



# Challenges And Barriers In Implementing Mother Tongue Language Curriculum: A Study Of The Galo Tribe In Arunachal Pradesh, India.

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## ABSTRACT

Arunachal Pradesh is the land of different tribes with a diversity of dialects. In 2008, the government of Arunachal Pradesh recognized the various dialects as the third language<sup>1</sup> of teaching and learning. Since 2021, the State Council of Educational Research and Training (SCERT) published third-language textbooks have been implemented in schools of multiple districts in Arunachal Pradesh, including Galo populated districts of West Siang, Lapa Rada, and Lower Siang. Hence, the future of the mother tongue language as a third medium of teaching and learning appears to be bright and full of promises. Yet, there are a few daunting issues that need serious thought and consideration in the process of implementing a third language curriculum. The paper is the outcome of a qualitative study of the 25 government schools of the west siang district of Arunachal Pradesh to explore the present status of the mother tongue language curriculum. It aims to analyze the challenges faced by the third language teachers in the west Siang district of Arunachal Pradesh.

Keywords: Language, Curriculum, Textbook, Mother Tongue, Tribe.

## INTRODUCTION

Arunachal Pradesh, in India, is the land of linguistic diversity, with as many as 26 tribes and 102 sub-tribes. The state is a paradise for diverse indigenous communities with 32-34 languages (Lomdak, 2017). The Galo tribe of Arunachal is the inhabitants of the west Siang, Lapa Rada, and Lower Siang districts. Their population is also distributed across the East Siang and Upper Subansiri. The section of them concentrated in the heart of the capital, Itanagar. "Galo Ennam" is the newly developed script of the Galo tribe. It is a Modified Roman Script (MRS). In 2008, the Govt, of Arunachal Pradesh recognized it as the third medium of teaching and learning in the schools from classes VI to VIII. Gradually, in 2010, community-based organizations of the Galo tribe developed a few mother-tongue language textbooks for the schools. In 2021, the mother tongue language textbooks were published by the State Council of Educational Research and Training (SCERT) on eight languages namely Galo, Nyisi, Tagin, Wancho, Tangsa, Idu, Kaman, and Taraon. The textbooks were implemented across the various schools in Arunachal Pradesh. Eventually, "orientation programs for 5 batches of third language teachers started on 25 April to 29 May 2022 in SCERT, Itanagar, Arunachal Pradesh"<sup>2</sup>.

<sup>1</sup> Language is used for the dialects with script.

<sup>2</sup> Retrieved from daily publication Arunachal 24 (<http://arunachal24.in>)

## OBJECTIVE

The current study encompasses the following objectives:

1. To analyze the challenges faced by the third language teachers in the west siang district of Arunachal Pradesh
2. To explore the present status of the mother tongue language curriculum in various government schools of west siang district, Arunachal Pradesh.

## METHODS AND MATERIALS

A field study of 11 Government Upper Primary Schools, 8 Government Senior Secondary Schools, 3 Government Higher Secondary Schools, and 3 National Subash Chandra Bose Awasiya Vidyalayas in the west district was carried out. The researcher has collected the perspectives of the third language teachers of the mentioned schools. The sample size is 25 (twenty-five), for mostly one language teacher assigned to one school. Information is collected by the researchers through field research using questionnaires and personal interviews. The age of the respondents ranged from 30 to 45. To fulfill the objective of the study a variety of community organization-based unpublished literary works, the secondary sources of regional, national, and international levels on the implementation of mother tongue language were studied. The government orders and state daily publications were also examined. Therefore, the present study uses qualitative techniques, informed by both primary and secondary sources.

### Respondents from the 25 government schools of West Siang.

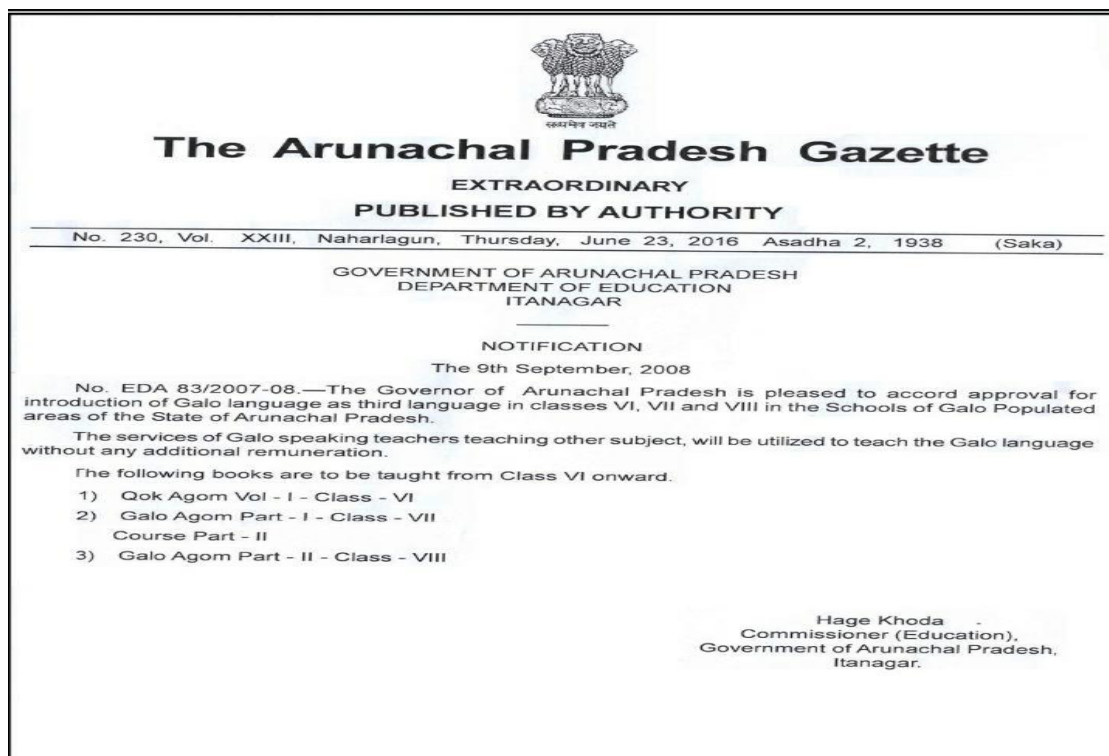
This table contains the details of the schools, the number of students reading the curriculum of the Galo language, and the respondents, third language teachers, of the year 2023 -2024 academic year who have contributed to the study.

SL.N O	NAME OF SCHOOL	NO. OF STUDENTS	THIRD LANGUAGE CLASS VI TO VIII
1	GHSS KAMBA	100	MODO ROLLEY
2.	GHSS, YOMCHA	52	LUKJAR YINYO
3	GHSS LIROMOBA	116	BIJOM YOMGAM
4	GSS NEW MARKET	147	LEE ETE BAGRA
5	GSS P.I COLONY AALO	49	NIGE PAYUM
6	GSS DEGO	89	DUGGUM ADO
7	GSS KOMBO	129	DAKTO LOLLEN
8	GSS DARKA	30	HENJUM ORI
9	GSS BAGRA	33	RETER RUMI
10	GSS POBDI	15	NIMAR LOYA
11	GSS DARAK	17	SYMON POYOM
12	GUPS LOGUM JINI	16	HENGE RIRAM
13	GUPS APP COLONY	18	NYAI RIBA ANGU
14	GUPS NGOMDIR	16	LIGE BAGRA
15	GUPS EYI	06	KARYOM PAKAM
16	GUPS ESHI MOKU	10	TOBA ORI
17	GUPS KABU	12	LOJEN KAMCHAM
18	GUPS ANGU	24	LUKTO RIME
19	GUPS LIPU BAGRA	17	DEGE LONA
20	GUPS RUYI	14	GAMPE ROMIN
21	GUPS KEAK	12	BABA TATO
22	GUPS KAMKI PERI	15	REI KAMKI
23	NSCBV, DOJI JEKO	22	MARJUM DOJI
24	NSCBV YOMCHA	22	DIKI LINGO

GHSS - Government Higher Secondary School, GSS -Government Secondary Schools, GUPS-Government Upper Primary School, NSCBAV- National Subash Chandra Bose Awasiya Vidyalaya

## THE CHALLENGES OF THIRD LANGUAGE TEACHERS IN IMPLEMENTING THE MOTHER TONGUE LANGUAGE CURRICULUM IN WEST SIANG DISTRICT

Following the government of Arunachal Pradesh's recognition of the mother tongue as a third medium of teaching and learning, the possibility of having a sustainable language and inclusive education has developed among the Indigenous groups of Arunachal Pradesh.



However, daunting challenges in implementing the mother tongue language curriculum need to be addressed. The perceptions of the third language teachers of west Siang district in Arunachal Pradesh are as follows:

**1. The influence of English and Hindi language on the application of MTL curriculum:** English is the medium of Education in Arunachal Pradesh “English serves as the primary medium of instruction in numerous schools across Arunachal Pradesh. This linguistic choice extends to colleges, universities, and professional institutes, where English is also the medium of pedagogy” (Kumar, Singh, & Tewari, 2024). Meanwhile Hindi is a language of people's choice. Due to the lack of a unified language people are more at ease with Hindi as a communication medium. ‘Hindi is often prioritized over different Dialects among the various tribes. (Azu,2013). Nowadays, however, we find that these “major” languages are replacing Galo in the speech of many Galo people. (Post, Xodu, Bagra, Rwbbaa, Aado, & Keenaa,2009). Hence, it becomes challenging for the teachers to begin native language as a medium of teaching and learning.

**2. Lack of specialized teachers for the Mother tongue language Subjects:** The teachers are of the view that regular teachers of a third language should be appointed to bring favorable outcomes to third language learning among students. At present, teaching a third language is considered an extra responsibility to the subject teachers of any other subject like Hindi, English, Science, and Social studies etc. in school. The assigned teacher is not able to perform effectively as their main concern lies with their specialized subject. Hence, the appointment of specialized teachers for the Mother tongue language subjects will prioritize the third language subject by enabling them to consider it as their prime subject in the curriculum.

**3. Non-availability of Instructional Materials:** Insufficient supply of textbooks becomes one of the main causes of the poor performance of the students. In all 25 schools of west siang, the teachers have confirmed the non-availability of textbooks in schools. Due to the lack of sufficient textbooks, the students are showing less interest for the mother tongue language classes.

**4. Lack of mother tongue language proficiency among the Galo students:** The lack of mother tongue language proficiency among the Galo children makes it challenging for the teacher to teach Galo Ennam. As concluded, the reason may be due to the negative attitude of the parents towards their native language. Mostly the parents also communicate in Hindi or the lingua franca<sup>3</sup>. Moreover, the students at an early age are being sent to boarding school away from their homely environment resulting in the loss of connection with their mother tongue. The presence of multilingual students from different tribes in a classroom also makes the process of teaching difficult in third-language classrooms.

**5. Lack of acceptance/enthusiasm for the mother tongue among the younger generation:** It is sobering to state that the younger generation of the Galo tribe is reluctant to recognize their mother tongue among their peer groups. They are ashamed of engaging in conversation in their native language. The third language teachers are of the view that the students lack seriousness for the mother tongue subjects. Since the grading and score of the mother tongue language subjects are not being considered in the promotion of a student to the next higher class. As a result, the students prefer not to take it seriously like other NCERT subjects.

**6. Lack of inclusiveness in the MTL textbooks:** The presence of various sub-dialects in the Galo language makes the process more difficult. The Galo language textbook tries to cover the different sub-dialects like Puugo, Laree, and Kargu kardi words, making it difficult for the learner to comprehend the chapters by following a certain subdialect. This complexity creates ambiguity because the tone and pronunciation of every sub-clan vary from each other. Hence, the lack of inclusiveness in the mother tongue curriculum hinders the effective transfer of knowledge within the classroom.

**7. Lack of timely remuneration:** The Researcher has found during the interaction with the language teachers of the west siang district that the teachers are deprived of timely remuneration for the third language teaching in their institution since the appointment. Further while addressing the grievances of the third language teachers of the state the Wancho Literary Mission executive director Banwang Losu<sup>4</sup> informed that “some teachers were paid an honorarium for five months, but it has been stopped since then. First of all, the third language teachers were not given proper training, and now the government is not even paying proper honorariums to the teachers. It looks like this whole exercise of starting a third language subject in the schools has been done just for namesake”..(<https://arunachaltimes.in/index.php/2024/09/02/>).

**8. Lack of teacher involvement in curriculum development:** Teachers were not involved in the process of curriculum development. The textbook development committee includes the members coordinators of the State Council of Educational Research and Training (SCERT) and the members of community-based organizations like the Galo Welfare Society (GWS) and Galo Welfare Development Society (GLDC). Largely the contents of the textbooks were contributed by the members of the community. Hence, the absence of pedagogical expertise among the curriculum developers is creating a gap between the educational theory presented in the textbook and practical application within the classroom.

## CONCLUSION

Further, the future study on the syllabus of the Galo language textbooks, the attitude of the students, and the feedback of the parents on the newly implemented third language curriculum will provide more information on the implementation of the mother tongue language curriculum in Galo inhabitants areas.

Last but not least the achievement of every goal requires collective efforts to overcome the barriers and challenges. The role of the community-based organization of the Galo tribe in particular and the Galo people as a whole is to introspect and to reflect on what is wrong in a process and how things can be improved from the ground level. The success of the mother tongue curriculum depends not only on the teacher's performance and the Government's policies but should start with a positive attitude from every Galo individual. To love and appreciate their mother tongue language as much as they love their mother.

<sup>3</sup>. Lingua Franca-The native languages of Arunachal Pradesh have shifted into Hindi and Assamese. The Lingua France being used is a mixture of Mother tongue, Hindi and Assamese.

<sup>4</sup>. Banwang Losu has created the Script of Wancho Tribe of Arunachal Pradesh.

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