 Associational Analysis

There is significant association among the various type of students of Jaffna University in terms of their preference in ranks regarding mother tongue as the MOI in higher education for effective learning, motivated learning, personality development and international recognition.

There is significant association among the various type of students of Alagappa University in terms of their preference in ranks regarding mother tongue as the MOI in higher education for effective learning, motivated learning, personality development, international recognition and general.

There is significant association among the various type of teachers of both Jaffna University and Alagappa University in terms of their preference in ranks regarding Tamil as the MOI for all seven components.

There is significant association among the various type of parents and public of both Jaffna and Karaikudi in terms of their preference in ranks regarding mother tongue as the medium of instruction for effective learning, motivated learning, personality development, general and educational achievement and career guidance.

6.15.3 Differential Analysis

Majority of the students of Karaikudi (63.68%) agree with “Easy of learning through English”. But in Jaffna only 23.23% of the students hold this view.

In Jaffna 75.48% of the students prefer mother tongue for “Motivation of learning” and 61.11% of the parents and public prefer mother tongue for “integration of knowledge”. But only 47.37% of the students and 36.47% of the parents of Karaikudi support these views.
+ Majority of the students of Karaikudi (68.62%) accept that the "Mother tongue creates an inferiority complex" whereas in Jaffna only 19.35% of the students agree with this view.

+ Teachers, parents and public of Karaikudi totally (100%) feel that "Competency in English is necessary for getting jobs in private and government sector". But only 54.72% and 62.22% of the teachers, parents and public of Jaffna favour the necessity of English.

+ In Jaffna only 18.06% of the students 3.77% of the teachers and 24.44% of the parents and public agree with the "Non-availability of standard text books in Tamil". But in Karaikudi except the teachers majority of the other two participants (students 78.95%) parents and public (83.33%) accept this view.

+ In Jaffna majority of the parents and public (61.11%) accept the view "English being a library language". But whereas in Karaikudi only a minority of the parents and public (36.67%) hold this view.

+ Only 39.47% of the students of Karaikudi have shown their preference towards Tamil for "Community has confidence in the utility of mother tongue". In the case of Jaffna students 75.48% have shown their preference towards this.

6.16 Discussion

To be brief the findings of the study show that majority of the students of Jaffna University are of the view that Tamil as the medium of instruction is essential in maintaining not only the standard of education but also in improving effective learning, motivated learning, personality development, educational achievement and career guidance, international recognition and for general achievement. More than 53% of students agree with adequate availability of resources in Tamil.
Jaffna University teachers also agree that Tamil medium is effective for all purposes mentioned above but there is a considerable degree of disagreement as far as educational achievement and career guidance component is concerned. Though they agree with shortage of the availability of resources, yet it does not affect other components.

The people of Jaffna (parents and public) are confident that Tamil as the medium of instruction serves all the above mentioned aspects except availability of resources.

Alagappa University students are of the view that effective learning, motivated learning and in general are possible through Tamil as the medium of instruction.

The views expressed by teachers of Alagappa University favour mother tongue for effective learning, motivated learning, personality development, international recognition and general. But for availability of resources, educational achievement and career guidance they stress the importance of English and not Tamil.

The parents and public of Karaikudi support mother tongue as the MOI for effective learning, motivated learning and general. But they are for English on personality development, educational achievement and career guidance, availability of resources and international recognition.

Further to the conclusion in accordance with the descriptive and differential analysis the findings of the associational analysis indicate that there is a greater significant association among the variables of students, teachers, parents and public.
Finally a special mention can be made on the response of the Sri Lankan side, most of them seem to prefer mother tongue as the MOI to maintain and continue their cultural identity through the mother tongue.

The review of related literature proves that learning experiences are quick, effective, full and critical only through mother tongue than through a foreign language. Mother tongue education provides concept formation, motivation of learning and personality development. Not only that the review also indicates that national reconstruction and development are possible through the mother tongue as the MOI. According to this it is also understood that education through English or any other foreign language has its own disadvantages.

From the results of this survey it could be concluded that all the above mentioned issues can be improved through Tamil/Mother tongue as the MOI. Here it should be mentioned that availability of resources, educational achievement and career guidance are more achieved through English as the MOI from the point of view of the participants of Karaikudi.

To achieve educational achievement and career guidance competence of English is necessary. But it does not mean that this can be achieved only through English. Proficiency in a foreign language/English is necessary to enhance the skill of learning acquired through instruction in mother tongue and it does not mean that proficiency in English or any other foreign language alone will lead to acquisition of knowledge. Therefore the mother tongue as the MOI can pave the way for the attainment of all the above mentioned advantages of English education.

Hence the policy makers and the governments should provide these means for implementation of the policies with regard to mother tongue as the MOI.
6.17 Research Implications

This investigation proposes to study the important policies and practices in terms of mother tongue as the MOI at University/College level in Tamilnadu and Srilanka since 1950 to date and to identify the opinion of the people – students, teachers, parents and public of Jaffna and Karaikudi regarding mother tongue as the MOI at University/College level.

For the first purpose the secondary data – Government records, documents, books and Journals are utilized. Here it indicates the nature of the policies introduced regarding the use of mother tongue in university education in Srilanka and Tamilnadu, the extent to which the policies are implemented and the problems encountered in the implementation of the said policies.

To identify the opinion of the people it is already mentioned that three types of questionnaires are developed and the opinion was gathered from the three target segments – students, teachers, parents and public.

On the basis of the findings through these, it is understood that in general opinion is in favour of mother tongue as the MOI at University/College level. Though their opinion differs percentage wise on the some of the aspects namely effective learning, motivated learning, personality development and general, yet it is obvious that the consensus is for the mother tongue instruction. Any how the short comings of the mother tongue as the MOI are also elucidated here. It is noticeable that of the two short comings analysed here more emphasis is given to “Availability of Resources” than to “Educational Achievement and Career Guidance”. This survey also reveals that statistics of Karaikudi emphasise this greater than that of Jaffna.

Hereby it can be inferred that the survey indirectly points out the fact that if the short comings of the mother tongue as the MOI are redressed the
importance of the mother tongue education at the University/College level would be recognized.

Thus it implies that by constructive measures like the provision of glossary in Tamil for various disciplines, producing necessary books in Tamil and by creating more job opportunities through mother tongue education, higher education through Tamil/mother tongue could be achieved. In addition to this by making English an effective second language suitable for enriching English literacy, the value of mother tongue education would be enhanced.

6.18 Suggestion for Further Research

- As the area of the present study is limited to Jaffna and Karaikudi, it would be more useful to extend the area of study.
- Since Jaffna and Karaikudi possess the same mother tongue (Tamil) and cultural background, people with multicultural, multilingual affiliations could also be studied.
- It is better to include other variables under age, sex, locality etc to update the table of variables.
- To make this study more extensive and factual, the findings of the significance of the mother tongue should include its place in the field of administration, business and judiciary.
- This type of survey should be extended to other higher educational institutions also.
- A comparative study of the above mentioned aspects can be undertaken in both areas.

6.19 Conclusion

It is very clear that Jaffna University students, Teachers, Parents and Public are in support of Tamil as the MOI at University level for all the seven dimensions. Though there are some variations in percentage, they generally
accept the importance of Tamil as the MOI. The importance of Tamil as the MOI is not going to be affected much because of non-availability of resources.

Those of Alagappa University stress the importance of Tamil for effective learning, motivated learning, personality development and general. They stress the importance of English as far as educational achievement and career guidance availability of resources are concerned.

Comparatively speaking all from Jaffna always prefer Tamil as the MOI for the improvement on all aspects inspite of the fact that English is essential for better advancement.

The above ideas show that on the whole the necessity for instruction in the mother tongue is being realized today by the students, teachers, parents and public of Jaffna and to some extend by the participants of Karaikudi.

It is already mentioned that the aims of the university education are to impress upon the minds of the students the basic principles of mankind and developing then, preserve and cultivate the hereditary culture, enriching the national language and utilizing it for national progress and unity developing the personality of the students, helping the advancement of science and technology and utilizing those skills for the progress of the country.

Only when learning process is made effective and motivated the above mentioned goals could be achieved. It is feasible only through mother tongue as the MOI. English/any other foreign language could help to enrich those but could not help to attain these.

Therefore in consideration of future progress the emphasis should be on the mother tongue as the medium of instruction.