PROBLEMS OF TEACHING KONKANI LANGUAGE IN THE SCHOOLS OF GOA

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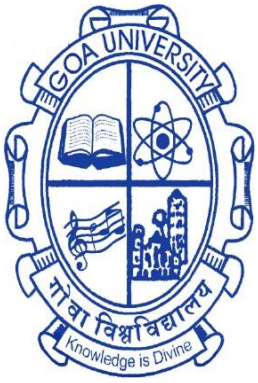
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By

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July 2025

DECLARATION

I, **SAMIR VISHWANATH NAIK** hereby declare that this thesis titled **PROBLEMS OF TEACHING KONKANI LANGUAGE IN THE SCHOOLS OF GOA** represents work which has been carried out by me and that it has not been submitted, either in part or full, to any other University or Institution for the award of any research degree.

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CHAPTER I

INTRODUCTION

Education serves as a cornerstone in the advancement and progress of a nation. Its major aim is to prepare children for successful living. A child becomes responsible, resourceful and enterprising citizen through the process of Education. He uses all his capacities to develop himself, the society and the nation to a greater extent by contributing himself for national civilization of which he also is an integral part. It is undeniable that today's education is undergoing severe stress and strain. The instruction that was imparted to our system of education does not contribute to the improvement of mankind, especially in the enhancement of human kind.

One of the purposes of education is to help the students to improve the quality of life that helps to behave rationally, responsibly, and intelligently in a society. "Learning is a process of active engagement with experience. It is what people do, when they want to make sense of the world. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas, and feelings or an increase in the capacity to reflect" (The Campaign for Learning, 2014). Teaching is the process of assisting other people to learn things you already know. Joyce and Weil (1985) defined teaching as "a process by which teacher and students create a shared environment including sets of values and beliefs (agreements about what is important) which in turn color their view of reality". Thus, teaching is the act of transferring information to individual to individual or a group of individuals in a classroom.

Scripts and languages serve as key indicators of civilizations, with cultural identity being deeply interconnected with linguistic communities. Culture, language, and community are not only interrelated but frequently overlap, forming the foundation of individual and collective identities. Individuals are situated within cultural and communal frameworks that predominantly communicate and perpetuate themselves through language. Consequently, the marginalization, neglect, or extinction of a language can have profoundly negative consequences on the psychological and social well-being of its speakers. A strong sense of identity and self-assurance is often rooted in one's linguistic affiliation. However, restricting an individual solely to their native linguistic sphere can be limiting, regardless of that

language's cultural depth or widespread use. Engagement with languages beyond one's mother tongue opens pathways to different cultural paradigms and ways of life.

Konkani, the official language of Goa—a state situated along India's western coastline—has experienced significant political and sociolinguistic challenges throughout its history. These include over four centuries of Portuguese colonial rule and a prolonged struggle for recognition against Marathi in the post-Liberation period following 1961. Konkani was formally acknowledged at the national level when it was included in the Eighth Schedule of the Indian Constitution in 1992. Despite its official status in Goa and its presence in regions of Karnataka, Kerala, and Maharashtra, Census 2011 data indicated a decline in the number of Konkani speakers (Ministry of Home Affairs, Government of India, 2013).

One of the notable post-Liberation developments in Goa has been the substantial expansion of the education sector. However, this progress did not translate into the promotion of Konkani as the primary medium of instruction. Instead, English and Marathi, already in use in pre-Liberation private schools, continued to dominate the linguistic landscape of primary education as these institutions were absorbed into the government system. Although Konkani was introduced in select schools, public resistance to Konkani-medium education remained strong. English, in particular, has increasingly been viewed as the language of opportunity and future advancement (Varde, 1977). In this context, the present teaching of Konkani in Goan schools faces lot of challenges. The teachers who are teaching the mother tongue Konkani in schools faces lot of challenges. By identifying such threats and challenges, the Education system can put forward an innovative academic plan for strengthening the teaching of Konkani for the students of Goa.

1.1 HISTORICAL BACKGROUND OF KONKANI LANGUAGE

The term "Konkani," pronounced Konkni [kõknɲi] by most native speakers, originates from the coastal region known as the Konkan. During the early period of Portuguese colonial rule, the language was referred to as kanarĩ, a misnomer likely arising from the use of the Kannada script for writing Konkani at that time. This may have led the Portuguese to initially mistake it for the Dravidian language Kannada, especially considering Goa's prior governance under the Kanara region (Miranda, 2003). According to the 1991 Census of India (Miranda, 2003), Konkani had 1,760,607 speakers, with only 34.2% (602,626) residing in Goa, while a larger proportion,

40.1% (706,397), lived in Karnataka. Additional Konkani-speaking populations were recorded in Maharashtra (17.8%, or 312,618 speakers) and Kerala (3.6%, or 64,008 speakers). Gordon (2005) provided a broader estimate of 3,632,174 speakers in India and 3,636,074 globally in the year 2000. Konkani attained the status of Goa's sole official language in 1987 and was subsequently included in the Eighth Schedule of the Indian Constitution in 1992. It is used in both educational institutions and administrative settings in Goa, although English remains a strong competitor.

Konkani is notable for its use of multiple scripts. In Goa, Devanagari is typically used by Hindus, while Christians often employ the Roman script. Devanagari is also prevalent in Maharashtra. In Karnataka, the Kannada script is commonly used, and in Kerala, the Malayalam script is adopted. The documented history of Konkani primarily begins with Portuguese colonization, though the earliest known Konkani inscription dates back to the Gupta period, specifically the 2nd century CE, found at Arvalem in Goa (Sar Dessai, 1992). Based on Miranda's (2003) framework, Konkani's historical development can be divided into Old and Modern stages. The Old Konkani period began with the Portuguese arrival, who, for missionary purposes, documented and codified the language—producing some of the earliest grammars and dictionaries among modern Indo-Aryan languages. During this time, religious and literary texts emerged, including Konkani adaptations of the Ramayana and Mahabharata, written in the Roman script (Miranda, 2001).

However, the sociolinguistic history of Konkani is marked by exclusionary narratives, especially in the 20th century. Indigenous tribal communities—such as the Kukna and Gamit—who were instrumental in the historical development of the language, have been marginalized or omitted from mainstream linguistic and historical discourse. It is hypothesized that present-day Goan society may include populations that replaced or displaced these original inhabitants, who were technologically less advanced. Although the demographic patterns and migratory movements within the Konkan and Goan regions over millennia remain poorly documented, cultural traces of ancient Goan identity are still observable outside Goa.

The Kokna tribal community—also known as Kokni, Kukni, or Kukna—are considered the original inhabitants of the Konkan region. They primarily speak Kokni (an Indo-Aryan language) at home and use Marathi in broader social contexts. They are concentrated in the districts of Nashik, Thane, and Dhule in Maharashtra,

and in Valsad and Dang in Gujarat, as well as across 60 villages in the Union Territory of Dadra and Nagar Haveli. The Gamit tribal group, residing in both the plains and hills of Gujarat's Surat, Valsad, Dang, and Bharuch districts, reportedly migrated from Goa to Gujarat and Maharashtra, a movement documented by British ethnographer Enthoven in 1920. In Maharashtra, they identify as Konkan Marathas, while in Gujarat they refer to themselves as Vasava. The term "Gamit" translates to "villager," and they are also known by various synonyms such as Gamta, Gavit, Mavchi, and Pandvi. This group should not be confused with the Gabit (or Gavit) fishing communities of Canacona. In Maharashtra, Gamit speakers use Konkani written in Devanagari. In Karnataka, where they are classified as Scheduled Tribes, the Gamit population had dwindled significantly by 1981—possibly to the point of extinction. It is posited that both Kokna and Gamit tribes, originally Austric speakers, transitioned over time to Indo-Aryan languages such as Konkani and Kokna, though many of their ancestral oral traditions may have been lost. Comprehensive comparative studies in anthropology, linguistics, and cultural history are essential to understand their role in the evolution of Konkani and to recover suppressed or forgotten narratives.

According to Kulkarni (2010), the capability in a language takes many forms. Hearing, oratory, reading, writing, study, conversation, entreaty, representation or narration, advertisement, description, arriving at the essence by rigour, singing, religious songs, translation, description, explanation, writing essays, meditation, thinking, eloquence, discussion, preaching, religious invocations, symposium, debates, anger, proclamation of innocence, journalism, creation of literature etc. are some of the skills that a language is used for. Konkani is a language which contains all these essential characteristics to be declared as a proper native language or mother tongue.

During the Portuguese and Dutch colonial periods, Konkani was primarily written in the Nagari script. At that time, the language was referred to as Lingua Brahmanica, or the "language of the Brahmins," reflecting its association with the Brahminical communities. Over time, however, Konkani has evolved into a language characterized by the use of multiple scripts—including Devanagari, Roman, Kannada, and Malayalam—rather than a single, standardized orthography. This multiplicity of scripts has contributed to both its diversity and its challenges in

linguistic unification. In the state of Kerala, Konkani is officially recognized as a minority language. The state government has incorporated Konkani into the primary education system, with curricula developed and formally sanctioned through publication in the official state gazette (Sar Dessai, 1992).

1.2 ISSUES IN LANGUAGE LEARNING

Keeves and Darmawan (2007) identified twelve critical issues pertaining to language acquisition, particularly focusing on foreign language learning. These issues are relevant regardless of whether the language being studied is the national, mother tongue, or a second language acquired through immersion, or a foreign language learned in formal academic environments.

1.2.1. Is there a unified theory of language learning across listening, speaking, reading, and writing?

Krashen (1981) introduced a prominent general theory of language learning that distinguishes between two distinct processes: formal instruction in a classroom and natural acquisition through immersive environments. Listening and speaking are more likely to develop through acquisition, while reading and writing are typically taught via formal methods. However, acquisition also contributes to reading development. Acquisition aligns with situated action, while instruction relates to symbolic processing. This distinction is insightful, though formal learning tends to emphasize symbolic processing, whereas acquisition leans on experiential action.

1.2.2. Is Carroll's model of school learning applicable to both formal and informal language learning?

Carroll's (1963) model aimed to predict learning success in complex tasks, defining three time-based factors: aptitude (time needed to reach proficiency under optimal conditions), perseverance (learner motivation and engagement duration), and opportunity to learn (allocated time in a program). Two additional non-time-based factors include the learner's capacity to comprehend instruction and instructional quality. Except for instructional quality, these factors influence both informal language acquisition and formal instruction of national, foreign, or mother tongue languages.

1.2.3. What duration is necessary for achieving proficiency in a foreign language?

Carroll (1975) demonstrated a strong linear correlation between students' average years of French study and their performance across listening, speaking, reading, and writing. Based on his findings, approximately six to seven years of instruction are needed to attain general proficiency. This duration could be reduced by one year for highly motivated learners and further shortened for students with high aptitude. However, such extended instruction is rarely available in Australian secondary schools, limiting student opportunity to reach expected competence levels.

1.2.4. What is the ideal age to commence foreign language study?

Research by Burstall et al. (1986) in England showed that students beginning French at ages 8 to 13 underperformed compared to those who started at 10 and continued to age 15. Similarly, Carroll (1975) found in an IEA study that early starters showed no advantage. Swedish and American students who started later often performed better. Evidence indicates students need sufficient proficiency in their first language before learning a foreign one. Adolescents often outperform children and adults in grammar and vocabulary when exposure time is equal. Quinn and McNamara (1988) note both age of commencement and years of exposure may affect second language learning outcomes.

1.2.5. How should an efficient foreign language curriculum be developed?

As multilingualism becomes more valuable for Australians, low enrolments in upper secondary language courses hinder effective instruction, often due to an overly broad language offering. It is essential to introduce language maintenance courses focusing on oral and reading skills, conducted three times weekly across Years 11 and 12, or five times weekly for one semester. Final assessments should include oral and translation components. To ensure well-rounded competence in listening, speaking, reading, and writing, students should ideally take language as a major subject with five periods per week. While Australia excels in PISA assessments, it may come at the expense of foreign language proficiency due to an English-only focus.

1.2.6. What are the central features of foreign language learning?

Effective foreign language teaching requires maximizing classroom use of the target language, though occasional use of the national language remains necessary. Digital tools like computers and DVDs aid listening and speaking more than reading and writing. Homework improves reading skills but has limited effect on listening. Classroom interaction is critical for listening development. Time on homework also reflects student effort. Motivation to understand spoken language correlates with listening success, while motivation to read correlates more strongly with reading performance (Carroll, 1975; Walker, 1976). Emerging evidence shows that computer tools help improve writing via spelling/grammar checks and informal online interaction (Goldring et al., 2003).

1.2.7. What components define reading achievement, and are they consistent across countries?

Across education levels, international studies such as PISA indicate a dominant reading comprehension factor underlying performance. However, test designs vary by theoretical framework. Often, specific reading tasks or genres (narrative, expository, documentary) are nested within a broader reading ability factor (Lietz, 1995). For example, the IEA Reading Literacy Study (Elley, 1994) and the IEA Reading Comprehension Study (Thorndike, 1973) both identified subskills—like tracking ideas, identifying explicit information, recognizing implications, and discerning purpose—that contribute to a general reading ability. These patterns hold across languages, validating both total and subscale reading scores for cross-country and longitudinal monitoring.

1.2.8. Can performance scales be constructed to measure language learning across school grades?

Recent research in large schools with consistent curricula explored this possibility. Yuan (2002) studied Chinese language learning from Grades 4–12, and Taguchi (2005) examined Japanese learning from Grades 8–11 and into early university levels. These studies showed the feasibility of developing assessment scales for non-Roman-alphabet languages in English-speaking contexts.

1.2.9. Can domain-specific assessment scales be created for listening, speaking, reading, and writing?

Two IEA studies assessed foreign language learning using performance tests across all four skill domains. Carroll's (1975) eight-country study on French used both objective and composition-based writing tests. Another study (Lewis and Massad, 1975) on English learning in ten countries examined national, school, teacher, and student-level influences and student errors. These assessments confirmed the viability of domain-specific evaluation. Later research (McNamara, 1996; Yuan, 2002; Taguchi, 2005) demonstrated how Rasch scaling can enable performance measurement across grades and over time, especially for reading and written language usage. McNamara (2000) expanded these applications to listening and writing.

1.2.10. Can cognitive acceleration strategies improve foreign language learning across ages and grades?

Neglecting Piaget's cognitive development stages can hinder language learning, especially in tasks involving reading and listening (Shayer & Adey, 2002). Therefore, fostering reasoning skills at appropriate developmental stages is crucial. Similarly, Vygotsky's (1978, 1986) concept of the zone of proximal development highlights the importance of guided learning. Student learning is probabilistic, progressing at different rates across a learning continuum.

1.2.11. Can language education policies be improved in developing nations?

In many developing countries, students must learn their mother tongue (L1), the national language (LN), and a foreign language (LF), increasingly English. Research suggests delaying LN instruction until L1 listening, speaking, and reading skills are secured—typically by Grade 4 (Marhum, 2005). Likewise, LF learning should start only after mastery of all L1 language domains, ideally after Grade 6. This leaves only six years for LF learning, a challenge considering curriculum time constraints. Attaining competence in L1, LN, and LF within limited time spans places high demands on the school system.

1.2.12. Can foreign language policies be enhanced in developed English-speaking nations?

In developed English-speaking countries, few students continue language study beyond early secondary years due to curriculum and assessment structures. Before introducing foreign language instruction, students need a strong foundation in the national language's symbolic processing. Early primary instruction in foreign languages should focus on listening and speaking through storytelling and cultural exposure. Limited reading and writing tasks—like recognizing and writing simple words—are appropriate at this level. In later years, stories and narratives can develop listening and reading skills, facilitating value-based discussions. As abstract thinking matures in secondary students, value education can extend to foreign language contexts. Introducing complex critical literacy prematurely is discouraged; such concepts are more suitable for university or adult learners.

1.3 NEED AND SIGNIFICANCE OF THE STUDY

Bedekar (2017) conducted a study involving students from Standards VIII and IX in the Kolhapur District and reported that 50% of the students demonstrated an interest in reading. Female students showed a higher level of interest compared to their male counterparts. Regular readership of daily newspapers was more prevalent among students from urban areas than those from rural regions. Only a minority (19.4%) of students had access to reading materials such as magazines or periodicals, with urban students enjoying better access to such resources. Students in these grades exhibited a preference for humorous stories, followed by essays or compositions. Around half of the students showed an inclination toward reading film stories, biographies of notable personalities, and health-related books. Additionally, about 50% of students, regardless of whether they were from urban or rural backgrounds, were interested in ghost stories, suspense, adventure, and war narratives. It was also observed that urban parents were more attentive to their children's reading preferences than rural parents.

Vaidya (1995) assessed the impact of a remedial program on socially disadvantaged children’s acquisition of Marathi language skills. The findings indicated that remedial instruction led to a decrease in writing errors, a rise in correct and complete responses, and an overall improvement in academic performance. Effective

educators, according to Mann and Walsh (2017), must revisit their foundational principles and pedagogical practices through reflective teaching. They describe reflective teaching as a nuanced cognitive process involving critical interplay between instructional principles, teacher knowledge, and learning.

Hung Nguyen (2003) identified several pronunciation challenges faced by Thai students when learning spoken English: difficulty with specific phonemes (/d/, /ʒ/, /θ/, /z/, /ʃ/, and /v/) due to their absence in Thai; problems with initial consonant clusters like /dr/, /fl/, /fr/, /sl/, /sp/, /st/, and /sw/; frequent omission of final consonants and final clusters; and issues with English rhythm, particularly in maintaining proper stress in polysyllabic words, as Thai students often apply equal stress to all syllables. Rattanawan (2003) highlighted the importance of speaking skills and attributed Thai students' weak performance in this area to three main factors: the extensive use of Thai by English teachers in the classroom, the lack of an English-speaking environment, and limited opportunities for students to engage in English conversations due to their predominantly native-language-speaking communities. Alam (1998) emphasized key concerns affecting English education in India, such as teacher and student awareness, along with specific pedagogical suggestions. Singh (2010) pointed out challenges such as managing large, mixed-ability classrooms, limited or costly educational resources, an overemphasis on exams, low student motivation, inadequate administrative support, lack of access to digital media, and the unavailability of quality academic publications.

Al-Kahtani (2002) examined the relative effectiveness of different English teaching methodologies for Standard IX students. He found that students instructed using the Direct Method, Communicative Approach, and Bilingual Method achieved higher outcomes than those taught via the Grammar Translation Method. Among the tested methods, the Communicative Approach emerged as the most effective. Both male and female students taught using these methods showed superior performance compared to the control group. However, no significant gender-based differences were observed in the outcomes among the students taught using the Direct, Communicative, and Bilingual Methods. The Communicative Approach was deemed most effective, particularly among boys. Prachanant (2002) studied business students' language preferences and found that speaking was their most valued skill, followed by reading, listening, and writing. This prioritization reflected the course

objectives. He also noted varying preferences among students from different academic disciplines.

Sungsalee (2002) investigated the effectiveness of the Reading Plus strategy in enhancing vocabulary knowledge, a crucial component of reading comprehension. She found that the Reading Only approach involved learners reading selected texts, responding to comprehension questions, and engaging with supplementary texts to reinforce targeted vocabulary. Chandee (2002) discovered that MBA students possessed limited vocabulary, insufficient for comprehending university-level texts with ease. Chanthasin (2002), in her dissertation, argued that reading skills were more critical than other language skills. She attributed students' weak reading abilities to three main issues: inadequate reading practice, restricted vocabulary, and difficulty understanding complex passages and lengthy sentences.

Wallace (1998) argued that reflective practice in teaching not only enhances professional credibility but also supports the development of teacher trainees. These individuals function both as learners and novice educators, gaining insight into their strengths and areas for improvement through authentic classroom experiences—thereby contributing to both teacher development and student learning. Hongboontri (1996) analyzed the role of English in scientific writing and recommended the implementation of an English scientific writing course for postgraduate science students. Despite years of English education, Thai students struggled with writing, largely due to insufficient training and a lack of specialized English writing courses at the tertiary level.

Sivakumar (1994) conducted a linguistic investigation into the difficulties faced by tribal children in the Nilgiris when learning Tamil as a second language. The study addressed issues of both learner attitudes and motivation without bias. Sriwangsu (1993) examined Thai students' listening challenges related to conversations, news, movies, and dramas. These issues stemmed from the pitch, stress, and rhythm inherent in English. She identified several contributing factors: inadequate lesson planning by teachers, lack of suitable teaching media, student disinterest, ineffective grouping based on behavioral goals, and minimal student engagement in discussions aimed at addressing remedial teaching issues.

Misra (1968) found that approximately 66% of teachers experienced difficulties in teaching prose, especially concerning explanation, paraphrasing, and vocabulary clarification. While over half relied on the translation method, only 25% of those favoring the direct method actively implemented it. Furthermore, around 60% of teachers cited inadequate facilities for general reading. Thorndike (1906) maintained that advanced reading fundamentally involves reasoning. He later observed (1973) that reading instruction is often neglected beyond the primary level within the school system.

The above mentioned studies clearly provide an insight into the need of language learning in schools and what technologies and innovative modalities can brought in the up gradation of language teaching and learning in primary schools. Keeves and Damawan (2007) identified 12 issues related to the teaching of language in practice, whether it is a foreign language, national language or mother language. Marhum (2005) concluded that initiating foreign language instruction before students have fully developed proficiency in listening, speaking, reading, and writing skills in their mother tongue by the completion of primary education may be both imprudent and unwarranted. This finding necessitates the importance of mother tongue in primary schools. It is applicable in the state of Goa also. So, the learning and teaching of Konkani language in the schools of Goa is necessary especially at the primary level.

As Verde (1977) pointed out, present teaching in Goa faces a lot of challenges due to the opposition of Goan people towards Konkani medium of instruction in schools. This is a serious issue that requires a better plan of action to rectify the misconceptions of ordinary people towards their mother tongue. Also, the study revealed that teachers who are taking Konkani in various classes in schools also faces many challenges in terms of cooperation from parents, society, government and lack of proper training and refresher programmes. So, the Investigator found out that studying about the needs, challenges, threats and remedial measures for the teaching of Konkani language in schools from the view point of teachers is an area of utmost significance in the present educational scenario of Goa.

1.4 STATEMENT OF THE PROBLEM

The present study is intended to find out the problems of teaching Konkani language in the schools of Goa. Hence the study entitles as 'PROBLEMS OF TEACHING KONKANI LANGUAGE IN THE SCHOOLS OF GOA'.

1.5 DEFINITION OF KEY TERMS

The operational definitions for various terms are gives as follows:

1.5.1. KONKANI LANGUAGE

Konkani, the official language of Goa—India's western coastal state—is also spoken across the coastal regions of Maharashtra, Karnataka, and Kerala. Distinctively, Konkani is among the few Indian languages utilized in multiple scripts, including Devanagari, Roman, Kannada, Malayalam, and Persian-Arabic (Miranda, 2003). In the present study Konkani language means one of the subjects the students had to learn as their native language in the schools run by Government of Goa.

1.5.2. SCHOOLS OF GOA

In the present study, Investigator uses the term schools of Goa as those schools from upper primary to secondary level (Standard V^{th} to IX^{th}) run in accordance with the rules and regulations by Government of Goa.

1.6 OBJECTIVES OF THE STUDY

1. To find out various classroom practices of Konkani teachers for teaching Konkani in the schools
2. To identify the difficulties experienced by Konkani teachers in the teaching of Konkani
3. To find out the suggestions of Konkani teachers on how to minimize difficulties faced by them in the teaching of Konkani
4. To find out the opinion of teachers regarding the present status of Konkani language teaching in the schools

5. To find out whether there exists any significant difference in the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and subsamples based on Gender and Locale
6. To find out the perception of students about the problems of learning Konkani language in the schools of Goa
7. To find out whether there exists any significant difference in the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and subsamples based on Gender and Locale
8. To find out whether there exists any significant relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of students about the problems of learning Konkani language in the schools for the total sample and sub samples Gender and Locale

1.7 HYPOTHESES OF THE STUDY

H1. There will be significant difference in the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and sub-samples based on Gender and Locale

H2. There will be significant difference between Male and Female teachers, regarding the present status of Konkani language teaching in the schools

H3. There will be significant difference between Rural and Urban teachers regarding the present status of Konkani language teaching in the schools

H4. There will be significant difference in the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and subsamples based on Gender and Locale

H5. There will be significant difference between the Boys and Girls regarding the perception about the problems of learning Konkani language in the schools of Goa

H6. There will be significant difference between the Rural and Urban students regarding the perception about the problems of learning Konkani language in the schools of Goa

H7. There will be significant relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of students about the problems of learning Konkani language in the schools for the total sample and sub samples Gender and Locale

1.8 RESEARCH METHODOLOGY

The researcher employed the Normative Survey Method to conduct the present Study. It comes under the quantitative research design. The present study is aimed to find out the problems of teaching Konkani language in the schools of Goa. For this the Investigator prepared a Performa questionnaire and Interview schedule for primary and secondary teachers. Investigator also prepared a questionnaire for assessing the perception of students the problems of teaching Konkani language in the schools of Goa. The tools are administered on primary and secondary school teachers and also on students from primary to secondary schools of Goa state and the scored data sheets were collected for the same. The Investigator used the scores obtained to find out the problems of teaching Konkani language in the schools of Goa and the possible significant differences in the mean scores obtained for the various strata and sub samples by means of valid statistical techniques.

Population and Sample selected for the Study: Population in the present study comprises of the teachers and students of primary to secondary schools of Goa state. In the present study, teachers from primary to secondary schools and students from primary to secondary schools of Goa are the field of study. As per sample for this work, 100 teachers of primary and secondary schools of Goa state were taken up. Similarly, a total of 100 students were taken from secondary and primary schools of Goa. While selecting the sample for the present study, the researcher adopted Stratified Random sampling method. Extra care was taken in making the sample representative of the whole population. More or less equal number of teachers and students from rural and urban schools were taken as sample. The strata chosen by the Investigator and the sampling method for each stratum are depicted the table 1.1 as shown below.

Table 1.1 Strata and Method of sampling selected for the Study

Cluster	Sample	Sampling method
Strata 1	9 Taluka's chosen out of 12 (5 talukas from North District and 4 talukas from South District)	Randomization
Strata 2	Minimum 10 teachers each from selected 9 Talukas in total 100 teachers are selected as sample (Exception Sattari & Dharbandora Taluka)	Randomization
Strata 3	Min 10 students each from 9 selected Talukas in total 100 students are selected as sample	Randomization

Out of 400 and odd schools of Goa, 100 secondary school teachers were selected as sample population. Due care was taken to get representation from the different Talukas of the state of Goa. Out of 12 Talukas, 9 Talukas were selected and minimum 10 teachers were chosen from each of these Talukas (Exception, Sattari & Dharbandora Taluka). The questionnaire and Interview schedule was prepared by the investigator which is based on the objectives of the study. The questionnaire was given to the 100 teachers and Interview schedule to 30 teachers teaching in different schools of Goa to obtain data on their problems of teaching Konkani language. The teachers were briefed about the importance of the subject of study before administrating the questionnaire. Moreover, the Investigator has seen the classes of 30 teachers who are teaching Konkani at schools of Goa. A total of 100 students from various schools of Goa were selected for administering the Opinionnaire. Out of 12 Talukas, 9 Talukas were selected and minimum 10 students were chosen from each of these Talukas.

1.9 TOOLS USED FOR THE STUDY

The various tools developed for the purpose of the present study are:

1. Konkani Language teaching problems Analysis Questionnaire for teachers (Prepared and validated by Naik, S and Mathew, J)
2. Class observation Rubrics (Prepared and validated by Naik, S and Mathew, J)

3. Konkani Language Learning Problems Analysis Opinionnaire for students (Prepared and validated by Naik, S and Mathew, J)
4. Interview Schedule for Teachers (Prepared and validated by Naik, S and Mathew,J)

1.10 STATISTICAL TECHNIQUES USED IN THE STUDY

The various statistical techniques are used for analyzing the data are:

1. Descriptive Statistics
2. Percentage Analysis
3. Significance of difference between Means
4. ANOVA
5. Scheffe's Post – hoc Analysis
6. Karl Pearson's product – moment correlation

1.11 SCOPE OF THE STUDY

The present study is an attempt to find out the problems of teaching Konkani language in the schools of Goa. It is hoped that the findings of the study will be useful to students, teachers, curriculum constructors, and educational planners. The study is expected to promote teaching of Konkani language in the schools of Goa among primary and secondary school teachers which help them to contribute effectively for the educational process which will ultimately benefit the student community.

1.12 LIMITATIONS OF THE STUDY

Even though every effort has been taken by the investigator to make the study a perfect one, certain unavoidable circumstances acted as limitations to the study. Limitations are those elements over which the researcher has no Control. The investigator could not fully rely upon the information given by the sample. Schools which could provide the needed facilities and required number of students had to be selected. Extraneous variables like lack of interest and fatigue might have influenced the performance of teachers and students.

1.13 DELIMITATIONS OF THE STUDY

Delimitations refer to the specific parameters established by the researcher to outline the scope and boundaries of the study. Due to the constraints of time and resources, the study had to be de-limited with respect to certain areas. The de-limitations are,

1. The study was delimited to the state of Goa only.
2. The study was delimited to the schools of Goa Board only.
3. The study was delimited to 100 secondary school teachers of Goa State
4. The study was delimited to Govt /Govt. Aided secondary schools only
5. The study was delimited to 100 Primary to secondary school students of Goa

In spite of the above limitations and de-limitations, the investigator has taken all possible measures to make the study reliable and objective as far as possible. It is expected that the present study would change the field of teaching to meet the demands and requirements of a rapidly expanding knowledge society.

1.14 ORGANIZATION OF THE REPORT

The Report of the study is structured in five chapters.

Chapter 1:

An introduction to the problem, theoretical framework supporting the nature of Konkani language, problems in the language teaching, need and significance of the study, statement of the problem, definition of key terms, hypotheses formulated, objectives of the study, brief description of methodology, tools used, statistical techniques used in the study, scope and limitations of the study and organization of report come under this chapter.

Chapter 2:

The Reviews of related literature supporting the present study are given in this chapter.

Chapter 3:

Methodology in detail like description of the tools employed for the collection of data, variables used, sample selected for the study, data collection procedures, statistical techniques used for analyzing the data are included in this chapter.

Chapter 4:

The detailed Statistical Analysis and Interpretations of the results of the data are presented in this chapter.

Chapter 5:

This chapter contains a summary of the Findings and Major conclusions of the study together with educational implications and some suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

A The review of related literature constitutes a fundamental component of any research report. It enables the researcher to be in a line of thinking and helps him to lay a sound foundation for investigation. The researcher should be well-informed about the available sources relevant to the area of investigation. To avoid duplication and to make the research more perfect and unique one, it is very essential for the researcher to go through and see the related studies. It enables the researcher to identify existing knowledge, examine previous investigative efforts, and stay informed about recent advancements in the field. The survey of related literature may provide guidance, hypothesis, and suggestive method of investigations and comparative data for interpretative purposes.

This chapter presents a review of related literature and prior research conducted in the selected domain. The review process entails the systematic identification, retrieval, and evaluation of documents that provide information pertinent to the research problem (Gay, 1996). The primary objective of reviewing existing literature is to ascertain the extent of previous work relevant to the research issue. The researcher has developed sufficient familiarity with existing studies within the chosen field of inquiry (Gay, 1996).

The objective of the literature review was to conduct an in-depth examination of the concepts, issues, and challenges associated with the problems of teaching Konkani language in the schools of Goa. To achieve this, the investigator gathered a wide range of studies addressing various dimensions of the research problem. The collected studies are organized under the following categories:

2.1 Studies related to Issues in Language teaching

2.2 Studies related to Issues of students in Language learning

2.1 A STUDIES RELATED TO ISSUES IN LANGUAGE TEACHING

Syrym et al. (2022) examined problems in organizing terminology in Turkic languages and applying educational technologies at the university level. Conducted during the spring term of 2021–2022 with 352 university students, the study used a screening model. Findings revealed students effectively organized linguistic terms and were highly competent in using educational technologies.

Alvin, Kaylash, and Bibhya (2022) developed a learning app to help students understand coding, featuring animation, interactivity, and native language use. Comparing pre- and post-exam results at a 95% confidence level, the study showed that visual and native language elements significantly enhanced academic performance, critical thinking, and problem-solving skills.

Seyyed-Abdolhamid (2022) offered a conceptual piece drawing parallel between the COVID-19 pandemic and the ongoing stagnation in English Language Teaching (ELT). He criticized the lack of progress, especially in vocabulary teaching, and emphasized the need to re-examine the socio-political dimensions of ELT, particularly in Asian contexts.

Md Shaiful (2021) explored gaps between English assessment principles and practices in Bangladesh. The study identified a misalignment between curriculum and assessment, with high-stakes tests negatively affecting teachers, students, and the curriculum. It called for teacher training programs to boost assessment literacy.

Cheng (2021) presented a collection of chapters on incorporating culture in Chinese language teaching. The book gives practical advice for educators on using textbook materials and co-curricular activities—like music, crosstalk, and dance—to enhance both cultural and language learning outcomes.

Seher and Cemile (2021) critiqued language teaching in Turkey from a socio-political lens. They argued for more democratic and inclusive practices, urging educators to embrace open-mindedness, eliminate prejudices, and approach their classrooms with critical awareness of cultural factors.

Huhn and Krista (2021) reviewed research on ACTFL priorities, focusing on teacher preparation and oral proficiency. They found progress aligning with

ACTFL/CAEP standards, but stressed the need for more studies on how teacher proficiency influences teaching effectiveness and student achievement.

Revita Putri et al. (2021) investigated difficulties faced by English teachers instructing students with intellectual and developmental disabilities (IDD). Observation and interviews revealed teacher language limitations, poor methodology, and student challenges. Repetition, visual aids, and multimedia were key support tools.

Mavis and Fevzi (2021) surveyed English teachers about their instructional challenges. Teachers reported the need for more engaging activities, better teaching materials, and support from stakeholders. Findings stressed the importance of collaboration between teachers, students, and administrators for effective language education.

Agnès et al. (2021) analyzed affective strategies in one-on-one online tutoring, focusing on smiles, facial expressions, and turn-taking. The study identified key moments where tutors used these cues to establish rapport and maintain learner engagement, highlighting the emotional aspect of digital teaching.

Michael and Farahnaz (2021) studied factors affecting English teachers' self-efficacy, including language skills, qualifications, experience, and identity. While experience and teacher identity positively influenced confidence, higher academic qualifications did not necessarily enhance perceived teaching effectiveness.

Ufuk and Tugba (2020) explored Turkish teachers' experiences instructing Syrian refugees. Results showed low usage of digital tools and insufficient practical training from certificate programs, especially TÖMER. Participants highlighted the need for better methodological and technological preparation.

Pasi and Ruby (2020) researched online language learning in Finland and Spain, focusing on teacher presence. Teachers and students valued teacher engagement and feedback, indicating that emotional support and prompt responses were vital to maintaining motivation in virtual learning environments.

Fernandez (2020) used narrative inquiry to explore the experiences of pre-service teachers during practicum. Findings revealed issues like classroom management, lesson planning, language barriers, and insecurity. Self-reflection was highlighted as essential for improving teaching confidence and skill.

Gorka et al. (2020) investigated teachers' views on challenges in teaching Basque, especially in diverse classrooms. They found that student disinterest stemmed largely from family attitudes, not the students themselves, pointing to the need for broader involvement in language promotion efforts.

Mots'elisi and Freddie (2020) used problem-based learning to improve English proficiency in Grade 4 students. The action research showed that engaging students in solving real problems increased participation and improved English performance significantly over the study period.

Susan and Eva (2020) stressed the need for metalinguistic awareness in higher education teaching. They argued that understanding academic language norms and linguistic variation helps educators respond to student needs and correct misconceptions about language use in academic settings.

Mehmet Ali (2020) highlighted that student motivation and diverse instructional strategies are key to effective language learning. He emphasized that adapting teaching methods to individual learning styles improves engagement and overall success in language classrooms.

Cathy H. et al. (2020) explored how preschoolers' behavior and social skills relate to language proficiency, examining gender and ethnicity. They found behavioral links to language skills were consistent, but social skills' associations varied across different demographic groups.

Fernanda C. A. (2020) critiqued Brazil's language policies, arguing they lack concrete classroom strategies. She recommended emphasizing reading as a realistic adaptation to local limitations, such as large classes, limited time, and insufficient teaching resources.

Rabia et al. (2020) studied language difficulties in biology classes. Students struggled with complex terminology and pronunciation, which caused spelling errors and conceptual misunderstandings. The study suggested providing language support in content instruction to address this barrier.

Nutcha and Chuanpit (2020) analyzed Thai pre-service teachers' concerns about ELT curricula and methods. They found that overly traditional content, lack of communicative approaches, and limited use of interactive tools hindered student engagement and language application.

Yüce (2019) surveyed teachers' views on online foreign language instruction. Most supported it for teaching skills and content, but reported difficulties in classroom management and fostering student participation in virtual environments, indicating a need for new strategies.

Aldan and Seda (2019) found reading were the easiest language skill to teach, while writing posed the most problems. Teachers cited difficulties in engaging students and helping them structure their ideas, making writing the most challenging area in language instruction.

Adriana (2019) reviewed research on in-service English teacher knowledge. She identified two major trends: one based on established knowledge models, and another grounded in alternative, critical frameworks like poststructuralism and decolonial theory, suggesting a shift in research focus.

Yahya Ali et al. (2019) studied ELT practices that limit speaking development. They found that focusing too much on memorization restricted fluency. The authors recommended task-based and real-life communication strategies to build speaking skills beyond classroom settings.

Mohammad Mosiur et al. (2019) evaluated ELT in Bangladesh in terms of policy, curriculum, and assessment. The study noted gaps between policy and practice and recommended reforms in assessment methods, teacher training, and resource development to improve communicative competence.

Azim (2018) reviewed writing instruction in second language settings. He identified various teaching approaches, such as product- and process-based methods, and emphasized the complex challenges learners face in developing writing skills in non-native languages.

Ali (2018) evaluated the outcomes of several ELTPs, examining their curriculum design and assessment methods. The study found recurring issues, including vague goals, ineffective materials, and overreliance on summative tests, calling for more effective planning and implementation.

Jane (2016) studied low retention in Chinese language programs, citing difficulties like character memorization and native-speaker competition. She proposed international collaboration to improve teaching resources and learner outcomes, aiming for higher completion and proficiency rates.

2.1.1. SYNTHESIS OF STUDIES

Alvin, Kaylash, and Bibhya (2022) demonstrated that incorporating visualization strategies and the use of learners' home language in instruction significantly enhances academic performance, critical thinking, and problem-solving abilities. Seyyed-Abdolhamid (2022) emphasized the need to reassess prevailing English Language Teaching (ELT) theories and research paradigms, advocating for the integration of sociopolitical considerations into ELT discourse. According to Md Shaiful (2021), the advancement of teachers' assessment literacy through structured teacher education programs is vital for fostering their professional competence and evaluative acumen. Cheng and Soh Kay (2021) proposed that integrating cultural elements into language instruction yields more effective second-language acquisition outcomes.

Huhn, Teresa R., and Krista (2021) laid foundational work for future inquiry into the development of robust world language (WL) teacher preparation programs. Revita Putri, Astuti, and Praba (2021) identified recurring challenges among educators, including limited English proficiency, inadequate pedagogical methods and media, and student learning difficulties. They observed that repetitive instruction often served as a practical solution to learners' struggles with comprehension and retention.

Özge Mavis and Fevzi (2021) argued for the necessity of interactive learning environments and the availability of appropriate instructional materials to optimize English language instruction. Agnès, Anne-Laure, and Ciara R. (2021) investigated nonverbal communication, revealing the frequent deployment of smiles as semiotic tools that foster interactional synchrony. Michael and Farahnaz (2021) highlighted that teacher self-efficacy is shaped by language proficiency, linguistic identity, and teaching experience.

Ufuk and Tugba (2020) reported underutilization of instructional technologies among language instructors and critiqued the TÖMER certification program for its inadequacies in enhancing pedagogical competence. Pasi and Ruby (2020) emphasized the centrality of student engagement in online learning, noting general satisfaction with teacher feedback among students.

Fernandez (2020) discussed a spectrum of pedagogical challenges faced by trainees, including classroom management, communication barriers, lesson planning, and motivation. Mots'elisi Lilian and Freddie (2020) introduced problem-based learning as a sustainable approach for improving Grade 4 students' proficiency in English First Additional Language, reporting increased student participation and improved outcomes.

Susan J. B. and Eva M. (2020) advocated for language-aware faculty development, suggesting that enhanced metalinguistic awareness among educators could address multiple instructional challenges. Mehmet Ali (2020) cautioned against a one-size-fits-all teaching approach, asserting the importance of differentiated instruction and motivational strategies to sustain student engagement. Cathy H. et al. (2020) found that gender and ethnicity did not influence the link between language skills and problem behaviors, although they did moderate the relationship between language skills and social skills.

Fernanda C. A. (2020) explored the socio-educational advantages of English proficiency and highlighted a prevalent shift towards reading at the expense of other language skills, often due to limited resources and large class sizes. Rabia et al. (2020) examined language-related challenges in biology classrooms, revealing that pronunciation errors often led to spelling mistakes and conceptual misunderstandings.

Nutcha and Chuanpit (2020) identified curriculum-related issues in ELT, including insufficient instructional time, outdated syllabi, and the lack of skill-specific courses. Yüce, Erkan (2019) found support for online language instruction, although concerns were raised regarding classroom management. Cigdem Aldan and Seda (2019) reported that writing posed the most significant instructional challenge among the four core language skills.

Adriana (2019) outlined two primary trends in Colombian research on English teacher knowledge: one focusing on reinforcing the concept of a knowledge base, and the other offering alternative perspectives. Yahya Ali et al. (2019) advocated for the implementation of meaningful, real-world tasks to support English language learners (ELLs) in applying linguistic knowledge beyond academic contexts.

Ali (2018) critically analyzed ELT program design, citing poorly articulated objectives and ineffective material selection as key shortcomings. Finally, Jane (2016) explored challenges in Chinese language education, identifying long learning periods, insufficient pedagogical development, and inequities in assessment due to native speaker advantage as key concerns.

2.1.2. RESEARCH GAPS

The investigator thoroughly reviewed the reviews related to Issues in Language teaching. The investigator found out that lot of studies is being carried out in this area. But the studies gave an insight to the following gaps felt in the area of Issues in Language teaching. They are:

1. More of the studies revealed that there are a lot of issues in language teaching whether it is foreign language, national language or mother language. Some of the issues found out from the studies included poor vocabulary, lack of expertise in modern ICT related innovations in the field of language teaching, lack of time, lack of professional orientation programmes, problems with content, pedagogy, learning materials and teaching aids etc. So, the Investigator decided to check what all are the factors and challenges that teachers are facing when teaching a special language like Konkani in the schools of Goa. The Investigator got an idea that only by identifying the factors, threats and challenges that are facing by the teachers, the higher authorities may be able to implement possible solutions to the existing state of Konkani language teaching.
2. The studies revealed a need for identifying professional needs of Konkani language teachers other than salary.
3. The studies also stressed the importance of personal and social problems that the language teachers are facing while teaching Konkani language in the schools of Goa. So, the Investigator planned to develop a tool for assessing the factors, Challenges and threats related to Konkani language teaching.

2.2 STUDIES RELATED TO ISSUES OF STUDENTS IN LANGUAGE LEARNING: SYNTHESIS OF STUDIES

Anh Tuan et al. (2022) suggested to adjust, modify, and select appropriate translation materials in the curricula in higher education to well equip students with

those elements to compete in the translation industry. Philip et al. (2022) reported that a majority of students (51%) experiencing language and reading comprehension difficulties exhibited a significant risk in word reading abilities. The study further identified variations across age groups and performance levels on assessments of working memory, nonverbal reasoning, and reading comprehension. Similarly, **Nassima and Moulay Lahssan Baya (2022)** found that 59.4% of participants faced challenges in transitioning from face-to-face to online learning. The difficulties cited included maintaining focus during online sessions, concentration problems, reduced participation and interaction in class discussions, comprehension challenges in oral interactions, external distractions, and a decline in attention span due to prolonged screen exposure of approximately six hours daily.

Yoko (2022) indicated that students encountered minimal difficulties when utilizing the university's e-learning platform; however, they exhibited limited motivation and proficiency concerning the online components of English language learning. In a poetic inquiry, Atsushi and Bee (2022) explored second language (L2) learners' experiences in English language acquisition, focusing on the influence of emotions in the learning process. Their investigation identified fourteen distinct thematic concerns and twenty-two varied emotional responses related to learners' experiences with English language learning. Anh Tuan et al. (2022) conducted a study to explore translation challenges and the underlying factors affecting translation processes from the viewpoint of foreign language students at a private university. The study also aimed to identify why students face such challenges and how English majors approach translating texts into Vietnamese. The data revealed that four main elements—lexis, grammar, culture, and prior knowledge—significantly influenced students' translation efforts. Among these, lexis was identified as the most challenging, whereas grammar was less problematic. The study recommended curriculum enhancements in higher education that incorporate these elements to better prepare students for translation careers.

Philip et al. (2022) examined the prevalence of word reading difficulties among students in Grades 1–4 (n = 357) with language and reading comprehension issues. The research also aimed to identify potential subgroups based on word reading and listening comprehension performance. Findings indicated that over half of the participants showed substantial word reading difficulties, even though the initial

screening did not directly assess this skill. Three distinct profiles emerged: severe listening comprehension with moderate word reading issues (11%), mild difficulties in both domains (50%), and moderate listening comprehension with mild word reading issues (39%). These profiles differed in cognitive abilities and demographic factors.

Nassima and Moulay Lahssan Baya (2022) focused on online Arabic language education, evaluating the difficulties students faced and proposing interactive solutions to enhance virtual learning. Results showed that 59.4% of learners struggled with online learning, citing issues like reduced focus, limited oral interaction, increased distractions, and social isolation. These factors negatively impacted students' engagement and mental well-being, underlining the need for more interactive and human-centered online learning approaches.

Yoko (2022) assessed the digital readiness of Japanese university students enrolled in online English language courses. While students generally navigated e-learning platforms effectively, they reported low enthusiasm and limited self-efficacy regarding online English learning. This remained largely unchanged over the course duration, although students did gain confidence in using online tools.

Atsushi and Bee (2022) employed poetic inquiry to delve into the emotional experiences of second language learners. The research identified fourteen themes and twenty-two emotional responses reflecting learners' journeys. Poetry served as a medium to articulate the emotional complexities—ranging from struggles to aspirations—involved in language acquisition.

Gambhir Bahadur (2021) explored the speaking difficulties encountered by undergraduate students and their root causes through qualitative methods. Findings identified personal, social, environmental, and linguistic challenges as well as pedagogical shortcomings, such as poor course content and overreliance on the mother tongue. The study recommended pedagogical reforms, greater learner autonomy, and frequent speaking practice.

Patsara (2021) examined the writing strategies of 100 Thai undergraduates studying English. Students primarily utilized social and memory strategies, with noticeable differences based on academic discipline, year of study, and writing frequency. The

findings highlight the need for tailored strategy instruction based on learners' academic backgrounds.

Yosra (2021) studied the motivation and attitudes of first-year Tunisian students learning English. Although instrumental motivations were dominant, many students harbored negative perceptions of English-speaking cultures, revealing cultural dissonance as a barrier to language learning.

Jeffrey Dawala (2021) investigated students' beliefs about their English learning abilities, noting a general growth mindset in response to challenges and feedback. However, students tended to adopt a fixed mindset regarding the effort needed to learn English. Reported difficulties ranged from cognitive and affective to practical language use challenges, such as vocabulary retention and grammatical understanding.

Mohamad Ahmad Saleem (2021) examined the perceived relationship between English language learning skills and learning difficulties in elementary students. Teachers reported a strong association across all language dimensions, emphasizing the need for skill-specific instructional strategies to support learners with disabilities.

Nigar G and Glenn (2021) presented a case study of a Syrian refugee student in Australia, identifying barriers to academic English proficiency despite conversational fluency. Factors such as developmental language disorders and psychosocial stressors contributed to academic disengagement, underscoring the need for individualized support.

Zamira Metaj (2021) focused on pronunciation challenges, particularly with minimal pairs, among Albanian university students learning English phonology. Despite formal instruction, students continued to struggle with specific sound contrasts, highlighting the difficulty of phonological acquisition without native language exposure.

Evelina (2021) evaluated a collaborative English project at the tertiary level, noting improvements in communicative competence but also reporting collaboration-related challenges. The findings suggest that while active learning approaches like the Action-Oriented Approach can be beneficial, they may be demanding for students unaccustomed to such methodologies.

Amal Ibrahim (2021) investigated English language difficulties among diploma students, who struggled with listening, speaking, and advanced reading comprehension skills. Grammar topics such as tenses and reported speech were particularly problematic. The difficulties were attributed to academic gaps and limited language exposure.

Meral Özkan (2021) studied learner autonomy among Turkish university students learning French. Most students held teachers more accountable for their learning and exhibited limited self-directed strategies and motivation, suggesting a need to foster greater learner responsibility and autonomy.

Pinelopi et al. (2021) explored vocational students' perceptions of online foreign language learning. Students favored multimodal activities using images, text, and audio, especially for lower proficiency levels. While they preferred face-to-face instruction overall, many expressed a preference for online assessments due to immediate feedback and repeated practice opportunities.

Awad H (2021) examined pronunciation challenges in Arabic as a foreign language. Despite general communicative competence, learners struggled with specific Arabic sounds. Teachers employed diverse strategies, but the study emphasized the limitations of traditional phonetic instruction and advocated for a technology-enhanced, eclectic teaching approach.

Mohamad Ahmad Saleem (2021) also investigated teachers' perceptions of phonological instruction for students with learning disabilities in Jordan. Teachers identified curriculum and environmental barriers as key challenges, though no differences were observed based on teacher gender or experience level.

Retnawati et al. (2020) evaluated Arabic instruction in Islamic high schools, noting that both students and teachers faced significant obstacles, such as limited vocabulary, insufficient learning time, and lack of immersive environments. These issues impeded successful language acquisition.

Kata and Edit H (2020) explored the language learning experiences of deaf and hard-of-hearing students. Despite high motivation, these learners faced persistent challenges that called for inclusive, sign language-supported, and engaging pedagogical environments.

Deoksoon (2020) proposed a holistic language pedagogy that emphasizes language as a tool for social participation and empathy rather than solely grammar and vocabulary. This approach encourages deeper cultural engagement and fosters transformative educational experiences.

Asiya Mirgasimovna et al. (2019) surveyed university students to understand challenges in independent foreign language learning. Results indicated that organizing students' self-directed learning is as crucial as instructional quality and teaching methods.

Nuray Okumus (2019) highlighted the complexity of L2 writing, identifying it as the most difficult skill for learners. Factors such as L1 writing ability, L2 proficiency, and writing experience significantly influenced students' writing development.

Muhammad Arfan et al. (2019) assessed students' attitudes towards Computer-Assisted Language Learning (CALL), finding gender differences in attitudes and usage. Male students were more receptive and found CALL effective, while female students faced more difficulties in using technology for English learning.

Jie (2019) investigated the learning perceptions of Chinese ESL students in Australia, who appreciated communicative teaching but faced adaptation challenges rooted in previous educational experiences. The study recommended pedagogical strategies tailored to learners' backgrounds and expectations.

2.3 RESEARCH GAPS

The investigator thoroughly reviewed the reviews related to Issues of students in Language learning. The investigator found out that lot of studies is being carried out in this area. But the studies gave an insight to the following gaps felt in the area of Issues of students in Language learning. They are:

1. More of the studies revealed that there are a lot of issues of students in Language learning. Some of the issues found out from the studies included poor concentration, lack of confidence, emotional problems like stress, criticism of others, problems related to reading and comprehension, lack of basic education in reading, writing and speaking a language etc. So, the Investigator decided to check what all factors are hindering the students from liking and learning Konkani as their native language in the schools of Goa. The Investigator got an

insight that only by identifying the factors that are facing by students, teachers can provide suitable remedial measures which indirectly help teachers to enhance their teaching proficiencies.

2. The studies also stressed the importance of identifying multi-faceted problems of students such as emotional, social, personal, environmental and economical problems as part of language learning. So, the Investigator planned to develop a tool for assessing the issues faced by students from primary to secondary level related to Konkani language learning.

2.4 CONCLUSION

The investigator collected; analyzed and interpreted various studies related to different domains of the research area and reached certain conclusions which helped him in getting a clear idea about his research area. From the studies, the Investigator realized that there are not so many studies related to his area for research, especially in the state of Goa which makes it more relevant in the present educational scenario. So, in the light of review of related studies the Investigator decided to conduct a study entitled as ‘Problems of Teaching Konkani Language in the Schools of Goa’.

CHAPTER III

RESEARCH METHODOLOGY

"*Educational research is the systematic application of scientific methods in the study of educational problems*" (Gay, 1996). It is required for a researcher to design the methodology for the problem identified by him as it is different for different problems. Research Methodology has lot of dimensions and Research Methods often constitute a part of it. Methodology of research is the detailed description and significant rationale for the various phases of conducting a systematic research work. It includes the step-by-step stages that are generally adopted by a researcher to inquire more into the research problem in a logical way. The different aspects related to the research design are discussed under the following heads:

3.1 Method adopted for the study

3.2 Variables selected for the study

3.3 Sample for the study

3.4 Tools used for Collecting Data

3.5 Procedure used for Data collection

3.6 Statistical Techniques used for Analyzing Data

3.1. METHOD ADOPTED FOR THE STUDY

The present study employed the Descriptive Research Method, a widely used approach in education that integrates both qualitative and quantitative techniques. This non-experimental method, as described by Best and Kahn (2007), seeks to identify factors associated with specific occurrences, outcomes, conditions, or behaviours. Analyzing past events or existing conditions is often the only feasible way to study causation, typically referred to as ex post facto or causal-comparative research. This approach involves examining large or small populations by selecting representative samples to explore the incidence, distribution, and interrelations of sociological and psychological variables. For the quantitative aspect, the normative survey method was utilized. According to Sukhia et al. (1974), normative surveys extend beyond data collection to include interpretation, comparison, measurement,

classification, evaluation, and generalization, enabling a deeper understanding and resolution of significant educational issues.

3.2. VARIABLES SELECTED FOR THE STUDY

"*Variables are the conditions or characteristics that the investigator manipulates, controls or observes*" (Best & Kahn, 2007). Operationalization is a critical process in research that transforms abstract or complex concepts into measurable variables. By defining these concepts in clear, quantifiable terms, researchers can systematically observe and analyze them. This approach bridges the gap between theoretical constructs and empirical investigation, ensuring that even intricate ideas become accessible for measurement, comparison, and analysis, thus enhancing the precision and validity of research outcomes. "It is essential to define the term as variables So, that they can be quantified and measured" (Kaur, 2013).

Categorical variables: Categorical variables, also referred to as nominal variables, are essential for organizing data into distinct groups based on shared attributes. Each category represents a unique subset, and all members of a subset are assigned an identical label or numeral to denote their inclusion. Unlike ordinal or quantitative variables, categorical variables lack a hierarchical structure, meaning they cannot be ranked or assigned numerical value beyond their categorical identification. For example, classifying individuals by their favorite color—red, blue, or green—groups them without implying any order or measurable magnitude between categories. This characteristic makes categorical variables ideal for descriptive analysis and qualitative comparisons, where relationships between categories are not inherently numerical. Here in the present study the major categorical variables selected are Gender and Locale.

3.3. SAMPLE FOR THE STUDY

Sampling is a fundamental methodology in research that enables the study of a population through a smaller, manageable subset. As explained by Gay (1996), this technique ensures that the selected sample mirrors the characteristics of the larger population, allowing researchers to draw valid and generalizable conclusions without the need to investigate every individual. Effective sampling requires careful consideration of the population's diversity and the research objectives to minimize

bias and enhance representativeness. Whether employing random, stratified, or convenience sampling methods, the ultimate goal remains consistent: to obtain reliable information about the entire population while optimizing time, resources, and effort. This approach is particularly valuable in large-scale studies where complete enumeration is impractical. The details of population, sampling frame and sample selected for standardization and data collection with appropriate sampling techniques are illustrated briefly under the following headings.

3.3.1. POPULATION SELECTED FOR THE STUDY

The population for the study consists of secondary school teachers teaching Konkani language in the schools following Goa State Syllabus. The population selected for the present study consists of secondary school teachers teaching Konkani and secondary school students learning Konkani language from two districts of Goa namely North Goa and South Goa under the Department of General Education.

3.3.2. SAMPLE SELECTED FOR THE STUDY AND SAMPLING TECHNIQUE

The population of the study is secondary school teachers teaching Konkani language secondary school students learning Konkani language in the schools following Goa State Syllabus. The investigator selected samples for the following purposes.

1. Validation of Tools
2. Survey study
3. Observation and
4. Interview

Each one of the above will be discussed in detail.

3.3.2.1. SAMPLE SELECTED FOR VALIDATION OF TOOLS

In present study, the investigator defined the sampling frame as experts in the field of Education. Here the sample consists of one Professor, two Associate professors and two Assistant professors in the faculty of Education. The sample was selected through purposive sampling as the study needed experts in the field of Education for validating the tools namely Konkani Language teaching problems Analysis

Questionnaire for teachers, Class observation Rubrics, Konkani Language Learning Problems Analysis Opinionnaire for students and Interview Schedule for Teachers.

3.3.2.2. SAMPLE SELECTED FOR SURVEY STUDY

The sampling frame for Survey consists of secondary school teachers teaching Konkani language and secondary school students learning Konkani language from Rural and Urban areas which are following Goa State syllabus under Department of General Education, Government of Goa. From this sampling frame, the samples are selected using multi stage sampling as it has the property of a clustering of sampling units (Madan, Paliwal & Bhardwaj, 2011). From this two districts North Goa and South Goa, the investigator selected 44 schools from five talukas of North Goa District and 47 schools from four talukas of South Goa comprising of 100 secondary school teachers teaching Konkani language and 100 secondary school students learning Konkani language through stratified random sampling method by giving proper weightage to strata such as Gender of teachers/ students and Locale of schools. Stratified random sampling is utilized when a population consists of subgroups or strata of varying sizes, ensuring the representative sample includes individuals from each stratum proportional to their subgroup size (Garrett, 2005). Here stratified random sampling was done So, as to have a considerable representation of sample with regard to the strata namely Gender and Locale. Details regarding the schools selected for survey study and the number of teachers and students in each school was given in tables 3.1 and 3.2.

Table 3.1: List of Schools selected for Survey study of Teachers

Sr. No.	District	Taluka	Rural	Urban	Male	Female	Total
1	**North Goa**	**Ponda**	5	11	6	10	16
2	**North Goa**	**Tiswadi**	4	11	5	10	15
3	**North Goa**	**Bicholim**	3	7	4	6	10
4	**North Goa**	**Sattari**	2	2	2	2	4

Sr. No.	District	Taluka	Rural	Urban	Male	Female	Total
5	**North Goa**	**Bardez**	4	9	5	8	13
6	**South Goa**	**Mormugao**	5	8	6	7	13
7	**South Goa**	**Quepem**	3	7	2	8	10
8	**South Goa**	**Dharbandora**	5	0	2	3	5
9	**South Goa**	**Salcete**	4	10	4	10	14
		TOTAL					**100**

Table 3.2: List of Schools selected for survey study among students

Sr. No.	District	Taluka	Rural	Urban	Male	Female	Total
1	**North Goa**	**Ponda**	9	4	8	5	13
2	**North Goa**	**Tiswadi**	6	4	2	8	10
3	**North Goa**	**Bicholim**	3	8	5	6	11
4	**North Goa**	**Sattari**	11	0	5	6	11
5	**North Goa**	**Bardez**	4	7	5	6	11
6	**South Goa**	**Mormugao**	6	5	5	6	11
7	**South Goa**	**Quepem**	3	8	5	6	11
8	**South Goa**	**Dharbandora**	4	7	5	6	11
9	**South Goa**	**Salcete**	6	5	5	6	11
		TOTAL					**100**

The distribution of population for the purpose of survey study based on various strata are summarized as shown in the table 3.3.

Table 3.3: Splitting - up of population based on various strata for the Study

Sr. No.	Strata	Subdivisions	No. of Students	No. of Teachers	Total
1	Gender	Male	45	36	100
		Female	55	64	
2	Locale	Rural	52	34	100
		Urban	48	66	

3.3.2.3. SAMPLE SELECTED FOR OBSERVATION

The sampling frame for Survey consists of secondary school teachers teaching Konkani language from Rural and Urban areas which are following Goa State syllabus under Department of General Education, Government of Goa. The Investigator selected 30 teachers from secondary level teaching Konkani language through random sampling technique for the purpose of observation of the classes. Details regarding the schools selected for observation and the number of teachers in each school was given in Table 3.4.

Table 3.4: Detail regarding the sample of Teachers selected for Observation

Sr. No.	Name of Taluka	No. of Teachers
1	Ponda	5
2	Tiswadi	2
3	Bicholim	3
4	Sattari	2
5	Bardez	3
6	Mormugao	4

Sr. No.	Name of Taluka	No. of Teachers
7	Quepem	4
8	Dharbandora	2
9	Salcete	5
	TOTAL	**30**

3.3.2.4. SAMPLE SELECTED FOR INTERVIEW

The sampling frame for Survey consists of secondary school teachers teaching Konkani language from Rural and Urban areas which are following Goa State syllabus under Department of General Education, Government of Goa. From this frame, the Investigator selected 30 teachers from secondary level who are teaching Konkani language through random sampling technique for the purpose of Interview. Details regarding the schools selected for Interview and the number of teachers in each school was given in Table 3.5.

Table 3.5: Detail regarding the sample of Teachers selected for Interview

Sr. No.	Name of Taluka	No. of Teachers
1	Ponda	5
2	Tiswadi	3
3	Bicholim	4
4	Sattari	2
5	Bardez	2
6	Mormugao	2
7	Quepem	4
8	Dharbandora	2

Sr. No.	Name of Taluka	No. of Teachers
9	Salcete	6
	TOTAL	**30**

3.4. TOOLS USED FOR COLLECTING DATA

The research tool employed in the study is a carefully designed instrument aimed at describing and quantifying specific aspects of human behavior (Best & Kahn, 2007). Such tools must be appropriately tailored to effectively gather evidence or information. In this study, the researcher developed and utilized the following tools to collect pertinent data, address the research problem, and facilitate analysis

The tool used for the study is an instrument designed to describe and measure a sample of certain aspects of human behavior (Best & Kahn, 2007). The tools used for the study must be suitable for the collection of evidence or information. In the present study, the investigator prepared and administered the following tools for collecting relevant data for tackling the problem and for the analysis purpose.

1. Konkani Language teaching problems Analysis Questionnaire for teachers (Prepared and validated by Naik, S & Mathew, J)
2. Class observation Rubrics (Prepared and validated by Naik, S & Mathew, J)
3. Konkani Language Learning Problems Analysis Opinionnaire for students (Prepared and validated by Naik, S & Mathew, J)
4. Interview Schedule for Teachers (Prepared and validated by Naik, S & Mathew, J)

3.4.1. Konkani Language teaching problems Analysis Questionnaire for teachers

The theoretical background, preparation of draft tool, pilot study, validation of the tool and reliability and validity of the tool are described briefly under the following headings.

3.4.1.1. THEORETICAL BACKGROUND

According to Adil (2022), the major problems faced by teachers are;

1. **Classroom Environment Disruptions**

   The learning and teaching of the English language are significantly influenced by the classroom environment. English teachers often encounter challenges due to environmental disturbances, which disrupt their focus and hinder effective instruction. A conducive and comfortable classroom atmosphere is fundamental for successful language teaching. Without such an environment, the teaching and learning processes can be severely compromised. Establishing a positive, supportive, and distraction-free environment is therefore crucial for fostering effective English language instruction and learning outcomes.

2. **Insufficient Teaching Resources**

   Effective teaching, including the instruction of the English language, heavily relies on the availability of adequate resources. A common challenge faced by educators is the lack of essential tools required to deliver engaging and impactful lessons. These resources—such as speakers, microphones, projectors, computers, and other digital devices—are pivotal in creating an interactive and stimulating classroom environment. Their absence complicates the teaching process, limiting the teacher's ability to enhance student engagement and facilitate effective learning of the English language. Access to appropriate teaching aids is crucial for fostering an enriching educational experience.

3. **Challenges of Overcrowded Classrooms**

   Classrooms with a large number of students pose significant challenges for educators, leading to increased stress and requiring greater effort to ensure effective teaching. The difficulties associated with overcrowded classrooms include:

   i. Frequent disturbances caused by excessive noise.

   ii. Challenges in maintaining order and managing the class effectively.

   iii. Difficulty in engaging a large number of students in active learning.

   iv. Insufficient availability of learning resources to accommodate all students.

   These issues can undermine the teaching process, making it harder to create a conducive learning environment and deliver quality education.

4. **Inappropriate Syllabus for Teaching**

The syllabus serves as a structured framework that guides teachers in delivering course content effectively. It is critical in teaching the English language, as well as other subjects, by enabling educators to organize and present the material systematically. However, a common challenge faced by English language teachers is the assignment of an unsuitable or incorrect syllabus. When teachers are required to follow an inappropriate syllabus, it adversely impacts the learning process, leading to confusion and negative impressions among students. This misalignment hinders students' ability to develop proficiency in the English language, affecting both their understanding and communication skills.

5. **Insufficient Time for Lectures**

Time plays a crucial role in teaching and learning the English language. Teachers require adequate time to assess their students' needs and adapt their instruction accordingly. However, limited lecture durations pose significant challenges, as the allocated time often proves insufficient for comprehensive teaching. This constraint makes it difficult for educators to cover the planned topics effectively, hindering both the depth and quality of instruction. Such time limitations can adversely affect the learning outcomes, making it challenging for students to grasp and practice the essential aspects of the English language.

6. **Student Boredom in the Classroom**

Student boredom during lectures often leads to disruptive behaviors that hinder the teaching of the English language. Students may engage in unrelated activities or converse with peers, causing distractions for both teachers and classmates. Additionally, late arrivals during lectures exacerbate these disruptions, further interrupting the flow of instruction. Such disturbances pose significant challenges for educators, undermining the teaching process and compromising the effectiveness of language learning. Addressing these issues is essential to maintain a productive and focused classroom environment.

7. **Use of Other Languages in the Classroom**

A prevalent challenge faced by English language teachers is students' tendency to speak in their native or other familiar languages rather than English. For many students, using their native language feels more natural and less cognitively

demanding compared to constructing sentences and finding words in English. This reluctance often stems from frustration or discomfort when attempting to communicate in a language they are still learning. Such behavior hinders the immersive language environment necessary for effective English language acquisition. This issue is particularly pronounced in classrooms where English is not the students' native language, posing a significant obstacle for educators striving to encourage consistent use of English during instruction.

8. **Excessive Student Dependence on Teachers**

   A significant challenge encountered by English language teachers is students' over-reliance on their guidance. Many students do not take the initiative to learn or practice independently, instead constantly seeking teacher assistance for answers and corrections. This dependency prevents them from actively engaging in forming words or constructing sentences, thereby limiting their ability to develop fluency in the English language. As a result, students miss opportunities to grasp essential technical aspects, such as using various tenses and vocabulary effectively in spoken English, ultimately hindering their language proficiency.

9. **Lack of Student Interest and Engagement in Learning English**

   A common challenge faced by English language teachers is students' lack of interest and engagement during lessons. Some students exhibit boredom or disinterest in attending English language lectures, often diverting their attention to other activities. This lack of focus frequently leads to disruptive behaviors, such as conversing with peers or engaging in unrelated tasks, which can interrupt the teaching process and hinder the overall classroom environment.

10. **Challenges in Classroom Management**

    In English language learning centers, students often come from diverse backgrounds, with many originating from rural areas where exposure to English is limited. This disparity creates significant challenges in language acquisition, as a large portion of students struggle to grasp English effectively. While some learners demonstrate the aptitude to progress, the wide variation in proficiency levels makes it challenging for teachers to manage the classroom and maintain a consistent pace of instruction for all students."

According to Stewart (2019), the various challenges felt in the teaching of languages in schools were;

i. **Multilingualism as a Concept:** In recent years, the concept of multilingualism has gained widespread positive recognition. In contrast to earlier generations, when bilingual or multilingual parents were often discouraged from using their native languages with their children out of concern it might cause confusion and impede learning the community language, today multilingualism is highly valued. Many parents now deliberately encourage their children to acquire multiple languages both at home and through schooling. This trend is reflected in the increasing number of private and public schools promoting diverse language programs, including various bilingual education models, as a key feature. The current challenge for educational institutions is to acknowledge that each student's journey toward multilingualism is individualized, shaped by their prior linguistic knowledge. Educators must therefore leverage students' existing language skills to enhance and optimize their language learning experiences.

ii. **Different Language Programmes**: It is important to differentiate between language programs designed to enhance a child's fluency in their home language, immersion programs where instruction occurs in a new language, and second language lessons taught as an additional language. Each type of program presents unique challenges. Regardless of the program, teachers face the critical task of avoiding teaching their language or subject in isolation, without considering the student's existing linguistic knowledge, skills, or experiences in other languages. The International Baccalaureate (IB) framework provides a useful distinction among students' personal languages, functional languages, and languages of instruction, emphasizing the need to integrate these dimensions in effective language teaching.

iii. **Language of Instruction:** The three primary languages of instruction are English, the mother tongue, and the national language. Ideally, a school's formal language policy should affirm that all languages within the school community are valued equally. However, implementing the language of

instruction in daily school practices and curricula can be complex. The International Baccalaureate (IB) views multilingualism both as a fundamental right and a valuable resource. Yet, when languages are ranked hierarchically, it often leads to one language being perceived negatively or as a 'problem,' undermining the inclusive approach to language education.

iv. **The Significance of Biliteracy:** Biliteracy, defined as the ability to read and write academically proficiently in two languages, is an attainable and highly valued objective for many IB students. Bilingualism and literacy—two intricate and interrelated processes—require careful, research-informed planning when fostering biliteracy within a school setting. This planning must also consider each student's unique linguistic background. When the languages spoken in the broader school community differ from the language of instruction, they are frequently marginalized within the curriculum. However, this situation presents a valuable opportunity for students to embrace a new language, integrating it meaningfully into their linguistic identity. Although these community languages may be predominant among many students, they often lack equal recognition as legitimate mediums for academic advancement.

3.4.1.2. Preparation for Konkani Language Teaching Problems Analysis Questionnaire

From the theoretical background of Language teaching and the problems associated with language teaching, Investigator decided to develop a Konkani Language Teaching Problems Analysis Questionnaire on the basis of following factors namely;

1. Classroom Environment
2. Teaching Resources
3. Syllabus and Curriculum
4. Use of other Languages
5. Student Dependence on teachers
6. Professional aspects

3.4.1.3. Preparation of the Draft tool

Based on the factors identified, the Investigator prepared a draft tool containing 40 items. The questionnaire consists of 7 items each from the first four factors and six items each from the last two factors. The questionnaire is prepared as Yes or No type. Each question is accompanied by two choices such as Yes or No with scores 1 and 0 respectively. The maximum score of the scale is 40 and minimum score is 0. The Teacher has to put a tick (√) mark corresponding to each question in the questionnaire.

3.4.1.4. A Pilot Study

The draft form of the questionnaire was administered on a sample of 20 teachers from secondary level of two districts of Goa namely South Goa and north Goa. The response sheets were collected and based on the suggestions of the sample population; changes were made in the form of questions and the language difficulty level. All the corrections were made and the tool was made ready for expert validation.

3.4.1.5. Validation of the Questionnaire

The tool prepared was given to a panel of experts consisting of one professor, two Associate professors and two assistant professors in the field of Education. Some items were removed and necessary modifications were made in Some of the items. The tool has undergone modification through expert validation and the final form of questionnaire was made ready for administration.

3.4.1.6. Final form of Konkani Language Teaching Problems Analysis Questionnaire

The questionnaire consists of 30 items with 5 items from each of the above-mentioned factors. The questionnaire is prepared as Yes or No type. Each question is accompanied by two choices such as Yes or No with scores 1 and 0 respectively. The maximum score of the scale is 30 and minimum score is 0. The Teacher has to put a tick (√) mark corresponding to each question in the questionnaire. The final form of questionnaire after expert validation was given as **appendix I A and I B**

3.4.1.7. Reliability and Validity of Research Tools

Reliability refers to the consistency of a measurement instrument (Bollen, 1989). It reflects the stability of the tool across various conditions, ensuring that similar results are achieved under comparable circumstances (Nunnally, 1978).

Validity, on the other hand, pertains to the significance and appropriateness of the research components. It addresses whether the tool accurately measures the intended behaviors or constructs, ensuring the credibility and relevance of the findings (Bollen, 1989).

3.4.1.7.1. Reliability of the Konkani Language Teaching Problems Analysis Questionnaire

Reliability of Konkani Language Teaching Problems Analysis Questionnaire was ensured using Test re-test reliability. It is a measure of stability over time (McIntire & Miller, 2007). The same questionnaire was administered on a sample of 100 secondary school teachers after a period of one month and the answer sheets were collected and scored. The correlation between the two tests was calculated using Pearson's product moment correlation. The value of correlation coefficient obtained was 0.85. The correlation coefficients for various dimensions of Konkani Language Teaching Problems Analysis Questionnaire are Classroom Environment (0.80), Teaching Resources (0.58), Syllabus and Curriculum (0.65), Use of other Languages (0.67), Student Dependence on teachers (0.73) and Professional aspects (0.77). The values of correlation coefficients show that the Konkani Language Teaching Problems Analysis Questionnaire is highly reliable.

To calculate the internal consistency of the questionnaire, Cronbach's α was used. The Chronbach's α Coefficient for the whole questionnaire was found to be 0.89. The Chronbach's α Coefficient obtained for various components of Konkani Language Teaching Problems Analysis Questionnaire are Classroom Environment (0.78), Teaching Resources (0.60), Syllabus and Curriculum (0.72), Use of other Languages(0.62), Student Dependence on teachers (0.78) and Professional aspects (0.63).The value of Chronbach's α coefficients of all the components ensures internal consistency of Konkani Language Teaching Problems Analysis Questionnaire.

3.4.1.7.2. Validity of Konkani Language Teaching Problems Analysis Questionnaire

The validity of the Konkani Language Teaching Problems Analysis Questionnaire was assessed using three approaches: face validity, content validity, and intrinsic validity. Each of these methods is detailed below:

1. **Face Validity:** Face validity involves a subjective assessment of whether a construct is operationalizable and appears to measure what it is intended to. The investigator meticulously reviewed each item in the questionnaire and concluded that it adequately captures the concept it aims to measure based on its apparent alignment with the construct. Thus, face validity was affirmed for the Konkani Language Teaching Problems Analysis Questionnaire.
2. **Content Validity:** According to Bollen (1989), content validity is a qualitative measure of validity that ensures the clarity and comprehensiveness of a concept's domain. It relies on expert evaluation to determine whether the test items adequately and accurately reflect the full scope of the content being assessed. Since the questionnaire is prepared giving due weightage to content and dimensions and as it was subject to expert judgment, content validity of the Konkani Language Teaching Problems Analysis Questionnaire is ensured.
3. **Intrinsic validity:** Intrinsic validity is the square root of Reliability of the test. For the whole questionnaire the validity coefficient was found to be 0.92. The validity coefficients obtained for the dimensions of Konkani Language Teaching Problems Analysis Questionnaire are Classroom Environment (0.89), Teaching Resources (0.76), Syllabus and Curriculum (0.81), Use of other Languages (0.82), Student Dependence on teachers (0.85) and Professional aspects (0.88). Hence intrinsic validity was ensured for the Konkani Language Teaching Problems Analysis Questionnaire.

3.4.2. Class observation Rubrics

The theoretical bases about Rubric preparation and Constructivist teaching method, preparation of the Rubric, Validation of the Rubric and ways of ensuring validity of the rubric prepared are discussed in detail under the following heads.

3.4.2.1. Rubrics

Wolf and Stevens (2007) describe a rubric as a versatile scoring tool designed to evaluate student outputs and performances. It serves as a mechanism to support student learning, particularly benefiting first-generation and minority learners. Muhammad, Lebar, and Mokshein (2018) define a rubric as an assessment instrument that outlines the expected levels of performance for each criterion to achieve specific grades or outcomes. According to Churches (2015), a rubric provides a structured approach for collecting data on students' knowledge and skills. Garfolo (2016) highlights its utility in assessing particular behaviors. Haladyna and Rodriguez (2013) further elaborate that rubrics are often structured as rating scales with selected-response items, enabling systematic and detailed evaluation.

1. **Types of Rubrics**

   The selection of an appropriate rubric depends on the nature and purpose of the task (Riddle & Smith, 2008). Rubrics are highly effective tools for both formative and summative assessments (Educational Research Service, 2004). The two most commonly used rubrics are analytic and holistic rubrics. Haladyna and Rodriguez (2013) and Moskal (2000) further classify rubrics into task-specific and generic models. A task-specific rubric is tailored to evaluate a particular task with distinct criteria, whereas a generic rubric applies to various tasks with similar evaluation criteria, providing broader applicability across different contexts.

   Haladyna and Rodriguez (2013) recommend task-specific rubrics for classroom learning, while generic rubrics are better suited for standardized tests and examinations. Although developing an analytic rubric can be time-intensive, it offers greater scoring accuracy. Analytic rubrics are particularly effective for signature tasks, as they provide detailed performance levels based on distinct criteria, aiding both students and instructors in understanding specific strengths and areas for improvement (Garfolo et al., 2016)

   In contrast, holistic rubrics condense all analytical aspects into a single overall score (Haladyna & Rodriguez, 2013). While easier to create, holistic rubrics lack the granularity needed to assess performance levels in detail, as they only offer a general evaluation of student work (Baryla et al., 2012).

2. **Components of Rubric:** Key Components of a Rubric

Rubrics generally consist of four essential components:

i. **Task Description:** According to Stevens and Levi (2013), the task description outlines the expected performance and behavior required for the assigned task. This could involve creating papers, posters, or performances, or even observational criteria such as adherence to laboratory regulations and active participation in activities.

ii. **Scale:** An effective rubric incorporates three to five criteria, as recommended by Popham (1997). Stevens and Levi (2013) emphasized the importance of including at least three distinct scales in a rubric. Similarly, Wolf and Stevens (2007) suggested that a high-quality rubric should not exceed six criteria.

iii. **Dimension:** A dimension refers to any measurable component within the rubric, as defined by Stevens and Levi (2013).

iv. **Description of Dimensions:** Assessment Criteria or Descriptor refers to the detailed explanation of dimensions or assessment criteria, helping to clarify their purpose and scope (Montgomery, 2000). According to Stevens and Levi (2013), the descriptions for each measured dimension should be written in clear and straightforward language to enhance understanding. The effectiveness of a rubric depends significantly on the quality of the descriptors chosen and the involvement of subject matter experts during its development (Garfolo et al., 2016). Furthermore, rubrics become more adaptable and meaningful when students can view their scores for each dimension, as this transparency motivates them to strive for their desired performance levels (Stevens & Levi, 2013).

3. **Developing a Rubric**

Rubric development is typically considered complete once performance criteria are defined and performance levels are established. However, the most effective rubrics go a step further by including descriptions of the expected performance for each level within the rubric matrix. The process of designing a rubric generally involves three key steps, as outlined below:

i. **Identifying Performance Criteria:** The first step in rubric development is defining the criteria that represent the performance to be assessed. It is essential to ensure that the identified performance is both observable and measurable. Overly vague descriptions of learning outcomes or performance criteria can hinder accurate assessment. This challenge can be addressed by using precise action verbs, such as "list," "identify," "draw," "discuss," "explain," "compare," "critique," or "predict." These specific terms enhance clarity and facilitate more accurate measurement.

ii. **Setting Performance Levels:** The second step in rubric development involves determining the appropriate number of performance levels for the assessment. Rubrics generally include between three to six levels of performance. The decision regarding the number of levels should align with the assessment's primary purpose. For summative assessments, fewer performance levels are preferable as they enhance scoring reliability and efficiency. With fewer levels, raters can make quicker and more consistent judgments. Conversely, formative assessments benefit from having more performance levels, as these provide learners with detailed feedback about specific aspects of their performance that require improvement.

iii. **Creating Performance Descriptions:** The third step in rubric development is crafting detailed descriptions for each cell in the matrix. These descriptions should provide sufficient guidance to support both the creation and scoring of the project while ensuring that the rubric complements, rather than replaces, the instructor's role in making informed judgments. Maintaining a parallel structure across the descriptions for each criterion is essential. Consistency in form and content enhances the dependability and efficiency of scoring. One effective strategy to achieve this parallelism is to identify a consistent set of attributes for each criterion and use those attributes as the foundation for constructing each performance description.

3.4.2.2. A Constructivism: Perspectives and Paradigm Shifts

Constructivism emphasizes that teachers should prioritize understanding their students' prior knowledge and create opportunities for them to apply it in meaningful

ways (Mvududu & Burgess, 2012). While there is no universally accepted definition of constructivism, it is variously interpreted as a theory of learning, a theory of knowledge, a pedagogical approach, an educational theory, a scientific theory, or even a comprehensive worldview.

Cooper (1993) highlighted a paradigm shift in educational practice, mirroring shifts in psychology, from behaviourism to cognitivism, and subsequently from cognitivism to constructivism. This transition marks a fundamental change in how human learning is understood and the conditions best suited to foster it. Cooper also asserted that constructivist views on learning have become so influential in recent decades that they represent a profound shift in the epistemology of knowledge and learning theory.

Piaget and Inhelder (1969) emphasized discovery as the cornerstone of learning. However, Vygotsky (1978) critiqued Piaget's focus on individual cognitive processes, arguing that cognitive development is shaped more significantly by external factors, including cultural, historical, and social interactions. Vygotsky introduced the concept of "psychological tools," identifying language as the most critical of these tools for mastering behavior and constructing knowledge. Educators such as Bailey and Pransky (2005) support Vygotsky's view, underscoring the essential role of culture in the knowledge construction process.

Fosnot (1989) outlined four foundational principles of constructivism:

1. Learning is influenced by individuals' existing knowledge.
2. New learning occurs as individuals modify and adapt their prior understandings.
3. Learning is a process of constructing ideas rather than simply accumulating facts.
4. Meaningful learning arises from re-evaluating old ideas and reconciling them with new, conflicting information.

Constructivism views learning as a dynamic and constructive process in which learners actively build an internal representation of knowledge and form personal interpretations of their experiences. This representation remains fluid, adapting as new perspectives and experiences emerge.

This perspective emphasizes the active role of experience in fostering understanding and the development of meaning. It acknowledges that while reality imposes constraints on existing concepts, individuals' knowledge of the world is shaped by their personal interpretations of their experiences. According to Duffy and Jonassen (1991), conceptual growth occurs through the interaction of diverse perspectives and the continuous evolution of internal representations as learners respond to those perspectives and their own experiences.

1. **Constructivist View of Teaching**

   Constructivism has proven to be a highly effective framework for addressing the challenge of improving student achievement by reimagining the role of both teachers and learners in the educational process. As White-Clark, DiCarlo, and Gilchriest (2008) emphasize, constructivist teaching requires educators to step away from the traditional role of authoritative knowledge transmitters. Instead, teachers are encouraged to empower students by allowing them to engage actively in their own learning process, fostering a sense of ownership and responsibility. This paradigm shift challenges teachers to focus on facilitating learning rather than directing it, highlighting the importance of relevance and meaningfulness in the material being taught (Carbonell, 2004). Constructivist teaching methods, such as cooperative learning, hands-on activities, discovery-based tasks, differentiated instruction, and the integration of technology, provide dynamic pathways for students to engage deeply with the content. Additionally, strategies like distributed practice, critical thinking exercises, and the use of manipulatives further align with the constructivist philosophy, offering varied ways for students to construct and internalize knowledge meaningfully (White-Clark et al., 2008).

   At the core of constructivist teaching is a significant reorientation of focus toward the learner. Prawat (1992) notes that this approach places students' efforts to understand at the centre of the educational process, fundamentally altering how teaching and learning are conceptualized. Constructivist teaching emphasizes active student involvement in constructing meaning and knowledge, as Gray (1997) underscores. This active engagement ensures that students are not passive recipients of information but instead play a critical role in shaping their learning experiences.

Hoover (1996) identifies several transformative implications of constructivism for teaching practice. First, the teacher's role evolves from being a sole source of knowledge to serving as a guide or facilitator. In this capacity, teachers create opportunities for students to test and refine their current understandings, emphasizing exploration, inquiry, and reflection. Second, constructivist teachers consider the prior knowledge students bring to the classroom, designing learning environments that capitalize on discrepancies between what students already know and new experiences. This approach, as noted by Clements (1997) and Hoover (1996), encourages cognitive dissonance, prompting learners to reconcile differences and construct deeper understanding. Importantly, this recognition of learners' diversity means that constructivist educators must adapt their methods and materials to meet the varied needs of their students, ensuring that instruction is personalized and inclusive.

A third critical aspect of constructivist teaching is the emphasis on active engagement. Teachers are tasked with creating learning activities and challenges that bring students' current understandings to the forefront, encouraging them to interact with the material in ways that are meaningful to them. By focusing on student interests and needs rather than the rigid demands of an educational system, constructivist teaching promotes intrinsic motivation and deeper learning. Fourth, constructivism highlights the importance of allowing sufficient time for reflection and assimilation. During this period, students actively integrate new experiences with prior knowledge, developing a more nuanced and comprehensive understanding of the world. As Smith (1993) suggests, negotiation between teachers and students during this reflective process is key, with teachers tailoring instruction to meet the unique needs of their learners. Bruner (1992) emphasizes the importance of open dialogue during these negotiations, ensuring that students and teachers collaboratively navigate the constraints and possibilities of new knowledge.

In the context of online learning, constructivist principles continue to provide a valuable framework for designing engaging and meaningful educational experiences. Weegar (2012) highlights the potential for discovery learning, critical thinking activities, and problem-based learning projects to be facilitated effectively through asynchronous platforms, such as threaded discussions, or

synchronously through collaborative tools. These methods offer learners opportunities to engage deeply with content, interact with peers, and develop critical problem-solving skills in ways that mirror the principles of constructivism. Synchronous activities, in particular, can enhance the learning experience by fostering real-time collaboration and dialogue. However, effective implementation requires online educators to develop a nuanced understanding of digital tools and environments to create experiences that are not only technologically proficient but also pedagogically sound.

2. Constructivist View of the Learner

Constructivism fundamentally redefines how learners are perceived within the educational process, emphasizing that knowledge is not passively received but actively constructed by the learner through a continuous and dynamic meaning-making process. According to this perspective, learners do not simply absorb information; rather, they engage in a personal quest to interpret and make sense of their experiences. Through careful examination, questioning, and critical analysis of tasks and situations, learners generate knowledge that reflects their unique perspectives. Importantly, this constructed knowledge does not always have to directly correspond with an objective or external reality. Instead, the learner's internal representations and understandings are often shaped by individual cognitive processes as well as social and cultural contexts. Brown, Ash, Rutherford, Nakagawa, Gordon, and Campione (1995) underscore the significance of social negotiation and distributed cognition in this process, highlighting that knowledge construction is often a collaborative endeavour involving interaction with peers, instructors, and the broader community. This social dimension of learning ensures that learners' interpretations are not developed in isolation but are refined through dialogue, shared experiences, and collective problem-solving.

Moreover, constructivism encourages pedagogical approaches that promote learner autonomy and active engagement. Kearsley (1994) describes how constructivist learning environments support students in constructing knowledge through cooperative learning, experimentation, and exploration of open-ended problems. This approach positions learners as agents of their own education, responsible for navigating and making meaning from complex

concepts rather than passively receiving predefined content. The process involves active manipulation of ideas and principles, fostering deeper understanding and critical thinking.

Applefield, Huber, and Moallem (2000) emphasize that the learner's role within constructivism extends beyond mere knowledge acquisition to the active building and transformation of knowledge structures. They recognize the diversity of perspectives regarding the nature of knowledge and how it is constructed. Building on this, Moshman (1982) categorizes constructivism into three distinct forms: exogenous, endogenous, and dialectical constructivism, each offering nuanced insights into how learners engage with knowledge.

Exogenous constructivism aligns with a philosophical realism, positing that learners construct mental models based on external realities. In this view, learners' cognitive schemas and networks are grounded in the tangible, observable environment they interact with, and knowledge construction is influenced heavily by these external factors. This perspective highlights the importance of experiential learning and direct engagement with the world as foundational to cognitive development.

In contrast, endogenous constructivism (also referred to as cognitive constructivism) centers on the individual's internal cognitive processes (Cobb, 1994; Moshman, 1982). It explains learning as a process of resolving internal cognitive conflicts or disequilibrium when new information challenges existing beliefs. This mental adjustment involves reflection, assimilation, and accommodation of ideas, allowing learners to reorganize their mental frameworks and achieve greater understanding. The emphasis here is on individual meaning-making and cognitive restructuring as central to learning.

Dialectical constructivism, or social constructivism, broadens the scope by integrating the importance of social and cultural contexts in learning. Applefield, Huber, and Moallem (2000) argue that this perspective represents the most comprehensive view of constructivism. It stresses the role of social interaction, collaboration, and cultural-historical influences in cognitive development. Learning is understood as a socially mediated process where knowledge is co-constructed through dialogue, negotiation, and shared cultural tools. This

approach recognizes that learners' cognition is embedded within social practices and shaped by the values, language, and traditions of their communities. The cultural and historical dimensions are not peripheral but central to how knowledge is formed, validated, and transformed.

3. Constructivist View of Teacher

The constructivist view of teaching fundamentally repositions the role of educators from traditional knowledge transmitters to facilitators and co-learners who actively support students' knowledge construction. In this perspective, the teacher's role is intertwined with social learning processes such as scaffolding—where teachers provide just enough assistance to help students progress—and cognitive apprenticeship, where learning unfolds through guided participation in authentic tasks. Tutoring, cooperative learning, and the establishment of learning communities further emphasize that teaching is not a solitary activity but a socially embedded process grounded in interaction and collaboration (Brown, 1994; Rogoff, 1998).

In constructivist classrooms, teachers deliberately design learning experiences that provoke students to critically interrogate their assumptions and the assumptions of others, fostering a culture of inquiry and reflection. This approach challenges the passive reception of knowledge typical in traditional instruction and instead encourages learners to become active participants in their education. Belenky et al. (1986), as referenced in Gray (1997), articulate that constructivist knowing involves an ongoing reevaluation of knowledge assumptions and a transformed attitude toward experts—not as infallible authorities, but as participants in the evolving construction of knowledge. Embracing ambiguity and complexity becomes a hallmark of this learning process, reflecting the real-world nature of knowledge as provisional and subject to continuous reconstruction.

The beliefs that teachers hold about knowledge and learning profoundly influence their instructional practices and openness to adopting constructivist approaches. Lester and Onore (1990) highlight that teachers interpret teaching through their personal construct systems—mental frameworks shaped by prior experiences and beliefs. The fundamental belief that knowledge is constructed

rather than transmitted is central to adopting constructivist pedagogy. Consequently, meaningful pedagogical change requires teachers to undergo a cognitive and affective shift, re-examining and potentially transforming their beliefs about knowledge and teaching. Mezirow's (1990) transformative learning theory, cited in Gray (1997), underscores the importance of reflective practice in this process. Through reflection, teachers critically analyze the assumptions underpinning their teaching beliefs and practices, enabling them to adopt new perspectives that support more constructivist approaches.

Furthermore, Lester and Onore (1990) emphasize that genuine change in teaching arises not from disregarding prior knowledge but from critically reassessing and integrating new experiences within existing belief systems. This reflective process is crucial for teachers to reconcile new constructivist ideas with their established views and to navigate the complexities of educational change. Giroux (1986) further advocates for teachers as transformative intellectuals who engage in ongoing critical dialogue with colleagues, fostering a professional culture of inquiry and reform.

Despite the philosophical alignment with constructivism, practical challenges remain. Teachers must negotiate the demands of institutional contexts, including school policies, standardized curricula, and entrenched school cultures that may resist constructivist innovation. Lester and Onore (1990) caution that while a constructivist epistemology can inspire teachers to explore new teaching methods, systemic constraints can limit the extent of change.

Empirical research attests to the positive impact of constructivist teaching. Carpenter and Fennema's (1992) Cognitively Guided Instruction program exemplifies how extensive teacher training in constructivist strategies—such as engaging students in complex problem-solving, modelling thinking processes, collaborative learning, and metacognitive strategy instruction—can enhance both students' higher-order thinking abilities and foundational skills like computation. Such evidence extends beyond mathematics; constructivist methods have yielded favourable outcomes in science education (Neale, Smith, & Johnson, 1990), reading comprehension (Duffy & Roehler, 1986), and writing development (Bereiter & Scardamalia, 1987). These findings collectively

demonstrate the broad relevance and effectiveness of constructivist pedagogy across disciplines

3.4.2.3. Preparation of the Rubric

From the theoretical knowledge about Rubrics and the principles of constructivism in teaching and learning process, the investigator identified 20 key areas for preparing the rubrics in order to evaluate the classes of Konkani language teachers. The key components are Structure of the Lesson, Vocabulary Skills, Communication Skills, Lesson Introduction, Developmental Activity, Student Engagement, Use of Instructional tools, Blackboard Use, Class Management, Subject Competency, Concluding Activity, Error correction and Feedback, Knowledge construction, Professional Demeanor, Reinforcement, Interpersonal Skills, Versatility, Style of Delivery and Reasoning and Critical thinking skills. The standard performance Indicators under each component are as listed as follows;

1. **Structure of the Lesson**
    i. Learning outcomes clearly mentioned
    ii. Clearly structured body of the Lesson plan
    iii. Learning activities are properly organized
    iv. Tools and strategies clearly mentioned
    v. Included the pre requisites properly
    vi. Structure of Lesson plan clearly promotes constructivism
    vii. Interesting learning activities which promote proper knowledge construction
2. **Vocabulary Skills**
    i. Listening to student responses and cues in an outstanding way
    ii. Speaking words and ideas fluently and without any delay
    iii. Reading the content, slides and other materials clearly without any mistakes
    iv. Writing the words and ideas on the blackboard in such a manner that students can understand it properly and without any mistakes

3. **Communication Skills**

    i. Outstanding verbal communication including proper tone of voice, pitch and voice modulation

    ii. Excellent Nonverbal communication including gestures, body language, non-verbal cues etc.

    iii. Effective visual communication through charts, graphs, models, video clips and demonstrations

4. **Lesson Introduction**

    i. Highly motivating to the whole class

    ii. Arousing interest in the student minds

    iii. Beautifully linking with the previous knowledge

    iv. Presenting the problematic situation in a highly systematic way

5. **Developmental Activity**

    i. Clear and precise guidelines for group activity

    ii. Smooth transaction of the topic

    iii. Adoption of learning strategies based on student responses

    iv. Spontaneous diagnosis of learning difficulties and remediation

    v. Exploration and elicitation of constructed knowledge

    vi. Proper consolidation of ideas Aptly worded, thought provoking and properly distributed questions

6. **Student Engagement/Participation**

    i. Active participation of students in the learning activities

    ii. Collaborative and cooperative attitude among students

    iii. Students value the ideas and suggestions given by others in the group

    iv. Non participant students are also, getting encouraged to participate in the learning activities

7. **Use of Instructional Tools**

   i. Appropriate use of instructional tools

   ii. Effective use of Teaching aids

   iii. Teaching aids are in Neat and visually appealing nature

   iv. Effective way of chart reading

   v. Purpose of tools and teaching aids are clearly revealed

8. **Blackboard Use**

   i. Effective space utilization

   ii. Legible and Neat

   iii. Correctness

   iv. Proper Blackboard summary

   v. Maintaining an angle of 450 by the teacher with the blackboard

9. **Class Management**

   i. Highly structured classroom management

   ii. Manages class in a student friendly way

   iii. Meaningful silence implemented by means of effective learning process

   iv. Negative behaviours of students are appropriately noticed

   v. Manages interruptions in the class effectively

10. **Subject Competency**

    i. Mastery of content

    ii. Proper knowledge about the skills related to the subject

    iii. Proper knowledge about the practical applications of the content

    iv. Proper connection to Social, environmental and moral values hidden in the subject matter

11. **Concluding Activity**

    i. Proper review of the learning concepts

ii. Proper consolidation of the overall idea related to the content

iii. Effective follow up activities for successful knowledge construction

12. Error Correction and Feedback

i. Allows Proper detection of errors made by students themselves

ii. Provides effective remedial measures for rectifying the errors

iii. Immediate feedback providing whenever necessary

iv. Corrective form of feedback rather than criticizing and negative type feedback

13. Time Management

i. Effective time distribution for the whole Lesson plan

ii. Meaningful distribution of time for every learning activity

iii. Prioritizing activities according to the allotted time

iv. Proper sequencing of learning activities

14. Construction of Knowledge

i. Knowledge is Socially constructed by students in an effective way

ii. Knowledge construction takes place smoothly without the continuous scaffolding of teacher

iii. Meaningful and more correct knowledge construction

iv. Students construct knowledge with the help of effective learning experiences provided by the teacher

15. Professional Demeanor

i. Proper attitude developed towards teaching

ii. Sufficient confidence developed in the teacher

iii. Proper development of manners as envisaged by the profession

iv. Proper involvement of teacher in the learning activities

v. Outstanding leadership qualities

16. Reinforcement

i. Proper positive verbal reinforcement

ii. Proper positive non – verbal reinforcement

iii. Proper positive extra verbal reinforcement

iv. Appropriate use of reinforcement strategies

17. Interpersonal Skills

i. Accurate listening skills are shown by the student teacher

ii. Proper negotiation skills mean having the ability to reach an agreement in a professional manner

iii. Proper problem-Solving ability

iv. Proper decision-making skill

v. Assertiveness – standing for his own or others' rights in a calm and positive way

vi. Development of proper patience in the student teacher

vii. Development of empathy in the student teacher

18. Versatility

i. Vividness in learning activities

ii. Variety of teaching learning aids

iii. Variety of learning experiences

iv. Variety of management strategies

v. Variety of learning strategies

19. Style of Delivery

i. Obviously Passionate or fascinated by the subject

ii. Exuding personality and interest

iii. Make students visibly captivated or highly engaged

20. Reasoning and Critical Thinking Skills

i. Proper Analysis of ideas

ii. Proper Interpretation ability

iii. Proper way of Inference making

iv. Appropriate Explanation skills

v. Good Self – regulation skill

vi. Development of Open mindedness

vii. Development of Creative thinking

Rubrics is prepared based on the key elements identified as shown above. Each key element was assessed using a 5-point rating such as Excellent, Good, Average, Below average, and Poor having scores 5, 4, 3, 2 and 1 respectively. Each rating has certain performance indicators based on the key component. The maximum score of the Rubric was 100 and minimum was 20.

3.4.2.4. Validation of the Classroom Observation Rubric

The tool prepared was given to a panel of experts consisting of one professor, two Associate professors and two assistant professors in the field of Education. No items were removed. Instead, certain modifications in the performance indicators for each key component and sentence structure corrections were suggested by the panel of experts. The tool has undergone modification through expert validation and the final form of Rubric was made ready for administration.

3.4.2.5. Final form of Classroom Observation Rubric

The final form of classroom observation Rubric was prepared based on the 20 key elements of classroom observation. Each component is rated on a five-point rating rubric with ratings such as Excellent, Good, Average, Below average, and Poor having scores 5, 4, 3, 2 and 1 respectively. Each rating has certain performance indicators based on the key component. The maximum score of the Rubric was 100 and minimum was 20. The final form of Classroom observation Rubric was given in appendix IIA and IIB, and Classroom observation Rubric Summary sheet were given as Appendix IIC.

3.4.2.6. A Reliability of the Classroom Observation Rubric

Reliability of the Classroom observation Rubric was done using Inter - scorer reliability. In this reliability, in order to remove the personal bias of the scorer, the

same rubric has to be used by two observers and are assessing the classroom performance of the same sample. Then by calculating the correlation between the two set of scores obtained, inter - scorer reliability was determined. In the present study, the investigator selects a senior most teacher teaching Konkani language at secondary level as another scorer. Both the investigator and other scorers assess the Konkani classroom teaching of a sample of 10 secondary school teachers who are teaching Konkani language at different periods of time. Then the two set of assessment scores were collected and coefficient of correlation between the two sets of scores were found out. The correlation value obtained for the whole classroom observation rubric was 0.78. Hence Inter - scorer reliability was ensured for the classroom observation rubric.

3.4.2.7. Validity of the Classroom Observation Rubric

Face validity and Content validity were ensured for the classroom observation rubric. The details of both forms of validity are described under following heads.

1. **Face Validity**

   Face validity refers to a subjective assessment regarding how well a construct is operationalized. In this study, the researcher systematically reviewed each item of the classroom observation rubric and determined that, at face value, the rubric appropriately represents the concept it aims to measure. Therefore, the classroom observation rubric is considered to possess face validity.

2. **Content Validity**

   Kerlinger (1986) stated that content validity concerns the extent to which a measuring instrument adequately represents or samples the relevant content domain. This form of validity is fundamentally based on expert judgment. It considers whether a measurement tool assesses the breadth and depth of the construct it intends to measure. The Investigator made Expert validation for ensuring the Content validity of the rubric. The items were modified on the basis of the Expert opinion. Since the rubric is prepared giving due weightage to key components of constructivism and as it was subject to Expert judgment, content validity of the rubric is ensured.

3.4.3. Konkani Language Learning Problems Analysis Opinionnaire for students

The theoretical background, preparation of draft tool, pilot study, validation of the tool and reliability and validity of the tool are described briefly under the following headings.

3.4.3.1. Theoretical Background: Language learning Problems by Students

According to Misbah & et. al. (2017), the major issues of students regarding English language learning are:

1. **The Deficiency of English Vocabulary**

   Embi and Mohd Amin (2010) underscore the fundamental role that an extensive vocabulary plays in the successful acquisition and use of a foreign language. They argue that without a sufficiently broad lexicon, learners face significant obstacles in communicating effectively and comprehending the target language. This issue is particularly pronounced in English language learning contexts, where vocabulary breadth directly influences learners' mastery of the four essential language skills: listening, speaking, reading, and writing. As reflected in the data presented in Table 2, the restricted vocabulary repertoire of students emerges as a pervasive challenge, detrimentally affecting all four language domains. Of these, listening skills are most acutely impacted, with the highest mean difficulty score of 2.46. This finding is consistent with Gilakjani and Sabouri's (2016) analysis, which attributes listening comprehension difficulties largely to instructional practices that marginalize the development of this skill. They observe that many classrooms prioritize reading and writing, thereby neglecting the nuanced listening experiences necessary for learners to internalize spoken language patterns, idiomatic expressions, and contextual cues. Consequently, learners struggle to decode and interpret spoken discourse effectively, which hampers their overall communicative competence.

   The comprehensive effect of limited vocabulary across all language skills points to lexical knowledge as the central barrier confronting learners of English as a second language (ESL). This insight corroborates the findings of Mohamad Nor, Mazlan, and Rajab (2015), who emphasize that vocabulary limitation remains

the most significant impediment to ESL learners' progress. Their research also highlights that listening and speaking skills, which require immediate and active language processing, are especially vulnerable to the constraints of insufficient vocabulary. Beyond oral language skills, vocabulary limitations significantly impair students' writing abilities. Stapa, Abu Bakar, and Abdul Latiff (2007) explain that a narrow vocabulary restricts students' capacity to develop and articulate detailed, coherent ideas in writing. Without access to an adequate range of lexical items, learners find it challenging to construct meaningful sentences and maintain textual cohesion, which undermines the clarity and effectiveness of their written communication. The lack of precise vocabulary forces learners to rely on simplistic language and often leads to inaccuracies, resulting in written texts that fail to convey intended meanings or complex ideas.

Taken together, these findings highlight that vocabulary acquisition is not merely an ancillary aspect of language learning but a foundational element that supports all areas of linguistic competence. The data suggest that enhancing vocabulary instruction, particularly in ways that integrate listening, speaking, reading, and writing, is critical for addressing the multifaceted challenges learners face. Effective vocabulary development strategies should be prioritized within language curricula to foster deeper comprehension, more fluent communication, and greater confidence among English language learners. By addressing this lexical deficit, educators can significantly improve learners' overall proficiency and their ability to engage meaningfully with the English language in diverse contexts.

2. The Influence of Family Socio-Economic Status on Language Learning

The socio-economic status of a learner's family plays a significant role in shaping the educational support and resources available to the student. Families with higher financial capital are often better positioned to meet educational demands, such as enrolling children in tuition classes or purchasing supplementary reading materials, thereby enhancing learning opportunities (Willingham, 2012). This perspective aligns with Jalaluddin, Mat Awal, and Abu Bakar (2008), who argue that a complex interplay of factors—including poverty, limited access to tuition services, social environment, and students' attitudes—negatively impacts their ability to acquire English proficiency.

Parental involvement constitutes another critical factor influencing second language acquisition. In contemporary contexts, the rising cost of living often necessitates dual-income households, resulting in parents having less time to engage with their children's educational needs, particularly in school-related matters. Omar and Esa (2008) emphasize that both parents and schools play a pivotal role in fostering academic achievement, highlighting the necessity for collaborative efforts between educators and families to support students' language learning progress effectively.

Supporting this view, Blok, Peetsma, and Roede (2007) found through meta-analysis that schools perceive greater parental understanding of school goals and methods as a catalyst for increased parental engagement, which subsequently enhances children's developmental outcomes. Similarly, Yahya (2005) notes that learners' achievements become more meaningful when family members actively participate and express concern in the educational process. The United Kingdom Department for Children, Schools and Families (DCSF, 2008) further underscores the importance of parental involvement, citing evidence of improved pre-reading, language, and numeracy scores associated with family support.

Beyond socio-economic and parental factors, Banditvilai and Cullen (2018) identify three key areas that require attention for effective language learning: teacher management, authentic exposure to English-speaking contexts, and the individual learner's personality. Their research reveals that writing is perceived as the most challenging skill for students, primarily due to difficulties grasping complex grammatical structures. Listening follows closely as the second most difficult area, while speaking is ranked third, with grammar errors being the primary concern rather than pronunciation. Reading is perceived as the least problematic, though students report that a limited vocabulary significantly hinders their comprehension, while the use of reading strategies is deemed less important. The semi-structured interviews conducted by the researchers also reveal that students' lack of opportunities to practice English in daily life leads to decreased motivation, which is a critical barrier to language acquisition.

3.4.3.2. Preparation of Konkani Language Learning Problems Analysis Opinionnaire

From the theoretical background of Language learning and the problems associated with language learning, Investigator decided to develop a Konkani Language Learning Problems Analysis Opinionnaire for students on the basis of following factors namely;

1. Classroom Environment
2. Vocabulary skills
3. Quality of Teacher
4. Student Characteristics
5. Motivation

3.4.3.3. Draft form of Konkani Language Learning Problems Analysis Opinionnaire

Based on the factors identified, the Investigator prepared a draft tool containing 30 items. The Opinionnaire consists of 6 items each from the five factors. The Opinionnaire is prepared as Yes or No type. Each statement is accompanied by two choices such as Yes or No with scores 1 and 0 respectively. The maximum score of the Opinionnaire is 30 and minimum score is 0. The student has to put a tick (√) mark corresponding to each statement in the Opinionnaire.

3.4.3.4. A Pilot Study

The draft form of the Opinionnaire was administered on a sample of 20 students from secondary level among two districts of Goa namely South Goa and north Goa. The response sheets were collected and based on the suggestions of the sample population; changes were made in the form of statements and the language usage. All the corrections were made, and the tool was made ready for expert validation.

3.4.3.5. Validation of the Opinionnaire

The tool prepared was given to a panel of experts consisting of one professor, two Associate professors and two assistant professors in the field of Education. Five items were removed, and necessary modifications were made in remaining items.

The tool has undergone modification through expert validation and the final form of Opinionnaire was made ready for administration.

3.4.3.6. Final form of Konkani Language Learning Problems Analysis Opinionnaire

The final form of Opinionnaire consists of 25 items with 5 items from each of the above-mentioned factors. The Opinionnaire is prepared as Yes or No type. Each statement is accompanied by two choices, such as Yes or No with scores 1 and 0 respectively. The maximum score of the Opinionnaire is 25 and minimum score is 0. The student has to put a tick (√) mark corresponding to each statement in the Opinionnaire. The final form of Opinionnaire after expert validation was given as Appendix IIIA and IIIB.

3.4.3.7. Reliability of the Konkani Language Learning Problems Analysis Opinionnaire.

Reliability of Konkani Language Learning Problems Analysis Opinionnaire was ensured using Test – re test reliability. Test-retest reliability is a measure of stability over time (McIntire & Miller, 2007). The same Opinionnaire was administered on a sample of 100 secondary school students after a period of one month and the answer sheets were collected and scored. The correlation between the two tests was calculated using Pearson's product moment correlation. The value of correlation coefficient obtained was 0.92. The correlation coefficients for various dimensions of Konkani Language Learning Problems Analysis Opinionnaire are Classroom Environment (0.90), Vocabulary skills (0.88), Quality of Teacher (0.79), Student Characteristics (0.85) and Motivation (0.91). The values of correlation coefficients show that the Konkani Language Learning Problems Analysis Opinionnaire is highly reliable.

To calculate the internal consistency of the Opinionnaire, Cronbach's α was used. The Chronbach's α Coefficient for the whole Opinionnaire was found to be 0.87. The Chronbach's α Coefficient obtained for various components of Konkani Language Learning Problems Analysis Opinionnaire are Classroom Environment (0.88), Vocabulary skills (0.82), Quality of Teacher (0.80), Student Characteristics (0.81) and Motivation (0.86). The value of Chronbach's α coefficients of all the

components ensures internal consistency of Konkani Language Learning Problems Analysis Opinionnaire.

3.4.3.8. Validity of Konkani Language Learning Problems Analysis Opinionnaire

Face validity and Content validity and intrinsic validity were used for ensuring the validity of Konkani Language Learning Problems Analysis Opinionnaire. These are described as follows:

1. **Face Validity**

   Face validity is a subjective judgement on the operationalizability of a construct. The Investigator go through each item of the Konkani Language Learning Problems Analysis Opinionnaire and found that the Opinionnaire is a valid measure of the concept being measured just on the face of it. Hence Face validity is ensured for the Konkani Language Learning Problems Analysis Opinionnaire.

2. **Content Validity**

   Bollen (1989) defines content validity as a qualitative type of validity in which the domain of the concept is made clear and the analyst judges whether the measures fully represent the domain. It is the expert judgement of the degree to which test items faithfully represent the content to be tested. Since the Opinionnaire is prepared giving due weightage to content and dimensions and as it was subject to expert judgment, content validity of the Konkani Language Learning Problems Analysis Opinionnaire is ensured.

3. **Intrinsic validity**

   Intrinsic validity is the square root of the Reliability of the test. For the whole Opinionnaire the validity coefficient was found to be 0.96. The validity coefficients obtained for the dimensions of Konkani Language Learning Problems Analysis Opinionnaire are Classroom Environment (0.95), Vocabulary skills (0.94), Quality of Teacher (0.89), Student Characteristics (0.92) and Motivation (0.95). Hence intrinsic validity was ensured for the Konkani Language Learning Problems Analysis Opinionnaire.

3.4.4. Interview Schedule for Teachers

The theoretical background about Interviews, preparation of interview schedule, validation of the interview schedule and validity of the tool prepared are explained in detail under following headings.

3.4.4.1. Theoretical Background

According to Best and Kahn (2007), an interview can be conceptualized as an oral questionnaire, wherein the subject or interviewee provides the necessary information through direct verbal communication in a face-to-face interaction. When conducted by a skilled interviewer, the interview method surpasses other data collection tools in its ability to elicit rich and meaningful data. The technique enables the researcher to engage the interviewee, fostering introspection and insights into their personal learning experiences. This dynamic interaction allows the researcher to explore critical areas that may not have been anticipated in the initial investigation design.

Lindlof and Taylor (2002) emphasize the value of interview schedules in enhancing the reliability and credibility of the data collected. An interview schedule is essentially a structured set of pre-prepared questions designed to guide the interviewer, researcher, or investigator in systematically gathering information on a particular topic or issue. During the interview, the interviewer uses this schedule as a framework to record the responses provided by the interviewee.

The use of an interview schedule streamlines the interviewing process, as it offers a clear structure and reduces ambiguity. By preparing questions in advance, researchers ensure a more focused and coherent approach, targeting the central aspects of the investigation. This preparation enhances the likelihood of obtaining accurate and relevant data. The pre-determined nature of the questions also reflects careful planning and consideration, ensuring that the inquiries address the core issues of the research while facilitating consistency across interviews. Consequently, this method not only simplifies the interview process but also contributes to the reliability and precision of the findings.

1. **Structured interview schedule**

   A structured interview schedule is often likened to a survey form or questionnaire due to its similar design and purpose. However, the distinction lies in its application: while questionnaires are completed independently by respondents, an interview schedule is utilized by the interviewer during a face-

to-face interaction. The schedule includes a predefined set of questions to be asked and serves as a tool for recording the respondent's answers. The process of preparing an interview schedule for a structured interview closely mirrors the preparation of a questionnaire. However, unlike a questionnaire, which is directly handed to respondents, the structured interview schedule is exclusively used by the interviewer. The respondent or interviewee does not interact with the schedule itself, maintaining the focus on verbal communication. For greater adaptability, some interviewers opt to blend characteristics of both formats when designing their interview schedules. This hybrid approach allows the interviewer to tailor the process to the specific objectives of the research, leveraging the strengths of both methods. Ultimately, the choice of structure and flexibility in the interview schedule is determined by the interviewer's assessment of what will be most effective in achieving the research goals, as noted by Lindlof and Taylor (2002).

2. General format of an Interview Schedule

Lindlof and Taylor (2002) highlight that an effective interview schedule should consist of three primary sections, each serving a distinct purpose in ensuring the success of the interview process:

i. Opening

The opening, also referred to as the warm-up stage, sets the tone for the interaction by fostering a welcoming and conducive atmosphere for open communication. At this stage, the interviewer should greet and warmly welcome the interviewee, ensuring they feel comfortable and at ease. It is essential to explain the purpose of the interview, the reasons for involving the interviewee, and provide a general outline of the topics to be discussed. Offering a preliminary overview helps alleviate any anxiety the interviewee may have and prepares them for the interaction. Additionally, specifying the estimated duration of the interview helps manage expectations. Motivating the interviewee by highlighting potential benefits or value they might derive from the interview can further encourage thoughtful and accurate responses.

ii. Body

The body constitutes the central component of the interview schedule, where the primary questions designed to fulfil the interview's objectives

are asked. The questions should be structured to cover key topics and include follow-up prompts to explore or clarify responses in greater depth. A well-prepared interview schedule allows for flexibility in probing deeper into significant points that emerge during the discussion. To facilitate notetaking, the schedule should provide adequate space for the interviewer to document responses comprehensively. This ensures that critical details are captured effectively for later analysis.

iii. Closing

The interview's conclusion should be deliberate and respectful, avoiding any abrupt endings that may appear dismissive or impolite. During the closing, the interviewer should succinctly summarize the key points discussed, ensuring alignment and mutual understanding of the conversation's outcomes. Following this, a brief discussion on the subsequent steps, such as the use of the collected data or any follow-up actions, should be shared with the interviewee. This structured wrap-up reinforces the interview's purpose and leaves the interviewee with a clear understanding of the process and its implications.

3. Key Considerations During an Interview

According to the United States Department of State Bureau of Human Resources (2005), several essential practices should be observed to conduct an effective and professional interview. These include:

i. Provide Background

Establishing a relaxed and welcoming atmosphere is critical to putting the interviewee at ease. If employing a behavioural-based interview approach, providing a handout or briefing document for the interviewee to review before the session begins can help set the tone. Initiating the interview with an engaging icebreaker and offering a concise description of the role, along with any unique requirements, ensures clarity and helps the interviewee feel prepared.

ii. Use Probes

Probes are follow-up phrases designed to elicit more detailed responses to open-ended questions. They encourage interviewees to provide deeper insights and share more information about their experiences or thoughts. Examples of effective probes include:

"What actions did you take?"

"What were your thoughts or intentions?"

"When did this occur?"

These prompts serve as a valuable tool to uncover information that might not surface through initial questioning.

iii. Take Notes

Note-taking during the interview serves dual purposes. First, it helps the interviewer accurately capture the interviewee's responses, ensuring no critical information is overlooked. Second, the notes provide documentation that may be necessary to substantiate hiring decisions, offering a reliable record of the discussion. This practice supports transparency and accountability throughout the hiring process.

4. Close the Interview

Allowing the interviewee approximately 15 minutes at the end of the session to ask questions fosters a two-way dialogue and demonstrates respect for their perspective. Providing a clear explanation of the next steps in the process ensures the interviewee understands what to expect and leaves the interview with a sense of closure.

3.4.4.2. Preparation for the Interview Schedule

The investigator prepared an interview schedule for understanding about the problems faced by teachers teaching Konkani language in the schools of Goa run by the Department of General Education, Government of Goa. So, the investigator prepared the items of the interview schedule by taking into consideration the problems and hindrances to language learning. The investigator prepared the draft form of interview schedule which consists of two parts namely the preliminary detail's part and the second part consists of questions related to the problem at hand. The preliminary detail's part contains 20 items which contains the name, designation, professional details and academic qualifications of the interviewee. The second part consists of 20 open ended questions that are to be asked to the interviewee regarding the problems faced during the teaching of Konkani language. Enough space was provided for writing down the responses of every question.

3.4.4.3. Validation of the Interview Schedule

The prepared form of Interview schedule was given to panel of experts for Expert validation. The Expert panel consists of One professor, two Associate professors and

two Assistant professors in the field of Education. A manuscript containing steps of Interview schedule and the criteria for evaluating the interview schedule was submitted along with the prepared draft tool. Based on the expert validation, certain modifications were made in the sentence structure of the open-ended questions without removing any item from the draft tool. The investigator on discussion with the research supervisor made necessary modifications in the tool and the final tool was made ready for administration.

3.4.4.4. Final form of Interview Schedule

The final form of interview schedule consists of two parts namely the preliminary detail's part and the second part consists of questions related to the problem at hand. The preliminary detail's part contains 20 items which contains the name, designation, professional details and academic qualifications of the interviewee. The second part consists of 20 open ended questions that are to be asked to the interviewee regarding the problems faced during the teaching of Konkani language. Enough space was provided for writing down the responses of every question. The final form of Interview Schedule was given as in Appendix IVA and IV B

3.4.4.5. Reliability of the Interview Schedule

The reliability of the Interview schedule was established by testing the consistency of the response given by the interviewee by restating a question in slightly different form at a later time in the interview. Reliability was also, ensured by checking the consistency in responses by repeating the interview at another time. In both ways the investigator found out that there was a consistency in the responses given by the interviewees in the interview. Thus, reliability was ensured for the Interview schedule.

3.4.4.6. Validity of the Interview schedule

1. **Face Validity**

   Face validity is a subjective judgement on the mode of operation of a construct. The Investigator go through each item of the Interview schedule and found that the tool is a valid measure of the concept being measured just on the face of it. Hence Face validity is ensured for the Interview schedule.

2. **Content Validity**

According to Bollen (1989), content validity is a qualitative form of validity wherein the conceptual domain is clearly delineated, and the researcher assesses whether the measurement items adequately capture the full scope of the domain. It is the expert judgement of the degree to which test items faithfully represent the content to be tested. Since the interview schedule is prepared giving due weightage to content and dimensions and as it was subject to expert judgment, content validity of the Interview schedule is ensured.

3.5. PROCEDURE USED FOR DATA COLLECTION

This study aimed to identify problems in teaching the Konkani language in Goa's schools. A survey method was employed, involving a sample of 100 secondary school teachers. Random sampling included 89 schools across North and South Goa districts. Additionally, a student survey explored perceptions of Konkani language learning difficulties, using a sample of 100 secondary school students drawn from 33 schools across nine talukas in North and South Goa. The investigator also observed the Konkani teaching classes of twenty teachers from secondary level from two districts of Goa namely South Goa and North Goa. Moreover, the Investigator conducted a structured interview with 30 teachers teaching Konkani language from secondary level from two districts of Goa namely South Goa and North Goa. The tools used for the study are Class observation Rubrics (Prepared and validated by Naik, S & Mathew, J), Konkani Language Learning Problems Analysis Questionnaire (Prepared and validated by Naik, S & Mathew, J) Konkani Language Teaching Problems Analysis Questionnaire (Prepared and validated by Naik, S & Mathew, J) and Structured Interview Schedule (Prepared and validated by Naik, S & Mathew, J). The data obtained were tabulated and analyzed using relevant statistical techniques.

3.6. STATISTICAL TECHNIQUES USED FOR ANALYZING DATA

The data collected through the scoring process underwent statistical analysis employing both descriptive as well as inferential statistical techniques. Descriptive statistics, which includes measures, such as mean, median, skewness, kurtosis, and

standard deviation, were utilized to summarize and describe the distribution and variability of the scores. For inferential analysis, methods such as the test of significance for differences between means, Analysis of Variance (ANOVA), and Scheffé's Post Hoc Analysis were applied to examine group differences and identify significant patterns or relationships within the data.

3.6.1. Arithmetic Mean

The arithmetic mean is computed using the following formula:

$$M = \frac{\sum fx}{N} \qquad \text{(Garett, 2005)}$$

where X denotes the midpoint of the class interval, f its respective frequency and N, the total number of samples,

3.6.2. Median

When the elements of a dataset are organized in either ascending or descending order of magnitude, the central value in the arranged series is referred to as the median. If n is the total frequency, the median lies Somewhere between $\frac{N}{2}th$ and $\left(\frac{N}{2}+1\right)th$ items in the given distribution. Thus, the median class should be identified in such a way that the class in which the $\frac{N}{2}th$ item belongs. After estimating median class, the median may be calculated with the help of the following formula.

$$Md = L + \left[\frac{(N/2)-F}{f}\right]xi \qquad \text{(Garett,2005)}$$

where

L - Exact lower limit of the median class

F - Total of all frequencies before the median class

f - Frequency of the median class

i - Class Interval

N - Total Frequency

where, Q_1 and Q_3 represent the 1st and 3rd quartiles of the distribution.

3.6.3. Standard Deviation

The standard deviation of a dataset is defined as the square root of the mean of the squared differences between each individual score and the overall mean of the dataset. Thus, it can be calculated using the formula

$$SD = \sqrt{\frac{\sum (X - M)^2}{N}} \quad \text{(Garett,2005)}$$

Where,

X – Individual Score

M – Arithmetic mean of the given scores

N - Total number of scores

3.6.4. Skewness

The lack of symmetry forms the normal curve is termed as skewness and it is computed by the formula,

$$\text{Skewness (Sk)} = \frac{3(Mean - Median)}{SD}$$

3.6.5. Kurtosis

The characteristic of being flat or peaked from normal is termed as kurtosis and the value of kurtosis for a given curve may be computed through the formula

$$\text{Kurtosis (Ku)} = \frac{QD}{P_{90} - P_{10}}$$

Where QD – Quartile Deviation of the distribution

P_{90} - 90^{th} percentile

P_{10} – 10^{th} percentile

3.6.6. Analysis of Variance (ANOVA)

ANOVA, or Analysis of Variance, is a statistical procedure utilized to determine if there are significant differences between the means of two or more groups. This method helps analyze discrepancies between expected (planned) and observed (actual) values.

Step 1 : Calculate all the means

It is necessary to calculate the means for each individual group. Additionally, the overall mean must be determined by combining all the data points across groups into a single dataset.

Step 2 : Set up the null and alternate hypothesis and Alpha

The null hypothesis assumes that there is no variance in data in different groups. This means, we can say that the meanings are the same. The alternate hypothesis states the means are different. So, we can state as follows:

$\mathbf{H_0}$: $\mu_1 = \mu_2 = \mu_3$

$\mathbf{H_a}$: $\mu_1 \neq \mu_2 \neq \mu_3$

Step 3 : Calculate the Sum of Squares

To compute the Total Sum of Squares (SST), the entire dataset across all groups is treated as a single, unified set. SST represents the total variability within this combined dataset.

$$SS_{\text{total}} = \sum_{j=1}^{n} (\bar{X}_j - \bar{X})^2$$

Next, calculate the Sum of Squares Within Groups (SSW), which captures the variability within each individual group. This is achieved by determining the sum of squares for each group separately and then aggregating these values across all groups. The presence of a double summation symbol in the formula reflects this step-by-step calculation process.

$$SS_{within} = \sum_{j=1}^{k} \sum_{j=1}^{l} (X - \bar{X}_j)^2$$

The Sum of Squares Between Groups (SSB) represents the total variation calculated by considering each group as a distinct unit.

$$SS_{\text{between}} = \sum_{j=1}^{k} (\bar{X}_j - \bar{X})^2$$

Step 4 : Calculate the Degrees of Freedom (df)

Calculate the Degrees of Freedom Total (DFT)

$$df_{\text{total}} = \text{n} - 1$$

Where, n is to total of all the data sets combined.

Calculate the Degrees of Freedom Within Groups (DFW)

$$df_{\text{within}} = \text{k} - 1$$

Where, k is the number of groups.

Calculate the Degrees Between Groups (DFB)

$$df_{\text{betwen}} = \text{n} - \text{k}$$

Step 5 : Calculate the Mean Squares

Calculate the Mean Squares Between (MSB)

$$MS_{\text{between}} = \frac{SS_{\text{between}}}{df_{\text{between}}}$$

Calculate the Mean Squares within (MSW)

$$MS_{w\ ithin} = \frac{SS_{\text{within}}}{df_{within}}$$

Step 6 : Create a Summary Table and Calculate the F Statistic

This is the same table, created in Step 2. Just have to fill it with actual results based on calculations.

$$F = \frac{MS_{\text{between}}}{MS_{\text{within}}}$$

Step 7 : Look up F from table

Refer to the statistical table to locate the critical F- value (F-critical) corresponding to the degrees of freedom and significance level used in the analysis. Compare this critical value with the calculated F-value (absolute value). If the calculated F- value exceeds the F-critical, then the null hypothesis is rejected, showing a significant difference between the population means. Conversely, if the calculated F- value is less than or equal to the critical value, then the null hypothesis is retained, or there is insufficient evidence to reject it.

3.6.7. Scheffe's Post –Hoc Analysis

Scheffé's test is a statistical procedure used to evaluate all the pairwise and non-pairwise comparisons of treatment mean in an analysis. The steps involved in this method are as follows:

Step 1: Determine the family-wise error rate significance level (α). The α value used for Scheffé's test should match the significance level employed in the initial ANOVA analysis.

Step 2: Identify and calculate the value for each comparison (Li) to be tested.

Step 3: Conduct a standard analysis of variance (ANOVA) and generate the corresponding ANOVA table.

Step 4: Compute the critical value (CVi) for Scheffé's test of comparison Li using the formula:

$$CV_i = \sqrt{\quad (k - 1)\, F(v_1, v_2)\, MSE\, [\, \Sigma(c_j^2 / n_j)\,]}$$

In this context, CV_i denotes the critical value for the comparison Li; (k - 1) represents the degrees of freedom associated with the between-groups variation; $F(v_1, v_2)$ refers to the F-statistic calculated using v_1, and v_2 degrees of freedom at a specified significance level α, v_1 corresponds to the degrees of freedom for the between-groups factor, while v_2 pertains to the degrees of freedom for the mean

square error. MSE indicates the mean square error, c_j represents the coefficient (or weight) assigned to treatment j in comparison L_i, and n_j denotes the sample size for Group *j*.

Step 5. : Compare the calculated comparison value (Li) from Step 2 with the critical value (CVi) from Step 4. If Li exceeds CVi, the comparison is deemed statistically significant.

3.6.8. Karl Pearson's Product -Moment Correlation

The Pearson product-moment correlation coefficient, developed by Karl Pearson, is a statistical measure that quantifies the relationship between two variables, either quantitative or qualitative, typically denoted as X and Y. It evaluates the degree of a linear relationship between these variables. This method, often referred to as the Pearson Correlation Coefficient, is widely recognized for its precision and utility in statistical analysis.

Among the various approaches to determine correlation, including the Scatter Diagram and Spearman's Rank Correlation, Pearson's method is particularly robust and frequently employed. It is a quantitative technique that assigns a numerical value to the strength and direction of the linear association between the variables X and Y. The resulting coefficient, symbolized as r, serves as a concise representation of the correlation, aiding researchers in understanding the nature of the relationship.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\left[n\sum x^2 - (\sum x)^2\right]\left[n\sum y^2 - (\sum y)^2\right]}}$$

Actual Mean Method, which is Expressed as:

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2 \sqrt{(Y - \bar{Y})^2}}}$$

Where, $\bar{X}$ = mean of X variable

$\bar{Y}$ = mean of Y variable

In this Karl Pearson formula,

$$x = X - \bar{X}$$

$$y = X - \bar{Y}$$

CHAPTER IV

ANALYSIS AND INTERPRETATION

As highlighted by Gay (1996), data analysis holds equal significance to other elements of the research process. It entails a structured approach involving the selection, classification, comparison, synthesis, and interpretation of data in order to generate meaningful insights into the phenomenon being studied (McMillan & Schumacher, 1989).

Statistical techniques play a vital role in this process by facilitating the collection, organization, analysis, and interpretation of numerical data (Koul, 2008). In this study, a combination of descriptive and inferential statistical methods was utilized. Descriptive statistics, including measures such as Mean, Median, Mode, Skewness, Kurtosis, and Standard Deviation, were employed to summarize and describe the data. Inferential statistics, such as tests for significance of differences between means, Analysis of Variance (ANOVA), and Pearson's product-moment correlation coefficient, were applied to draw conclusions and identify relationships within the data.

The research was carried out on a sample of 100 students, comprising 45 boys and 55 girls. Among these, 52 students were from rural areas, while 48 were from urban areas. Additionally, the study included a sample of 100 teachers, with 36 male and 64 female participants. Of these, 34 teachers were from rural locations, and 66 were from urban settings. Thus, the overall sample was systematically divided into sub-groups based on gender and locale.

Analysis of data is done under three main heads:

4.1 Analysis of Data to find out the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and sub-samples based on Gender and Locale

4.2 Analysis of Data to find out the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and sub-samples based on Gender and Locale

4.3 Analysis of Data to find out relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of

students about the problems of learning Konkani language in the schools for the total sample and sub-samples, Gender and Locale

The major Hypotheses selected for the present study are as shown below.

H1. There will be significant difference in the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and sub-samples based on Gender and Locale

H2. There will be significant difference between Male and Female teachers, regarding the present status of Konkani language teaching in the schools

H3. There will be significant difference between Rural and Urban teachers regarding the present status of Konkani language teaching in the schools

H4. There will be significant difference in the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and subsamples based on Gender and Locale

H5. There will be significant difference between the Boys and Girls regarding the perception about the problems of learning Konkani language in the schools of Goa

H6. There will be significant difference between the Rural and Urban students regarding the perception about the problems of learning Konkani language in the schools of Goa

H7. There will be significant relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of students about the problems of learning Konkani language in the schools for the total sample and sub samples Gender and Locale

4.1. ANALYSIS OF VARIOUS CLASSROOM PRACTICES OF KONKANI LANGUAGE TEACHERS IN THE SCHOOLS OF GOA

The researcher prepared and validated a class Room evaluation Rubrics and a Structured Interview schedule for the Konkani language teachers of Goa for analyzing the various class room practices adopted by Konkani Language teachers of Goa. The collected data were organized, tabulated, and analyzed using appropriate statistical techniques to interpret classroom practices. The findings are comprehensively discussed under the following headings.

4.1.1. ANALYSIS OF DATA FROM THE EVALUATION OF CLASSROOM OBSERVATION RUBRICS

The scores were obtained from 30 Konkani Language teachers by observing and rating their classes using classroom observation rubrics. The scores obtained were tabulated and the descriptive statistics for total scores of 30 teachers on classroom observation rubrics are as shown in the table 4.1

Table 4.1: Descriptive statistics for Total scores of Evaluation Rubric for Konkani Language Teachers

Item	Mean	Median	Standard Deviation	Skewness	Kurtosis
Scores on Teaching performance of Konkani Language teachers	59.85	60.00	1.954	0.515	1.725

From the table 4.1, it is clear that the mean and median values are almost the same. The standard deviation value shows that the population was not deviated much from the mean value. Skewness is positive which indicates that low scores are at the upper end of the population and the number of teachers who scored low values are on the upper side of the population than those scored high scores in the evaluation rubrics. Since the kurtosis value is higher than 0.263, the population is platykurtic in nature.

The histogram representation of the total scores of Konkani Language teachers are as shown in the figure 4.1 below.

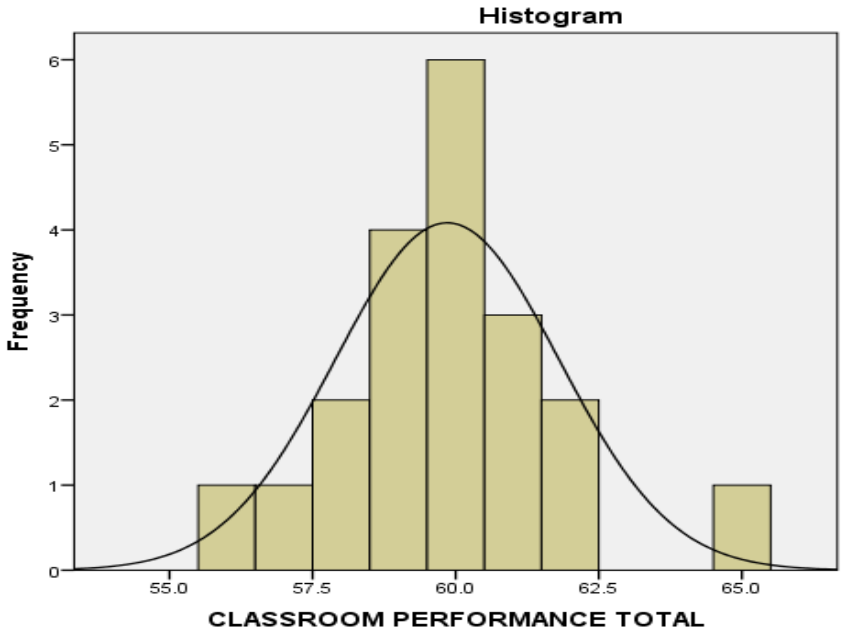


Figure 4.1: Histogram for the total scores on Classroom evaluation Rubrics of Konkani Language teachers of Goa

From figure 4.1, it is clear that the scores are not much deviated from the population mean and the most scores are lying on the lower end of the population.

The scores of 30 Konkani Language teachers on Classroom evaluation using rubrics are classified into low, average and high based on the mean and standard deviation values. The teachers whose scores are greater than or equal to M + S.D were classified as having high performance and those with scores less than or equal to M - S.D are classified as having low performance and those whose scores lies between M + S.D and M - S.D are classified as having average performance in the classroom teaching. The details of percentage analysis are as shown in the table 4.2.

Table 4.2: Percentage Analysis for the Total scores of Evaluation Rubric for Konkani Language Teachers

Levels	**High**	**Average**	**Low**
No. of Teachers	3	24	3
Percentage	10	80	10

Table 4.2 shows that 80 percentage of Konkani Language teachers have an average classroom teaching performance. The result revealed that certain remedial measures

are necessary for improving the practices and performance level of Konkani Language teachers in the state of Goa. The results are diagrammatically represented using pie - diagram as shown in figure 4.2.

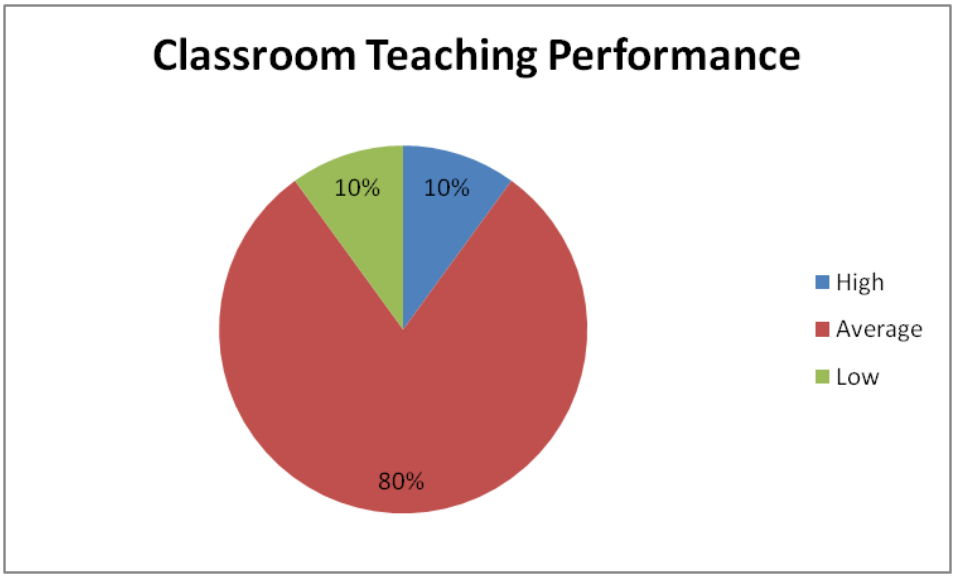


Figure 4.2: Pie diagram for the total scores on Classroom evaluation Rubrics of Konkani Language teachers of Goa

The descriptive statistics for the scores of Konkani Language teachers on various components of Classroom evaluation rubrics were as shown in the table 4.3.

Table 4.3: Descriptive statistics of various Items in the Evaluation Rubric for Konkani Language teachers

Sr. No.	Item	Mean	Median	Standard Deviation
1	Structure of the Lesson	3.1	3	0.553
2	Vocabulary Skills	3.15	3	0.366
3	Communication Skills	3.6	4	0.598
4	Lesson Introduction	3.3	3	0.470
5	Developmental Activity	3	3	0
6	Student Engagement	3.3	3	0.470

Sr. No.	Item	Mean	Median	Standard Deviation
7	Use of Instructional tools	2.45	2	0.510
8	Blackboard Use	3.1	3	0.307
9	Class Management	3.85	4	0.366
10	Subject Competency	3.75	4	0.444
11	Concluding Activity	3	3	0
12	Error correction and Feedback	2.35	2	0.489
13	Time Management	4	4	0
14	Knowledge construction	3	3	0
15	Professional Demeanor	2.5	2.5	0.512
16	Reinforcement	2.6	3	0.502
17	Interpersonal Skills	2.5	2.5	0.512
18	Versatility	2.35	2	0.489
19	Style of Delivery	2.95	3	0.223
20	Reasoning and Critical thinking	3.1	3	0.552

Table 4.3 showed that the mean and median values of all the components in the evaluation rubrics are almost the same. The standard deviation values of all the components also, showed that the scores are not much deviated from the mean value in all the components. The mean values are found to be low for the components namely use of instructional tools, Error correction and feedback, Professional Demeanor, Reinforcement, Inter-personal skills, versatility and style of delivery when compared to other components. Results indicated that the classroom teaching performance of Konkani Language teachers are not up to the level in the components

namely use of instructional tools, Error correction and feedback, Professional Demeanor, Reinforcement, Inter personal skills, versatility and style of delivery. The results were diagrammatically shown in figure 4.3 as shown below.

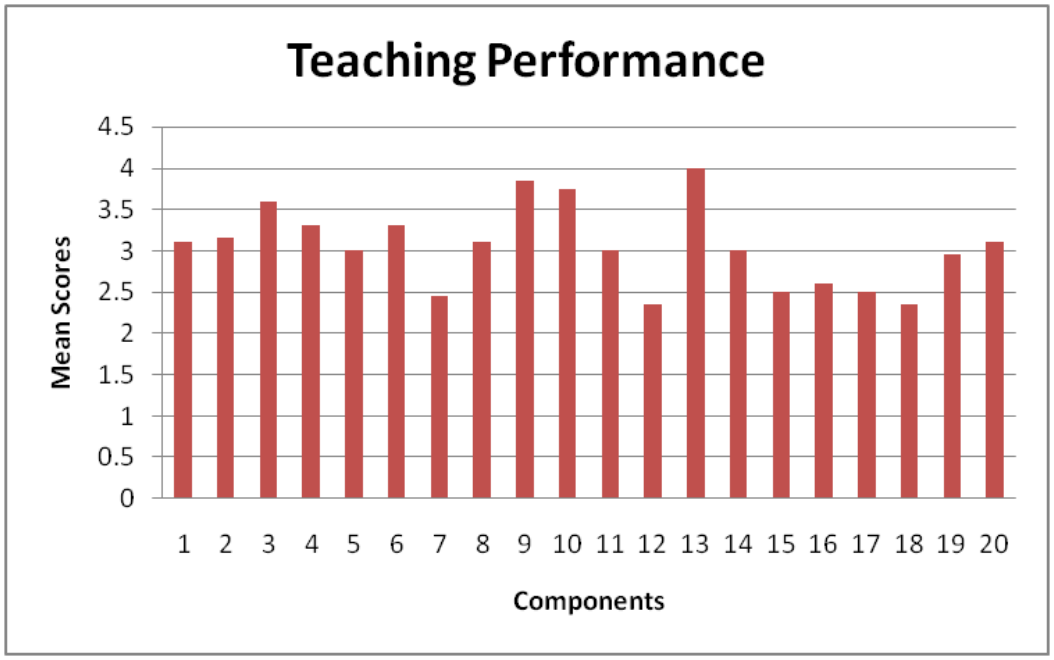


Figure 4.3: Comparison of Mean scores of Total samples on Various components of Classroom observation Rubrics

4.1.2. ANALYSIS OF DATA FROM THE EVALUATION OF STRUCTURED INTERVIEW SCHEDULE

The Investigator prepared and validated a structured interview schedule for collecting data from Konkani Language teachers of Goa. The data collected from 30 teachers were collected and analyzed qualitatively and quantitatively using suitable techniques. The results of the analysis are described under the following headings.

4.1.2.1. Qualitative Analysis of Data from the Evaluation of Structured Interview Schedule

By qualitatively analyzing the current educational practices of Konkani Language teachers using structured interview schedule, the Investigator reached valid conclusions from the responses of sample population on the following questions in structured interview schedule.

Question 2. If yes, give at least four reasons for satisfied or not satisfied with the teaching profession?

From the responses to second question given by 30 Konkani Language teachers, the Investigator reached following valuable suggestions and conclusions related to the concept.

All the teachers opined that they are satisfied with the teaching profession. The reasons they put forwarded for explaining the satisfaction in teaching included the following.

1. All the teachers opined they are given the best salary packages by government
2. All the teachers opined that government had provided good working conditions for teachers
3. All the teachers responded that proper cooperation from the part of authority enhanced their satisfaction for teaching
4. All the teachers responded that they are getting respect from the Society, parents and students which will motivate them to continue in the profession
5. Teachers responded they are getting lot of benefits such as Health coverage, higher study provisions and grants and funds for doing projects

Question 4. What are the features that make teaching of Konkani distinct?

The Konkani Language teachers responded to this question in an interesting way. They pointed out the essential characteristics of Konkani Language such as follows.

1. Konkani as a natural language has its own symbols and letters
2. Since it is a cultural language, the preservation of Konkani Language is very important in the Society
3. There are both crude and refined forms of Konkani Language So, that the rejuvenation of Konkani Language is necessary for making it acceptable by all Socially and culturally without losing its essence
4. Konkani is one of the cultural distinct languages.

4.1.2.2. A Quantitative Analysis of Data from the Evaluation of Structured Interview Schedule

The responses of Konkani Language teachers about the following questions were analyzed quantitatively for assessing the opinion of teachers about the teaching profession in general and Konkani Language teaching in specific. The results were analyzed as shown below

Table 4.4 Percentage of responses to questions 1 and 3 of Interview schedule

Sl. No.	Question	Yes (%)	No (%)
1	Are you satisfied with the teaching profession?	86.67	13.33
3	Are you enjoying teaching of Konkani Language?	40	60

From the table 4.4 it was clear that teachers are satisfied with the teaching profession in general, most of them are not enjoying the teaching of Konkani Language. The results are graphically represented as shown in the figure 4.4 below

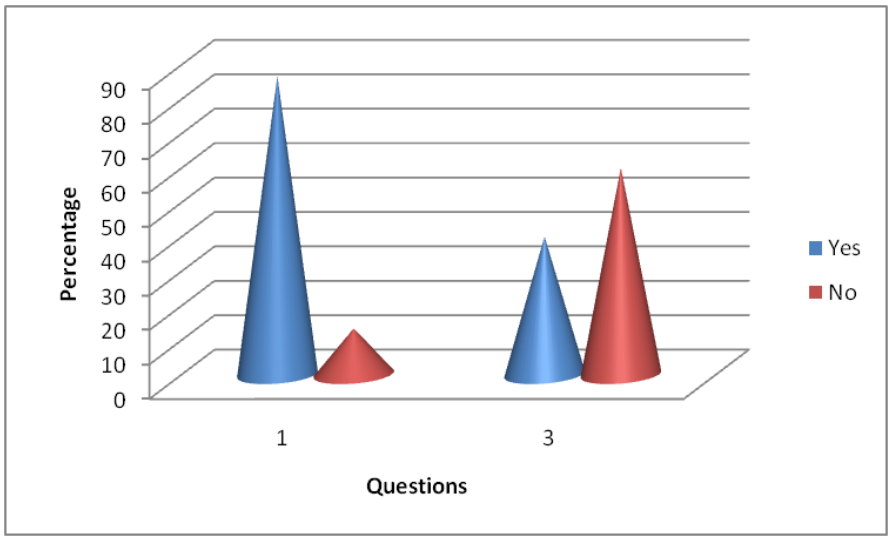


Figure 4.4: Percentage of responses to questions 1 and 3 of Interview schedule

4.2. ANALYSIS OF DIFFICULTIES EXPERIENCED BY KONKANI LANGUAGE TEACHERS IN THE TEACHING OF KONKANI

The investigator qualitatively and quantitatively analyzed the responses given by Konkani Language teachers using structured interview schedule for checking the

difficulties experienced by Konkani Language teachers in their teaching of Konkani. The results were discussed as follows:

4.2.1. QUALITATIVE ANALYSIS OF DATA FROM THE STRUCTURED INTERVIEW SCHEDULE FOR TEACHERS

The qualitative analysis helped the investigator to formulate valid conclusions for the questions 5, 9 and 15. they were described as follows

Question 5. What are the difficulties felt while teaching the Konkani Language in classrooms?

The Konkani Language teachers during their interview responded to this question as described below:

1. Teachers opined that lack of specific handbooks dealing with the complex nature of Konkani Language was a major difficulty
2. Student dissatisfaction was another difficulty in the teaching of Konkani Language
3. Increased dropout rate of students
4. Lack of proper teacher orientation programs was one of the major difficulties
5. Insufficiency in the content of textbooks. That is textbooks dealing with all the aspects of Konkani Language such as prose, poetry, critics, drama, grammar, ancient scriptures related to Konkani Language was one of the difficulties.
6. Lack of interest from the part of students
7. Students' and parents' preference for English language

Queston 9. If no, what may be the possible reasons for Government not providing any professional up gradation programmes in Konkani teaching to teacher community?

The Konkani Language teachers during their interview responded to this question as described below:

1. Lack of proper fund to promote innovations in the Konkani Language teaching

2. Lack of policies from the part of Government for promoting Konkani Language teaching and learning
3. Lack of experienced resource persons in Konkani Language for conducting orientation programmes and workshops
4. Lack of students who are learning Konkani as a mother tongue
5. Lack of expertise in the field of research and training related to Konkani Language teaching

Question 15. If yes, what may be the possible reasons for the negligence from the part of parents and community towards Konkani Language teaching and learning in schools?

The Konkani Language teachers in Goa responded to this question in a variety of ways. Their responses have been collectively summarized as following conclusions. They are;

1. Increasing demand for foreign language such as English
2. Lack of opportunities of Konkani Language learning students
3. Lack of experienced teachers
4. Over importance to ICSE, CBSE and ISC curriculum over State syllabus
5. Lack of proper language lab as part of enhancing the infrastructural facilities for students
6. Impact of globalization
7. Lack of technological equipment's such as apps, technical tools and lack of user - friendliness

4.2.2. Quantitative Analysis of Data from the Structured Interview Schedule for Teachers

The responses of Konkani Language teachers about the following questions were analyzed quantitatively for assessing the opinion of teachers about the difficulties while teaching Konkani Language in

general and Konkani Language teaching in specific. The results were analyzed as shown below

Table 4.5: Percentage of responses to questions 8 and 14 of Interview schedule

Sl. No.	Question	Yes (%)	No (%)
8	Is Government providing any professional up gradation programmes in Konkani teaching to teacher community?	26.67	73.33
14	Have you felt any Sort of negligence from the part of parents and community towards Konkani Language teaching and learning in schools?	80	20

From table 4.5, it was clear that Government mostly was not providing enough professional up gradation programmes for the Konkani Language teaching and learning process. Also, 80% of the teachers felt a negligence from the part of parents and community towards Konkani Language teaching. The results are presented graphically with the help of Graphical representation as shown in figure 4.5;

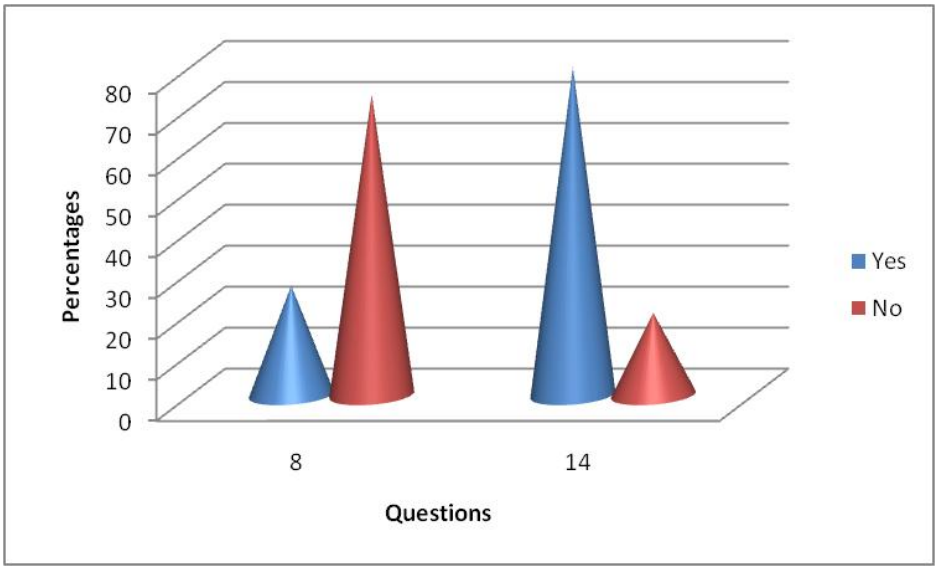


Figure 4.5: Percentage of responses to questions 8 and 14 of Interview schedule

4.3. ANALYSIS OF THE SUGGESTIONS OF KONKANI TEACHERS ABOUT MINIMIZING DIFFICULTIES DURING THE TEACHING OF KONKANI LANGUAGE

The investigator qualitatively and quantitatively analyzed the responses given by Konkani Language teachers using structured interview schedule for checking the Solutions given by Konkani Language teachers in minimizing difficulties during the teaching of Konkani. The results were discussed as follows.

4.3.1. QUALITATIVE ANALYSIS OF DATA FROM THE STRUCTURED INTERVIEW SCHEDULE FOR TEACHERS

The qualitative analysis helped the investigator to formulate valid conclusions for the questions 6, 7, 10, 12, 13, 16, 18 and 20. they were described as follows;

Question 6. What are the changes you are expecting in the student potentialities while learning Konkani?

The Konkani Language teachers in Goa responded to this question in a variety of ways. Their responses have been collectively summarized as following conclusions. They are;

1. The students should be able to speak, write and understand effectively through the mother tongue Konkani
2. Love for traditional values should be developed through teaching of Konkani
3. There should be a need for preserving and transforming the essence of Konkani Language thereby developing a symbol of patriotic feeling
4. The students should develop the linguistic, cultural and scholastic development related to Konkani Language
5. Creative contributions from the part of students will strengthen the historical base of Konkani Language

Question 7. What are your suggestions in revising the curriculum for Konkani teaching in schools?

The Konkani Language teachers during their interview responded to this question as described below:

1. There should be efforts from the part of stakeholders for raising the need for Konkani Language as a medium of instruction up to higher education sector
2. Properly prepared Handbooks for school teachers is necessary
3. Orientation or refresher programmes for school teachers from time to time must be implemented
4. There should be all forms of literature in the textbooks prescribed for Konkani Language
5. There should be inculcation of new literature works related to Konkani Language in the future textbooks
6. Government should provide adequate grants for bridging the gap existing in present day class rooms for strengthening the knowledge base related to Konkani Language
7. Symbols and alphabets in Konkani Language should be compulsorily included in the text books prescribed for school students
8. There should be the conduction of workshops for students in Konkani language for developing linguistic skills

Question 10. What are the teaching resources and facilities you are suggesting in the schools for strengthening Konkani Language teaching?

Konkani Language teachers responded to this question in interesting ways. The general responses are listed as follows;

1. Journals, Magazines and other periodicals related to Konkani Language for teachers as a means of supplementary materials
2. Newspapers in Konkani Language should be promoted among students
3. Textbooks dealing with the grammar part of Konkani Language should be introduced
4. Literature books on Drama, Poetry, Prose, critics and Biographies should be there in the school library for enriching the linguistic skills of students
5. ICT enriched language labs for developing the correct syllables and pronunciation of Konkani Language

6. There should be the appointment of resource teachers in every school
7. There should be resource persons mediated training programmes for teachers from time to time
8. There should be Refresher courses for newly appointed teachers
9. There should be a good language library in every school
10. The government and stakeholders should organize seminars, symposiums and workshops for strengthening the Konkani Language
11. The government should organize awareness campaigns for parents to bring back students to government schools

Question 12. If yes, what are your reasons for including ICT Enrichment programmes for Konkani Language teachers?

Konkani Language teachers presented responses to this question in following ways. They are.

1. Language learning will become more friendly and less difficult with the development of ICT related to Konkani Language
2. Teachers may find more suitable learning apps, tools and other technological applications for the teaching as it will reduce the complexities of Konkani Language teaching
3. In technological era, students often interact with Multimedia and Artificial intelligence. If the language teaching techniques and strategies can cope up with the demands of future generation related to information technology, the students become interested in Konkani Language learning.
4. Pedagogical methods, strategies, techniques and models should embrace the advancements in the field of digital technology thereby language teacher training programmes can develop to cater the needs of younger generation

Question 13. What are your suggestions for Government of Goa for the promotion of Konkani Language?

The Konkani Language teachers who were participated in the interview had given the following recommendations to Goa government for the promotion of Konkani Language. They are;

1. More number of Refresher courses and programmes should be arranged for Konkani Language teachers of Goa state
2. Opportunities for higher education through distance or online mode should be provided for teachers to ensure professional upgradation in the subject
3. New text books in Konkani Language demanding the needs for preservation of language should be promoted at state level
4. Capacity enhancement programmes for teachers should be implemented
5. Konkani Language Day should be celebrated in schools in order to promote the significance of Konkani Language

Question 16. What are your suggestions for providing awareness to parents and community about the importance of Konkani Language teaching in Schools?

Konkani Language teachers responded creatively to this question and most of them opined that this is crucial issue in the field of Konkani Language teaching and learning. The suggestions given by teachers are summarized as follows;

1. Various community awareness programmes such as street play, flash mob, manuscripts distribution, house wise awareness campaigns and surveys should be conducted in order to enhance the awareness of community and parents regarding the significance of Konkani Language
2. Special educational provisions should be given to the families of students who are learning Konkani Language in schools. This should include fees reduction, provision of grants and scholarships So, that the parents may get motivated to send their students to Konkani Language learning
3. For jobs at government sector, Knowledge of Konkani Language should be made a mandatory criterion. As a result, parents will be ready to send their students for Konkani Language learning in schools along with other subjects

Question 18. Can you give suggestions for modifying the B.Ed curriculum for Konkani Language teaching?

The Konkani Language teachers opined the reforming of teacher education curriculum is necessary for ensuring the quality of teaching in present day schools

especially in the case of language teaching. The creative suggestions given by Konkani Language teachers are as follows;

1. B Ed programme in Konkani Language teaching should be promoted by Government to a large extent
2. Syllabus, text books and other instructional materials for Konkani Language teaching programmes should be revised according to the demands of present educational scenario
3. Pedagogy of Konkani Language teacher education programmes should incorporate innovative teaching methods, models, strategies and techniques embedded with the elements of Digital technology So, as to cope up with the present demands of country

Question 20. Is there any additional Information that you can suggest for improving the quality of Konkani Language teaching in Schools of Goa?

The Konkani Language teachers who were participated in the interview had provided following suggestions for improving the quality of Konkani Language teaching in Schools of Goa. They are;

1. The policies of Government of Goa from time to time should be re-framed or include depending on the advancements in the field of Konkani Language
2. Konkani Language should be made a compulsory language for study till the completion of secondary level
3. More job opportunities for students who are taking Konkani as a subject for higher studies should be promoted by the Government of Goa
4. Research in the area of Konkani Language should be promoted by Government in the form of provision of grants and scholarships for the same. This will provide reformations and innovations in the field of Konkani Language teaching and learning

4.3.2. Quantitative Analysis of Data from the Structured Interview Schedule for Teachers

The responses of Konkani Language teachers about the following questions were analyzed quantitatively for assessing the opinion of teachers about Suggestions to

minimize Difficulties during the teaching of Konkani Language and also, to reform the existing practices. The results were analyzed as shown below;

Table 4.6 Percentage of responses to questions 11, 17 and 19 of Interview schedule

Sl. No.	Question	Yes (%)	No (%)
11	Is ICT Enrichment programmes necessary for Konkani Language teachers?	83.33	16.67
17	Is there any change required in the Pre service training programme for Konkani Language teaching?	93.33	6.67
19	Is there any financial support from Government agencies necessary for improving the condition of Konkani Language teaching in Schools?	90	10

From table 4.6, it was clear that inculcation of ICT for language teachers is necessary for the Konkani Language teaching and learning process. Also, 93.33% of the teachers felt that change is required in the Bachelor and Diploma pre service training programmes for the enrichment of Konkani Language teaching. In addition to it, the table also, showed that 90 % of teachers have the opinion that Government financial provisions are not up to the mark in the present scenario for improving the condition of Konkani Language teaching in Schools. The results are presented graphically with the help of Graphical presentation as shown in figure 4.6;

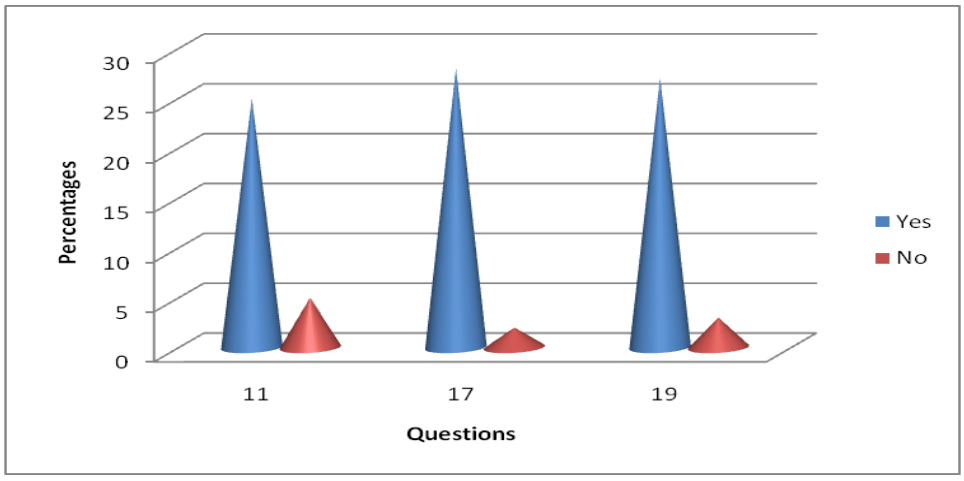


Figure 4.6: Percentage of responses to questions 11, 17 and 19 of Interview schedule

4.4. ANALYSIS OF THE OPINION OF KONKANI LANGUAGE TEACHERS REGARDING THE STATUS OF KONKANI LANGUAGE TEACHING IN THE SCHOOLS OF GOA FOR THE TOTAL SAMPLE AND SUB SAMPLES GENDER AND LOCALE

The hypothesis for the present study is given as 'H1: There will be significant difference in the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and subsamples based on Gender and Locale'. The given Hypothesis can be converted into Null Hypothesis for the purpose of analysis such as;

H_0: There will be no significant difference in the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and subsamples based on Gender and Locale.

The percentage of teacher responses for every question as Yes or No for the 30 questions under six dimensions were analyzed as shown in table 4.7

Table 4.7 Percentage of Responses for the Questionnaire given to Konkani Language teachers for the Total sample

Factors	Sl. No.	Question	Yes	No
CLASSROOM ENVIRONMENT	1	Does the classroom environment strengthen Konkani learning?	45	55
	2	Are the students eager to learn the Konkani Language?	37	63
	3	Are the students attentive in the language class?	40	60
	4	Does students come up with doubts regarding the language learning?	55	45
	5	Do the students actively involved in classroom activities related to Konkani Language teaching?	40	60

Factors	Sl. No.	Question	Yes	No
TEACHING RESOURCES	6	Does the school have sufficient reference books available for Konkani Language teaching?	35	65
	7	Does the school have a good collection of teaching aids for Konkani Language teaching?	20	80
	8	Does the school provide ICT Enabled support for Konkani Language teaching?	30	70
	9	Does the school provide audio visual materials for Konkani Language teaching?	47	53
	10	Is there a smart classroom available for the teaching of Konkani Language to students?	15	85
SYLLABUS & CURRRICULUM	11	Does the syllabus adequately fulfill the demands of Konkani Language learning?	45	55
	12	Is the syllabus revised from time to time according to the fastly growing educational scenario?	33	67
	13	Does the curriculum provide adequate time for the Konkani Language teaching?	55	45
	14	Does the curriculum provide proper guidelines and instructions for the effective teaching of Konkani Language?	42	58
	15	Are the textbooks and teacher's handbooks in accordance with the curriculum prescribed?	55	45

Factors	Sl. No.	Question	Yes	No
USE OF OTHER LANGUAGES	16	Do you use Konkani Language effectively while communicating with students in the classroom?	60	40
	17	Do the students feel difficulty while communicating with you in Konkani Language?	70	30
	18	Do the students prefer any other regional language for understanding Konkani Language in classroom?	35	65
	19	Do the students prefer English for understanding the meaning of words in Konkani?	10	90
	20	As a teacher, do you feel puzzled while using multiple languages in classroom while teaching Konkani?	65	35
STUDENT DEPENDENCE	21	Do the students develop knowledge by themselves?	35	65
	22	Does the teacher give frequent scaffolding while teaching the concepts in language?	75	25
	23	Does the student do learning activities with minimal assistance from teacher?	30	70
	24	Does the student depend too much on the teacher for Konkani Language learning?	58	42
	25	Does the student show reluctance in learning of Konkani Language if the teacher is not taking the initiative?	75	25

Factors	Sl. No.	Question	Yes	No
PROFESSIONAL ASPECTS	26	Is the pre service teacher training adequate in developing teacher potentialities required for Konkani teaching?	32	68
	27	Does the teacher get any In-service training programmes for updating their professional competencies?	40	60
	28	Does the teacher get any Sort of orientation programmes based on the revised curriculum from time to time?	47	53
	29	Does the teacher get any professional training with regards to incorporation of ICT expertise in the teaching of Konkani Language	15	85
	30	Did you ever feel any type of negligence from the educational administration towards Konkani Language teaching in schools?	63	37

From the table 4.7, it was clear that proper classroom environment was not creating in the present-day Konkani Language classrooms as evident from the percentage of responses for the questions 1, 2, 3 and 5. the only thing which was found progressive was that the students are asking doubts to teachers during their learning of Konkani Language. The percentage of responses for the domain classroom environment are diagrammatically represented as shown in figure 4.7.

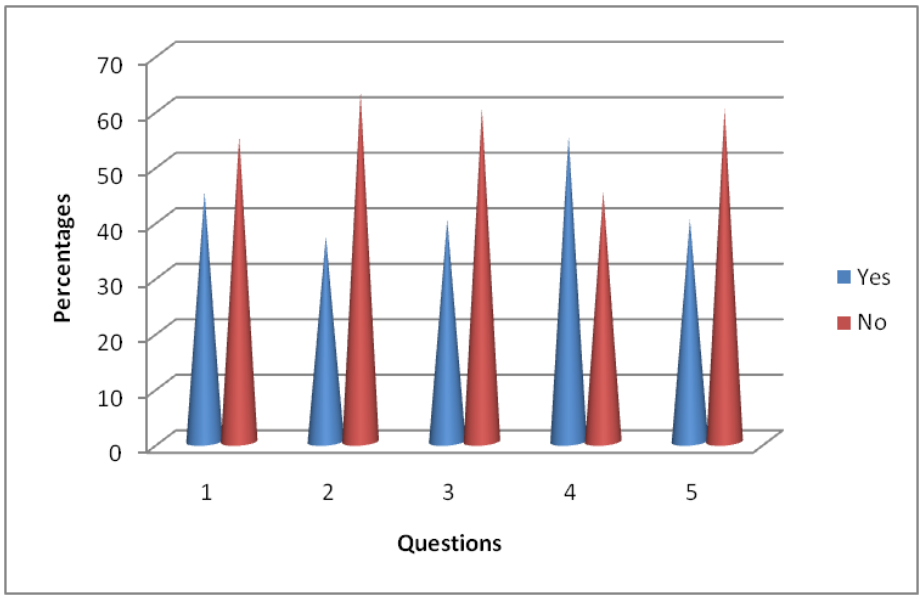


Figure 4.7: Percentage of Teacher responses for the questions of domain classroom environment

From the table 4.7, it was also, clear that sufficient teaching resources are not there for the teaching of Konkani Language in the classrooms as evident from the percentage of responses given by teachers for the questions 6 to 10 in the questionnaire. The percentage of responses for the domain Teaching Resources are diagrammatically represented as shown in figure 4.8.

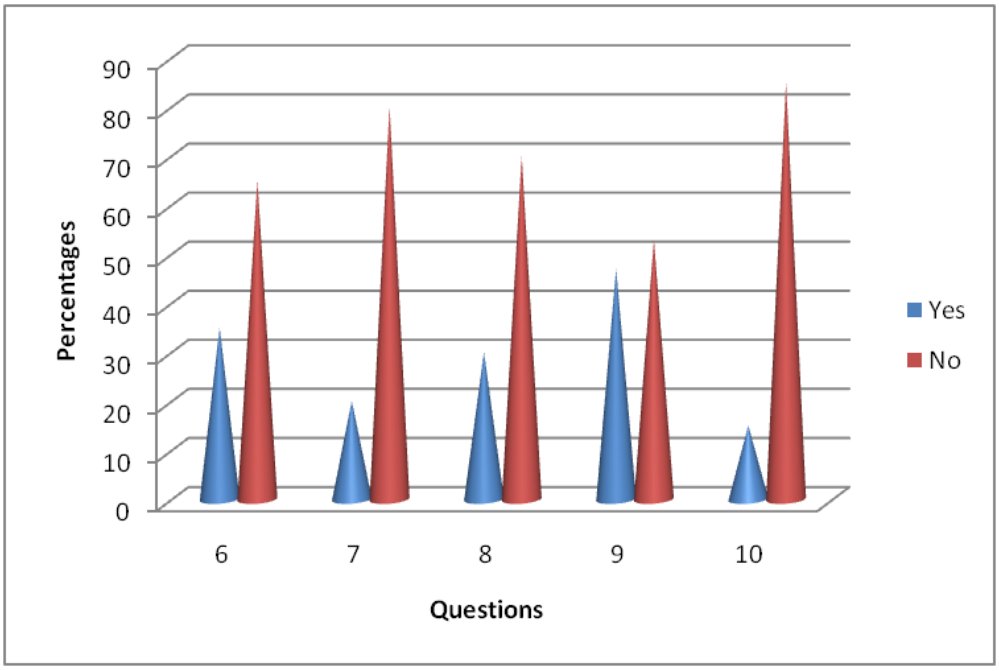


Figure 4.8: Percentage of Teacher responses for the questions of domain Teaching Resources

Table 4.7 showed that the curriculum and syllabus are not properly revised and incorporated with the elements of ICT as evident from the percentage of responses given by teachers for the questions11, 12 and 14. But at the same time, the percentage of responses given by teachers for the questions 13 and 15, it was evident that presently there are adequate classes for the Konkani Language teaching and also, the present textbooks are in accordance with current curriculum prepared for the same. The diagrammatic representation of the responses given by teachers for the questions under the domain are as shown in figure 4.9.

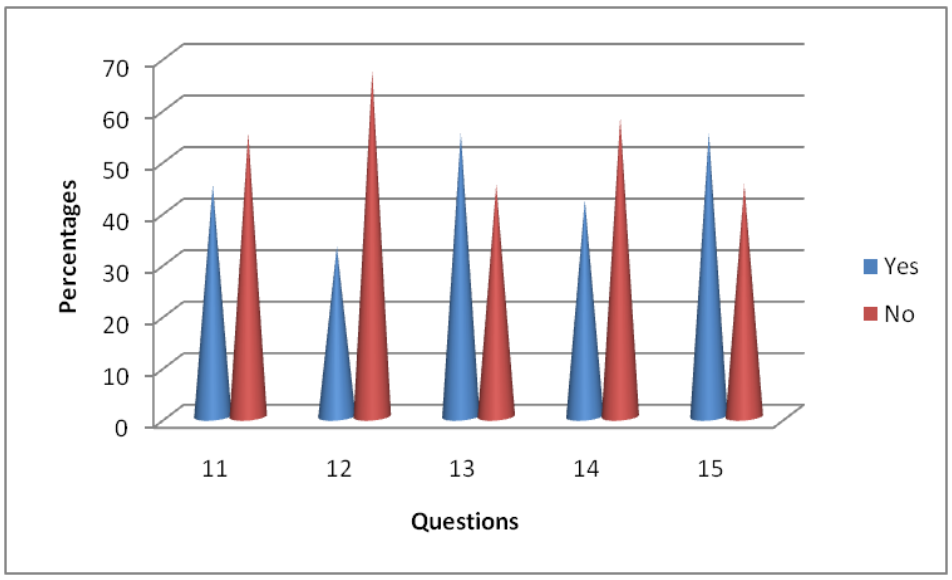


Figure 4.9: Percentage of Teacher responses for the questions of domain Syllabus and Curriculum

Table 4.7 showed that teachers are using Konkani Language effectively in their class rooms as evident from the percentage of responses by them for the question 16. it was also, showed that students are not using any other language including English for understanding the concepts in Konkani Language as evident from the percentage of responses for the questions 18 and 19. moreover the table showed that students found it difficult to communicate effectively in the Konkani Language classroom and that teachers are often puzzled with the use of multi languages in the classroom for making concepts more clear to students as evident from the percentage of responses given by teachers for the questions 17 and 20. The diagrammatic representation of the percentage of teacher responses for the domain use of other languages are as shown in figure 4.10.

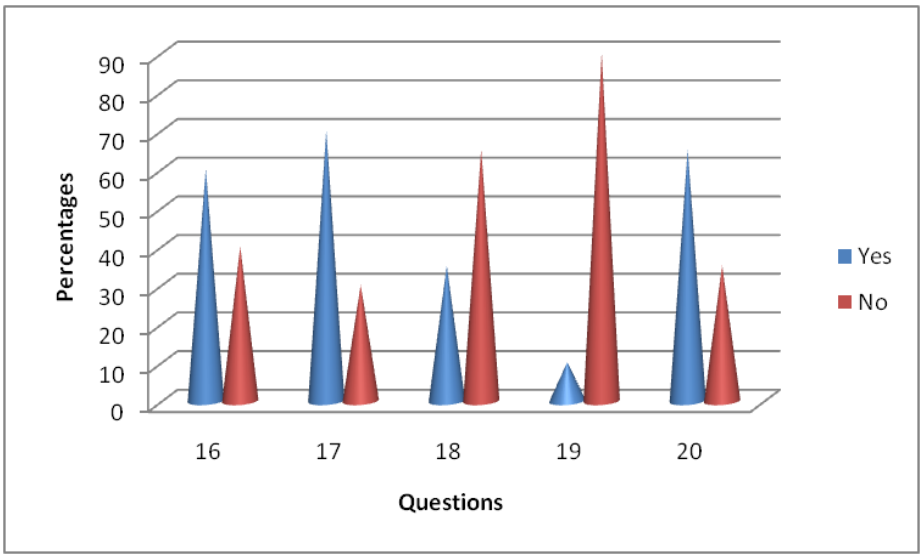


Figure 4.10: Percentage of Teacher responses for the questions of domain Use of other languages

Table 4.7 showed that students depend more on teachers for making concepts clear about Konkani Language. The results also, showed that the teachers have to provide scaffolding more and the results showed that the students are not able to construct their own knowledge about Konkani Language by themselves. The diagrammatic representation of the teacher responses under the domain Student dependence are as shown in the figure 4.11.

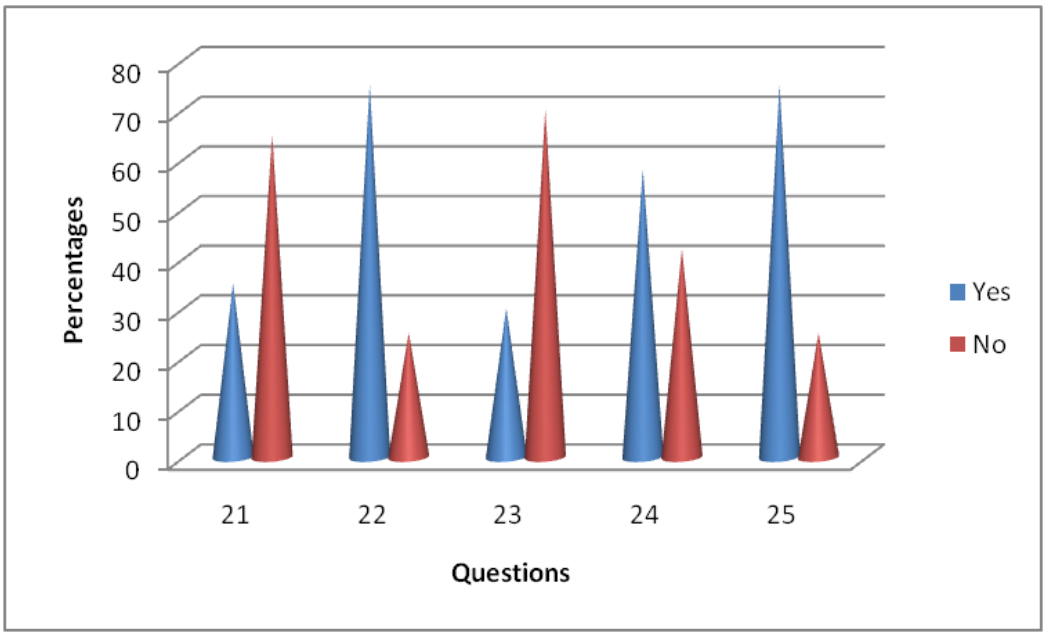


Figure 4.11: Percentage of Teacher responses for the questions of domain Student dependence

It was also, evident from table 4.7 that professional upgradation of teachers was necessary for improving the quality of Konkani Language teaching and it insisted the need for reforming teacher education programmes, provision of in service training and orientation programmes from the part of Government and also, the government should provide more importance for the sector Konkani Language teaching and learning as evident from the responses given by teachers for the questions 25 to 30 of the questionnaire. The diagrammatic representation of the percentage of responses given by teachers under the domain Professional aspects are as shown in figure 4.12.

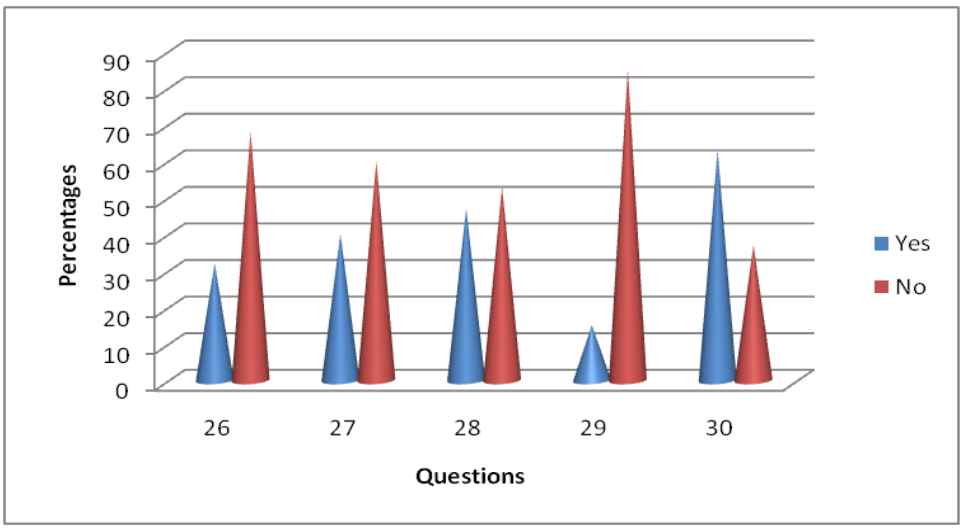


Figure 4.12: Percentage of Teacher responses for the questions of domain Professional aspects

Descriptive statistics for the total scores on Konkani language teachers' opinions regarding the status of Konkani language teaching in schools were computed for the entire sample and are presented in Table 4.8.

Table 4.8: Descriptive statistics for the total scores of opinions of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Total sample

Item	Mean	Median	SD	Skewness	Kurtosis
Opinion of Konkani Language teachers regarding the status of Konkani Language teaching	20.34	20.00	2.81	0.401	0.323

Table 4.8 indicates that the mean and median scores for the overall sample concerning Konkani language teachers' opinions on the status of Konkani language instruction in schools are nearly identical, suggesting a symmetrical central tendency. The standard deviation reveals minimal dispersion around the mean, indicating a relatively consistent set of responses. However, the distribution exhibits a positive skew, implying that a greater number of teachers provided lower ratings, while comparatively fewer expressed more favourable views on the current status of Konkani language teaching in schools." The kurtosis value was found to be higher than 0.263. hence the distribution was platykurtic in nature. The descriptive statistical values are clearly shown with the help of graph as shown in 4.13

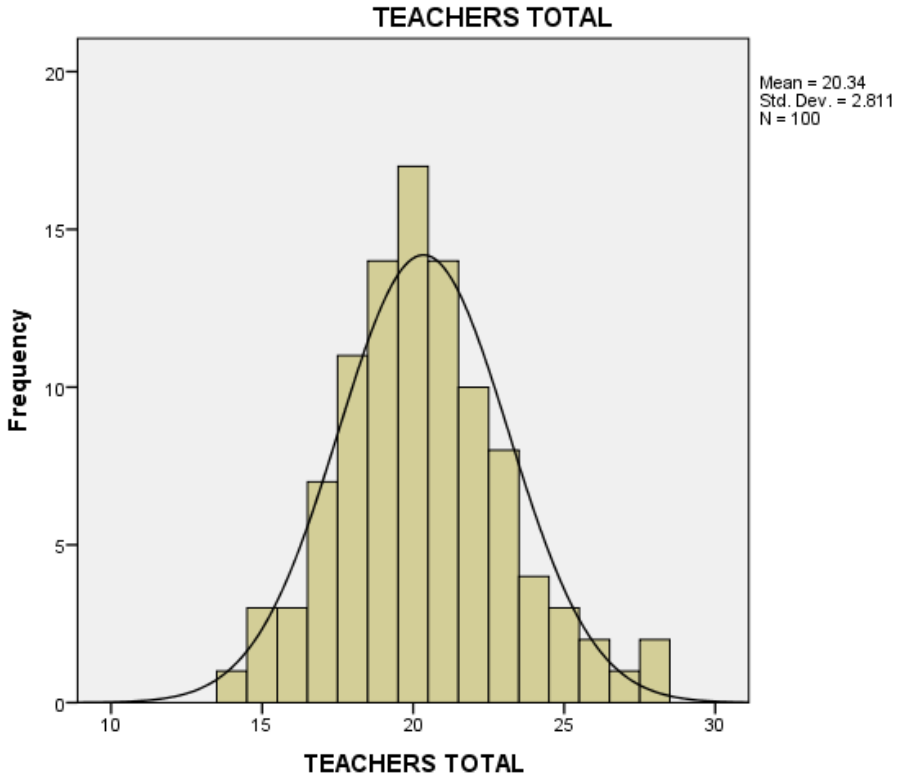


Figure 4.13: Histogram for the total scores of Konkani Language teachers regarding the status of Konkani Language teaching

The responses reflecting Konkani language teachers' opinion of the status of Konkani language instruction in schools were analyzed using percentage analysis. The outcomes of this analysis are presented in Table 4.9.

Table 4.9 Level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Total sample

Item	Low Level	Average Level	High Level
No. of teachers	13	75	12
Percentage	13	75	12

Table 4.9 showed that the opinion of Konkani Language teachers about the status of Konkani Language teaching in the schools of Goa are mostly at an average level. The results of percentage analysis are represented using a pie diagram as shown in figure 4.14.

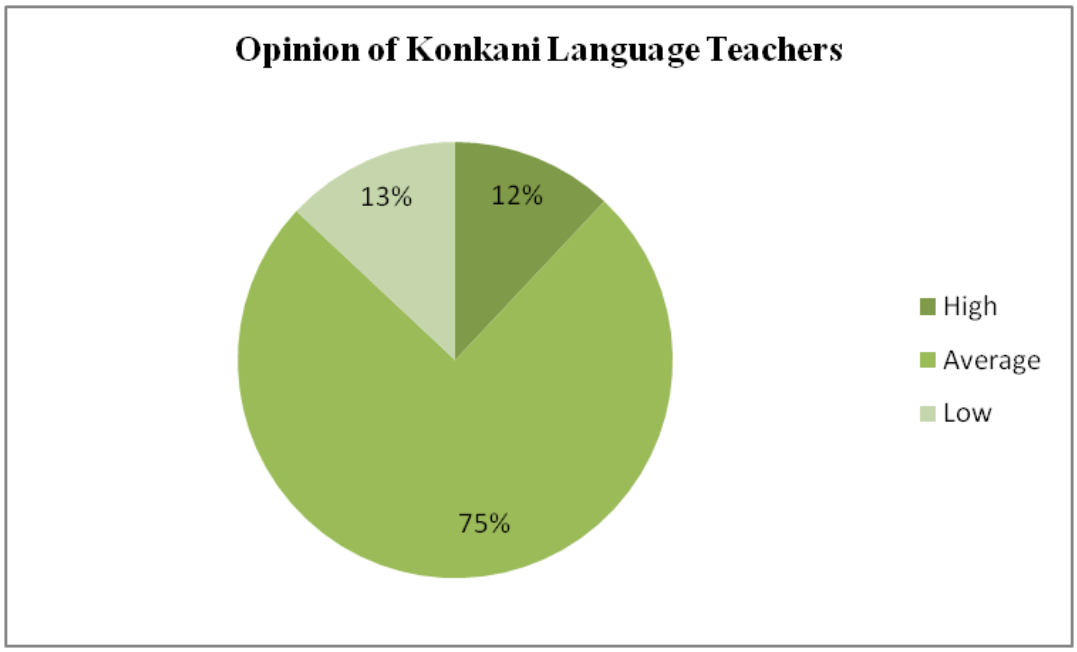


Figure 4.14: Pie – diagram for the level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Total sample

To further examine the data, a one-way ANOVA was conducted to assess differences in the levels of opinion among Konkani language teachers regarding the status of Konkani language teaching in Goan schools. A summary of the analysis and the resulting statistics for the total sample is presented in Table 4.10.

Table 4.10: Summary of one-way ANOVA on the opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Total sample

Component	Source of Variation	Sum of Squares	Degrees of Freedom	Mean squares (Variance)	F value
Opinion of Konkani Language teachers regarding the status of Konkani Language teaching	Between Groups	539.986	2	269.993	108.02**
	Within Groups	242.454	97	2.500	

** - Significant at 0.01 level

The calculated F-value of 108.02 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom. This shows that the Konkani Language teachers belonging to different categories regarding the level of opinion about status of Konkani Language teaching in the schools of Goa.

To determine the significance of group differences in Konkani language teachers' opinions regarding the status of Konkani language instruction in Goan schools, post-hoc comparisons were conducted. Scheffé's test was employed to examine pairwise differences among groups based on their levels of opinion

The mean scores of Konkani Language teachers regarding status of Konkani Language teaching in the schools of Goa were compared and the results were examined. Data and results obtained for comparison of mean scores of Konkani Language teachers regarding the level of opinion about status of Konkani Language teaching in the schools of Goa belonging to three groups are given in Table 4.11.

Table 4.11 Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of Konkani Language teachers regarding the status of Konkani Language teaching

Sample	Groups compared	Mean	P value
Dimensions of opinion of Konkani Language teachers regarding the status of Konkani Language teaching	High level & Average level	25.50 20.23	5.273*
	Low-level & High level	16.23 25.50	9.27*
	Low-level & Average level	16.23 20.23	3.996*

* - Significant at 0.05 level

From the table 4.11, it was evident that the mean difference is highly significant between High level and Low-level Konkani Language teachers on opinion about status of Konkani Language teaching in the schools of Goa. The comparison of mean scores on opinion about status of Konkani Language teaching in the schools of Goa between low, average and high-level Konkani Language teachers are graphically represented as shown in figure 4.15.

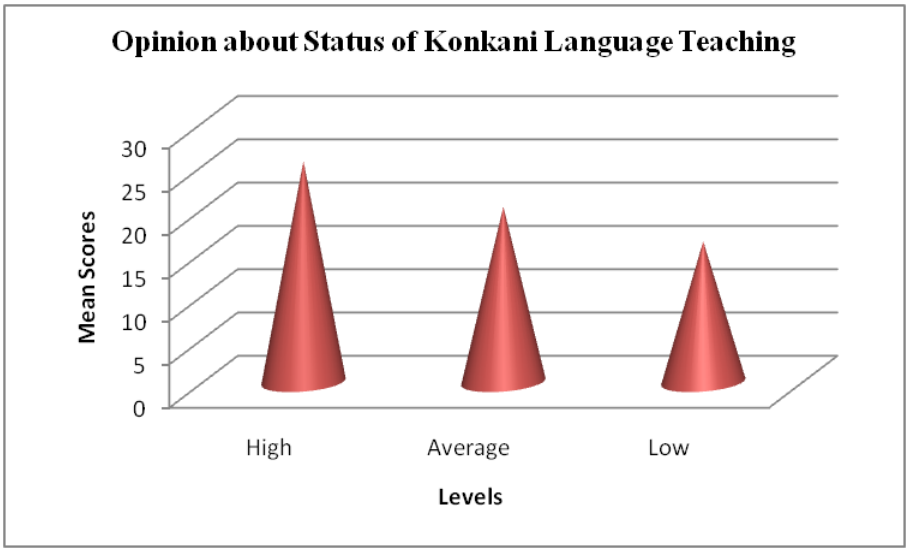


Figure 4.15: Comparison of Mean scores of different levels of opinion of Konkani Language teachers regarding the status of Konkani Language teaching

The descriptive statistics for the total scores on level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for sub sample Gender are as shown in table 4.12.

Table 4.12 Descriptive statistics for the total scores of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample – Gender

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Opinion of Konkani Language teachers regarding the status of Konkani Language teaching	Male	19.14	19.00	2.82	0.393	- 0.056
	Female	21.02	21.00	2.6	0.717	0.557

Table 4.12 reveals that the mean and median scores reflecting male and female Konkani language teachers' opinions on the status of Konkani language teaching in schools are nearly identical, indicating a balanced central tendency within each subgroup. The standard deviation values suggest limited variability, with scores closely clustered around the mean. Additionally, both distributions exhibit positive skewness, indicating that a larger proportion of teachers—both male and female—expressed lower levels of agreement or favorable opinion, compared to those who reported higher levels regarding the status of Konkani language teaching in schools. The kurtosis value was found to be higher than 0.263 for the sub sample female teachers. Hence the distribution is platykurtic in nature. For Male teachers, the kurtosis value was found to be less than 0.263 and is leptokurtic in nature. The Histogram representations for Male and Female teachers are as shown in figures 4.16 and 4.17.

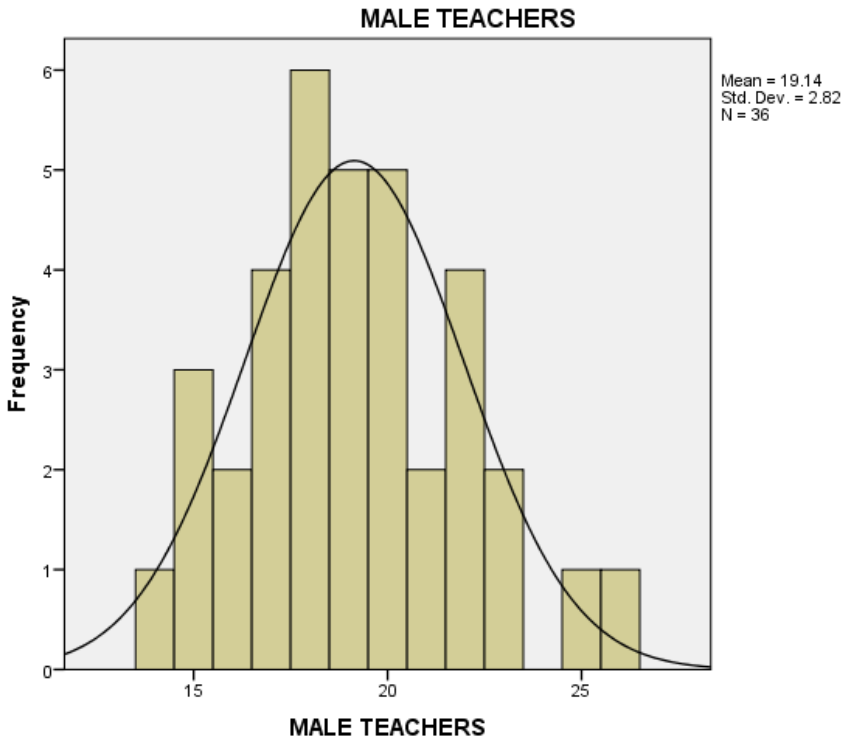


Figure 4.16: Histogram for total scores of Male Konkani Language teachers regarding the status of Konkani Language teaching

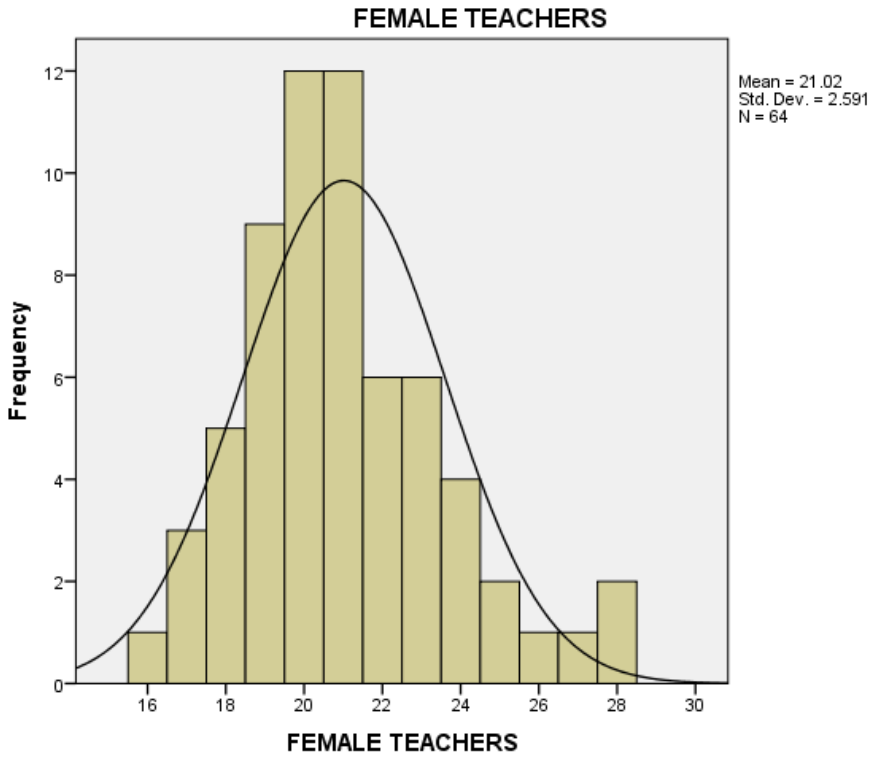


Figure 4.17: Histogram for total scores of Female Konkani Language teachers regarding the status of Konkani Language teaching

The opinions of male Konkani language teachers concerning the status of Konkani language teaching in schools were analyzed using percentage analysis. The findings of this analysis are presented in Table 4.13

Table 4.13: Level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample - Male Teachers

Item	Low Level	Average Level	High Level
No. of teachers	6	22	8
Percentage	16.67	61.11	22.22

Table 4.13 showed that the opinion of Male Konkani Language teachers about the status of Konkani Language teaching in the schools of Goa are mostly at an average level. The results of percentage analysis are represented using a pie diagram as shown in figure 4.18.

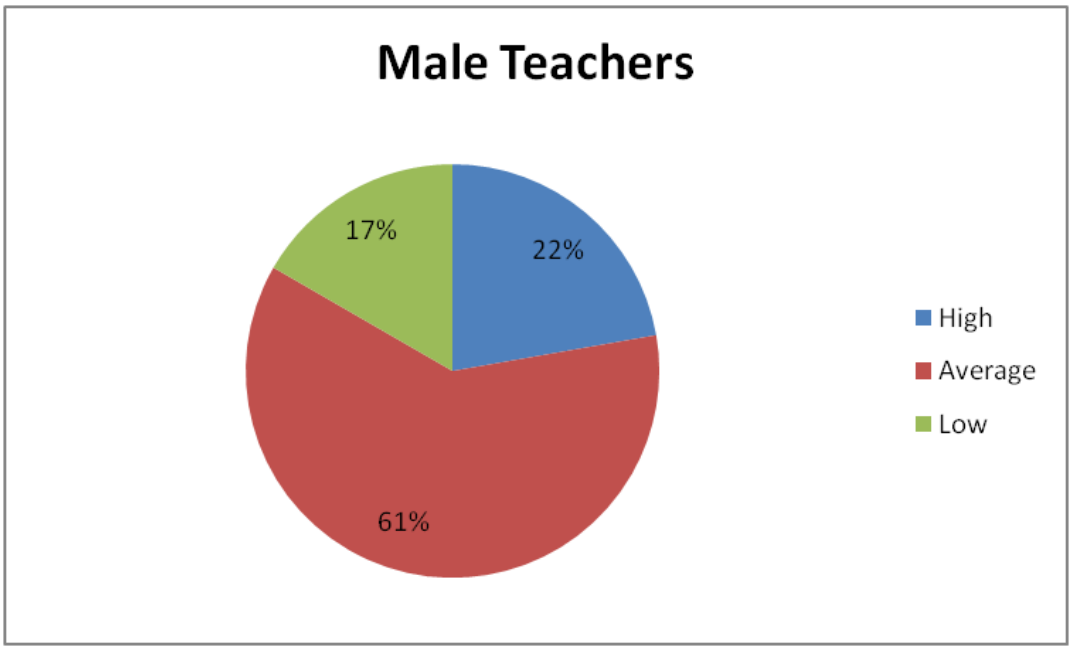


Figure 4.18: Pie – diagram for the level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Male Teachers

To further investigate the data, a one-way ANOVA was conducted to examine variations in the level of opinion among male Konkani language teachers regarding

the status of Konkani language teaching in Goan schools. A summary of the analysis and the resulting findings for this subsample is presented in Table 4.14

Table 4.14 Summary of one-way ANOVA on the opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample - Male teachers

Component	Source of Variation	Sum of Squares	Degrees of Freedom	Mean squares (Variance)	F value
Opinion of Konkani Language teachers regarding the status of Konkani Language teaching	Between Groups	224.734	2	112.367	69.127**
	Within Groups	53.572	33	1.623	

** - Significant at 0.01 level

The computed F-value of 69.127 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom. This shows that the Male Konkani Language teachers belonging to different categories regarding the level of opinion about status of Konkani Language teaching in the schools of Goa.

To assess whether the observed differences in opinion levels among male Konkani language teachers regarding the status of Konkani language instruction in Goan schools were statistically significant, group comparisons were conducted. Scheffé's post-hoc test was employed to examine pairwise differences across the various opinion level groups.

The mean scores reflecting male Konkani language teachers' opinion of the status of Konkani language teaching in Goan schools were analyzed and compared. The data and comparative results pertaining to these mean scores, categorized across three distinct groups of male Konkani language teachers based on their opinions, are presented in Table 4.15

Table 4.15: Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of Male Konkani Language teachers regarding the status of Konkani Language teaching

Sample	Groups compared	Mean	P value
Dimensions of opinion of Konkani Language teachers regarding the status of Konkani Language teaching	High level & Average level	23.13 18.77	4.35*
	Low-level & High level	15.17 23.13	7.96*
	Low-level & Average level	15.17 18.77	3.61*

* - Significant at 0.05 level

From the table 4.15, it was evident that the mean difference is highly significant between High level and Low-level Male Konkani Language teachers on opinion about status of Konkani Language teaching in the schools of Goa. The comparison of mean scores on opinion about status of Konkani Language teaching in the schools of Goa between low, average and high-level Male Konkani Language teachers are graphically represented as shown in figure 4.19.

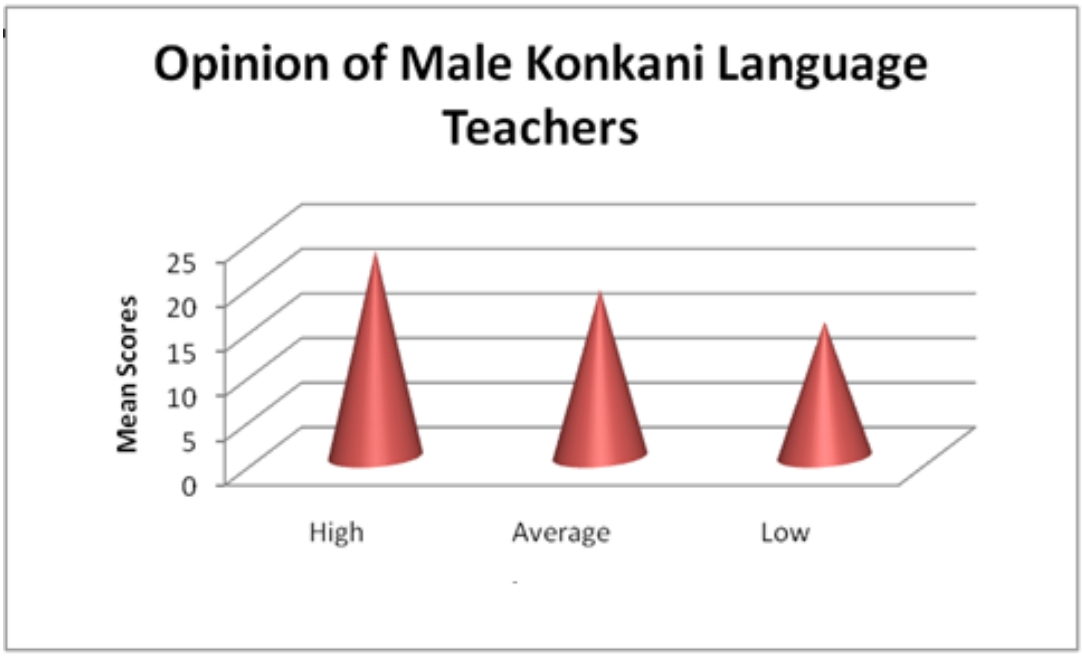


Figure 4.19: Comparison of Mean scores of different levels of opinion of Male Konkani Language teachers regarding the status of Konkani Language teaching

The opinion scores of female Konkani language teachers concerning the status of Konkani language teaching in schools were analyzed using percentage analysis. The findings derived from this analysis are presented in Table 4.16.

Table 4.16: Level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample - Female Teachers

Item	Low Level	Average Level	High Level
No. of teachers	9	45	10
Percentage	14.1	70.3	15.6

Table 4.16 showed that the opinion of Female Konkani Language teachers about the status of Konkani Language teaching in the schools of Goa are mostly at an average level. The results of percentage analysis are represented using a pie diagram as shown in figure 4.20.

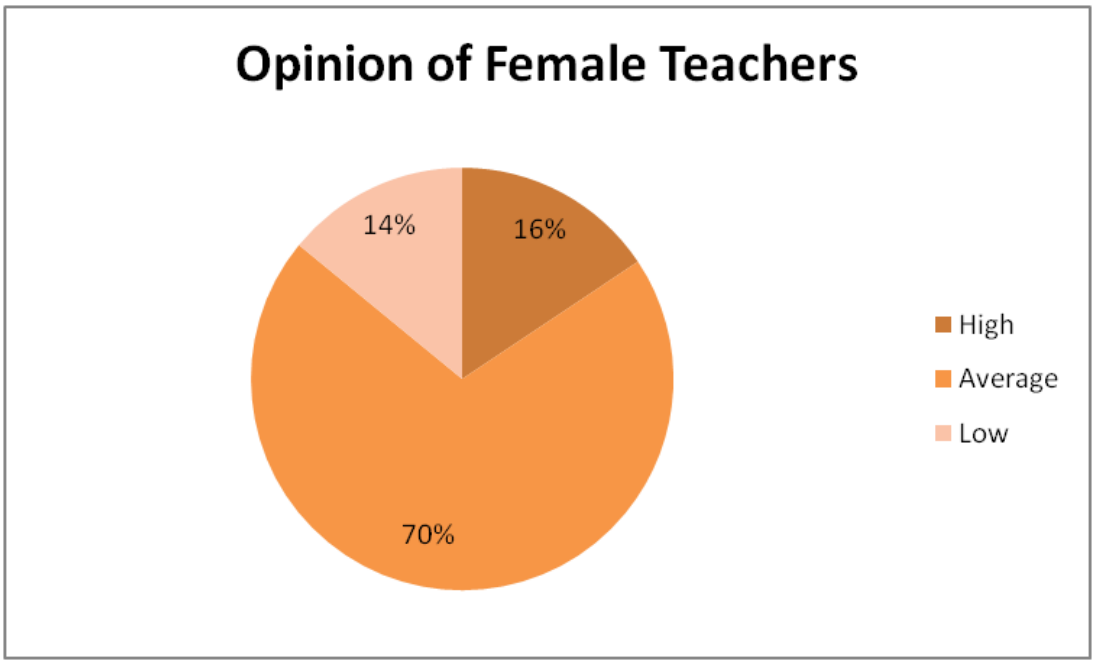


Figure 4.20: Pie – diagram for the level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Female Teachers

The data were subsequently analyzed using one-way ANOVA to examine the variation in opinions among female Konkani language teachers regarding the status of Konkani language teaching in Goan schools. A summary of the data and the ANOVA results for this sub-sample is presented in Table 4.17.

Table 4.17 Summary of one-way ANOVA on the opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample - Female teachers

Component	**Source of Variation**	**Sum of Squares**	**Degrees of Freedom**	**Mean squares (Variance)**	**F value**
Opinion of Konkani Language teachers regarding the status of Konkani Language teaching	Between Groups	319.462	2	159.731	94.121**
	Within Groups	103.522	61	1.697	

** - Significant at 0.01 level

The calculated F-value of 94.121 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom, indicating a statistically significant difference in the opinions of female Konkani language teachers from different categories regarding the status of Konkani language teaching in Goan schools.

To assess whether the differences in opinion among female Konkani language teachers regarding the status of Konkani language teaching in Goan schools were statistically significant, group comparisons were conducted. Scheffé's post-hoc test was employed to examine pairwise differences across the various opinion levels.

An analysis was conducted to compare the mean scores of female Konkani language teachers concerning their perceptions of the status of Konkani language teaching in Goan schools. The comparative data and results, categorized into three opinion-based groups, are presented in Table 4.18.

Table 4.18 Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of Female Konkani Language teachers regarding the status of Konkani Language teaching

Sample	Groups compared	Mean	P value
Dimensions of opinion of Konkani Language teachers regarding the status of Konkani Language teaching	High level & Average level	25.50 20.73	4.77*
	Low-level & High level	17.44 25.50	8.06*
	Low-level & Average level	17.44 20.73	3.29*

* - Significant at 0.05 level

From the table 4.18, it was evident that the mean difference is highly significant between High level and Low-level Female Konkani Language teachers on opinion about status of Konkani Language teaching in the schools of Goa. The comparison of mean scores on opinion about status of Konkani Language teaching in the schools of Goa between low, average and high-level Female Konkani Language teachers are graphically represented as shown in figure 4.21.

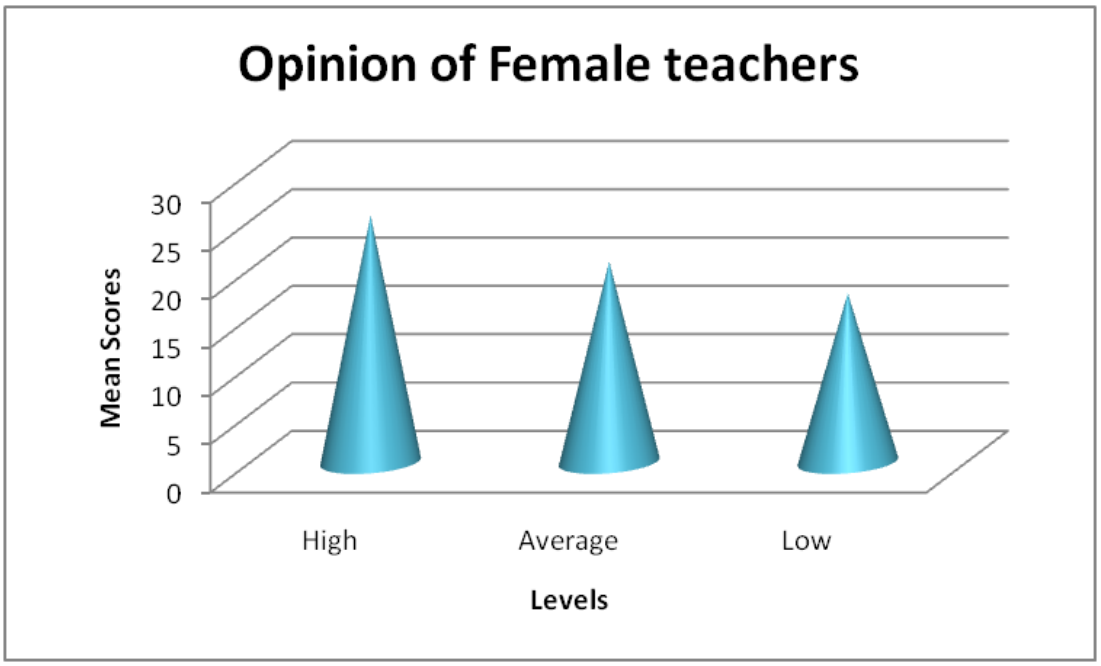


Figure 4.21: Comparison of Mean scores of different levels of opinion of Female Konkani Language teachers regarding the status of Konkani Language teaching

The descriptive statistics for the total scores on level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for sub sample Locale are as shown in table 4.19.

Table 4.19 Descriptive statistics for the total scores of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample – Locale

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Opinion of Konkani Language teachers regarding the status of Konkani Language teaching	Rural	19.68	20.00	2.99	0.326	0.569
	Urban	20.68	20.00	2.67	0.592	0.163

Table 4.19 indicates that the mean and median scores related to the opinions of Konkani language teachers on the status of Konkani language teaching in schools are nearly identical for both rural and urban sub-samples, suggesting a symmetrical distribution. The standard deviation values suggest minimal dispersion from the mean. However, the distributions for both rural and urban teachers exhibit positive skewness, indicating a greater number of teachers with lower opinion scores compared to those with higher scores. The kurtosis value for rural teachers exceeds 0.263, characterizing the distribution as platykurtic, whereas the kurtosis for urban teachers is below 0.263, indicating a leptokurtic distribution. The corresponding histogram representations for these sub-samples are provided in Figures 4.22 and 4.23

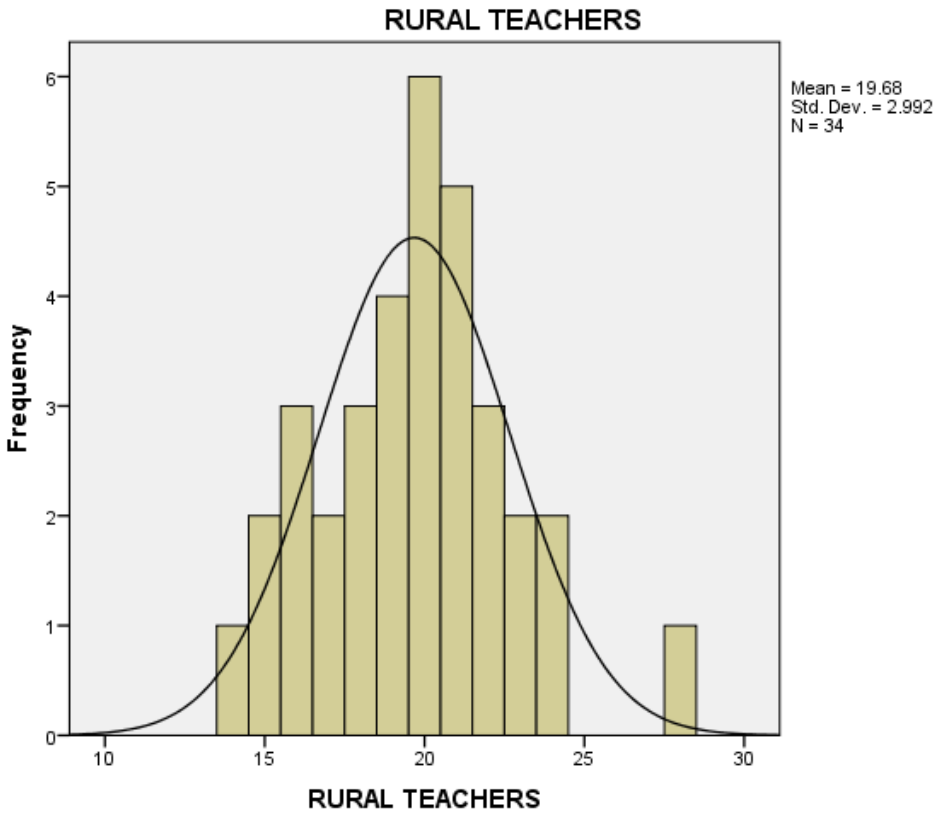


Figure 4.22: Histogram for total scores of Rural Konkani Language teachers regarding the status of Konkani Language teaching

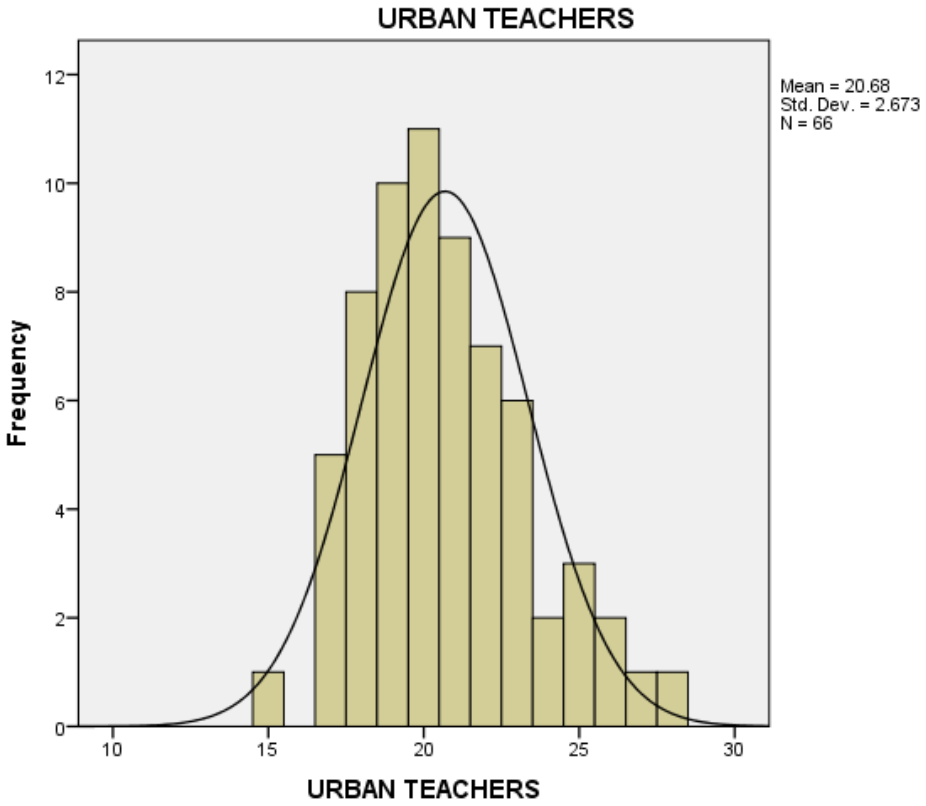


Figure 4.23: Histogram for total scores of Urban Konkani Language teachers regarding the status of Konkani Language teaching

The responses of rural Konkani language teachers concerning the current state of Konkani language teaching in schools were analyzed using percentage calculations. The findings of this analysis are presented in Table 4.20

Table 4.20 Level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample - Rural Teachers

Item	Low Level	Average Level	High Level
No. of teachers	6	23	5
Percentage	17.6	67.7	14.7

Table 4.20 showed that the opinion of Rural Konkani Language teachers about the status of Konkani Language teaching in the schools of Goa are mostly at an average level. The outcomes of the percentage analysis are illustrated through a pie chart, as depicted in Figure 4.18.

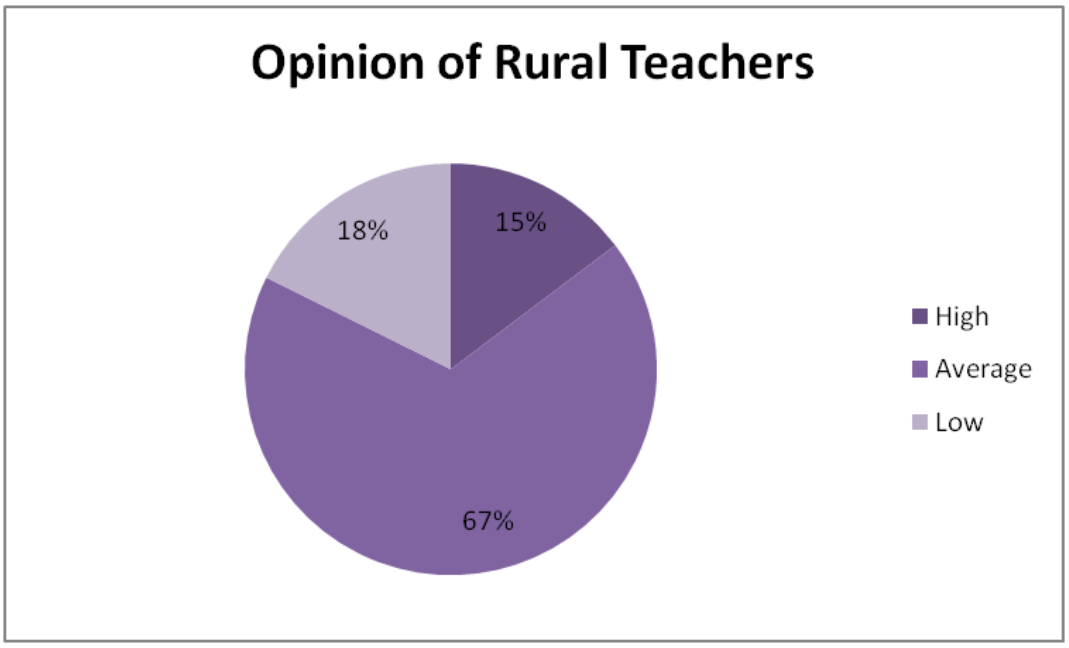


Figure 4.24: Pie – diagram for the level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Rural Teachers

The collected data were further analyzed using a one-way ANOVA to examine the level of opinion among Konkani language teachers regarding the status of Konkani language teaching in Goan schools, specifically within the rural teacher sub-sample. A summary of the data and the results of the ANOVA are presented in Table 4.21.

Table 4.21 Summary of one-way ANOVA on the opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample - Rural teachers

Component	**Source of Variation**	**Sum of Squares**	**Degrees of Freedom**	**Mean squares (Variance)**	**F value**
Opinion of Konkani Language teachers regarding the status of Konkani Language teaching	Between Groups	224.995	2	112.497	49.505**
	Within Groups	70.446	31	2.272	

** - Significant at 0.01 level

The calculated F-value of 49.505 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom. This shows that the Rural Konkani Language teachers belonging to different categories regarding the level of opinion about status of Konkani Language teaching in the schools of Goa.

To determine whether the differences among groups were statistically significant, group variations in the opinions of rural Konkani language teachers regarding the status of Konkani language teaching in Goan schools were examined. Scheffé's post-hoc test was employed to compare the various groups based on their levels of opinion. The mean scores reflecting the opinions of rural Konkani language teachers on the status of Konkani language teaching in Goan schools were compared and analyzed. The data and findings from this comparison, involving three distinct groups of teachers, are presented in Table 4.22.

Table 4.22: Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of Rural Konkani Language teachers regarding the status of Konkani Language teaching

Sample	Groups compared	Mean	P value
Dimensions of opinion of Konkani Language teachers regarding the status of Konkani Language teaching	High level & Average level	24.40 19.78	4.62*
	Low-level & High level	15.33 24.40	9.07*
	Low-level & Average level	15.33 19.78	4.45*

* - Significant at 0.05 level

From the table 4.22, it was evident that the mean difference is highly significant between High level and Low-level Rural Konkani Language teachers on opinion about status of Konkani Language teaching in the schools of Goa. The comparison of mean scores on opinion about status of Konkani Language teaching in the schools of Goa between low, average and high-level Rural Konkani Language teachers are graphically represented as shown in figure 4.25.

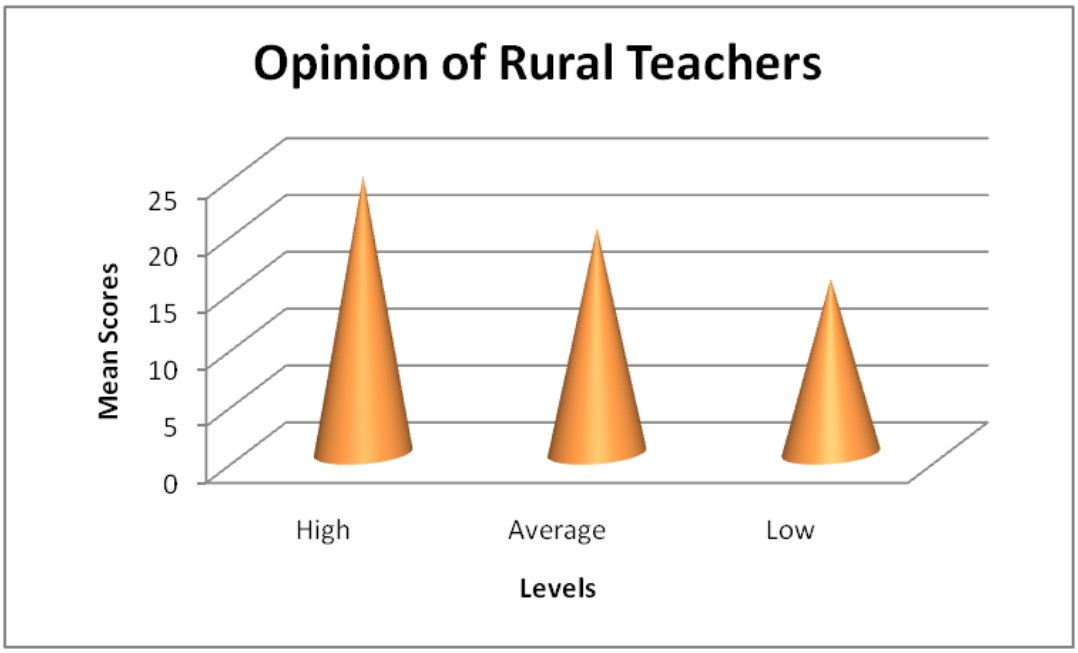


Figure 4.25: Comparison of Mean scores of different levels of opinion of Rural Konkani Language teachers regarding the status of Konkani Language teaching

The responses collected from urban Konkani language teachers concerning their opinions on the status of Konkani language teaching in schools were analyzed using percentage analysis. The results of this analysis are presented in Table 4.23

Table 4.23: Level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample - Urban Teachers

Item	Low Level	Average Level	High Level
No. of teachers	14	42	10
Percentage	21.2	63.6	15.2

Table 4.23 showed that the opinion of Urban Konkani Language teachers about the status of Konkani Language teaching in the schools of Goa are mostly at an average level. The results of percentage analysis are represented using a pie diagram as shown in figure 4.26.

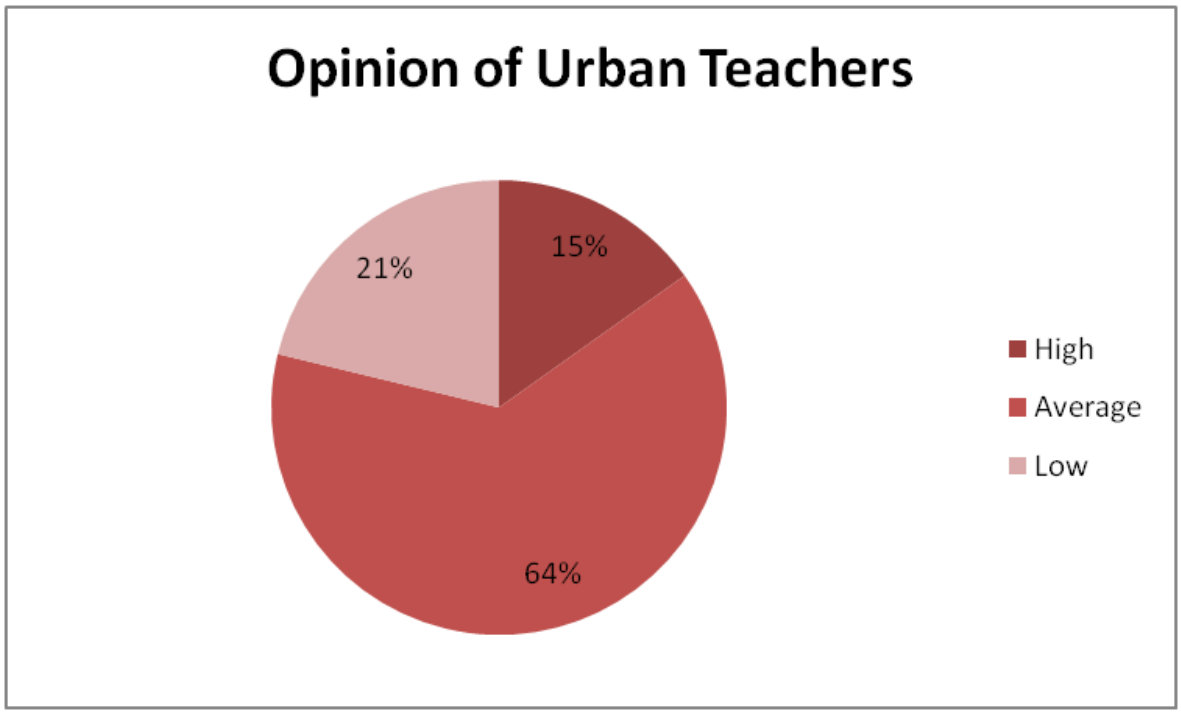


Figure 4.26: Pie – diagram for the level of opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Urban Teachers

The collected data were further analyzed using a one-way ANOVA to assess the level of opinion among Konkani language teachers regarding the status of Konkani language teaching in Goan schools, specifically focusing on the urban teacher sub-sample. A summary of the data and the ANOVA results is presented in Table 4.24

Table 4.24: Summary of one-way ANOVA on the opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa for the Sub sample - Urban teachers

Component	**Source of Variation**	**Sum of Squares**	**Degrees of Freedom**	**Mean squares (Variance)**	**F value**
Opinion of Konkani Language teachers regarding the status of Konkani Language teaching	Between Groups	334.771	2	167.385	81.401**
	Within Groups	129.548	63	2.056	

The calculated F-value of 81.401 exceeds the critical value at the 0.01 significance level for the relevant degrees of freedom, indicating a statistically significant difference among the categories of urban Konkani language teachers in terms of their opinions on the status of Konkani language teaching in Goan schools.

Group difference in the level of Urban Konkani Language teachers on opinion about status of Konkani Language teaching in the schools of Goa was calculated to find out wherever the difference is significant. Scheffe's test was applied for comparing the different groups based on the level of opinion about status of Konkani Language teaching in the schools of Goa.

The mean scores of Urban Konkani Language teachers regarding status of Konkani Language teaching in the schools of Goa were compared and the findings were examined. The data and findings from the comparison of mean scores representing the opinions of urban Konkani language teachers—categorized into three groups—on the status of Konkani language teaching in Goan schools are presented in Table 4.25.

Table 4.25: Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of Urban Konkani Language teachers regarding the status of Konkani Language teaching

Sample	Groups compared	Mean	P value
Dimensions of opinion of Konkani Language teachers regarding the status of Konkani Language teaching	High level & Average level	25.00 20.74	4.26*
	Low-level & High level	17.43 25.00	7.57*
	Low-level & Average level	17.43 20.74	3.31*

* - Significant at 0.05 level

Table 4.25 clearly indicates a highly significant difference in mean scores between urban Konkani language teachers with high and low levels of opinion regarding the status of Konkani language teaching in Goan schools. A graphical representation of

the mean score comparisons among urban teachers categorized as low, average, and high in their opinions is provided in Figure 4.27

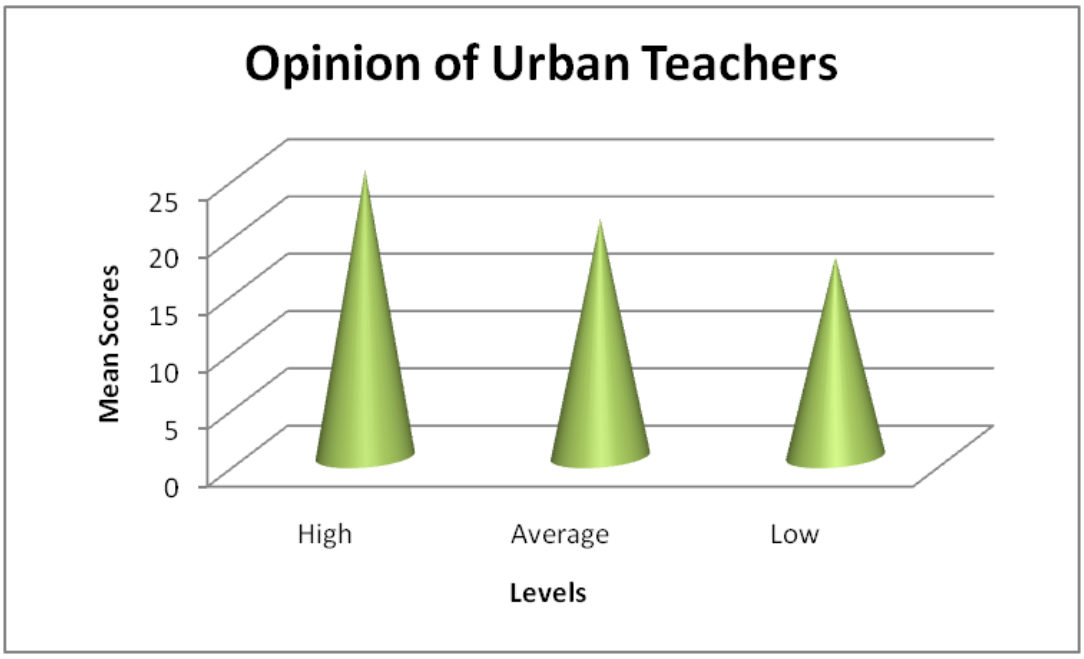


Figure 4.27: Comparison of Mean scores of different levels of opinion of Urban Konkani Language teachers regarding the status of Konkani Language teaching

Hence from tables 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 and figures 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 5.21, 5.22, 4.23, 4.24, 4.25, 4.26 and 4.27 , it can be inferred that there are significant differences in the levels of opinion among Konkani language teachers regarding the status of Konkani language teaching in Goan schools. These differences are evident across the total sample as well as within the sub-samples categorized by gender and locale. Therefore, Hypothesis I is accepted, confirming that the opinions of Konkani language teachers vary significantly with respect to the status of Konkani language teaching in the schools of Goa across the overall sample and the sub-groups based on gender and locale.

Comparison of the opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa based on Sub sample Gender

The hypothesis for the present study is given as "H_2: There will be significant difference between the Male and Female teachers regarding the present status of

Konkani language teaching in the schools". The given Hypothesis can be converted into Null Hypothesis for the purpose of analysis such as;

H0: There will be no significant difference between the Male and Female teachers regarding the present status of Konkani language teaching in the schools

Table 4.26 presents the significance of the difference between the mean scores of male and female teachers concerning their opinions on the status of Konkani language teaching in schools, based on the gender sub-sample.

Table 4.26: Comparison of Mean Scores of Konkani Language teachers regarding the opinion about status of Konkani Language teaching for the subsample – Gender

Groups	**N**	**Mean**	**Standard Deviation**	**t- value**
Male	36	19.14	2.82	3.37**
Female	64	21.02	2.6	

** - Significant at 0.01 level

Table 4.26 indicates that the computed t-value is statistically significant at the 0.01 level. The mean score of male teachers is notably lower than that of female teachers, suggesting a difference in their opinions regarding the status of Konkani language teaching. This comparison of mean scores between male and female teachers is visually illustrated in Figure 4.28.

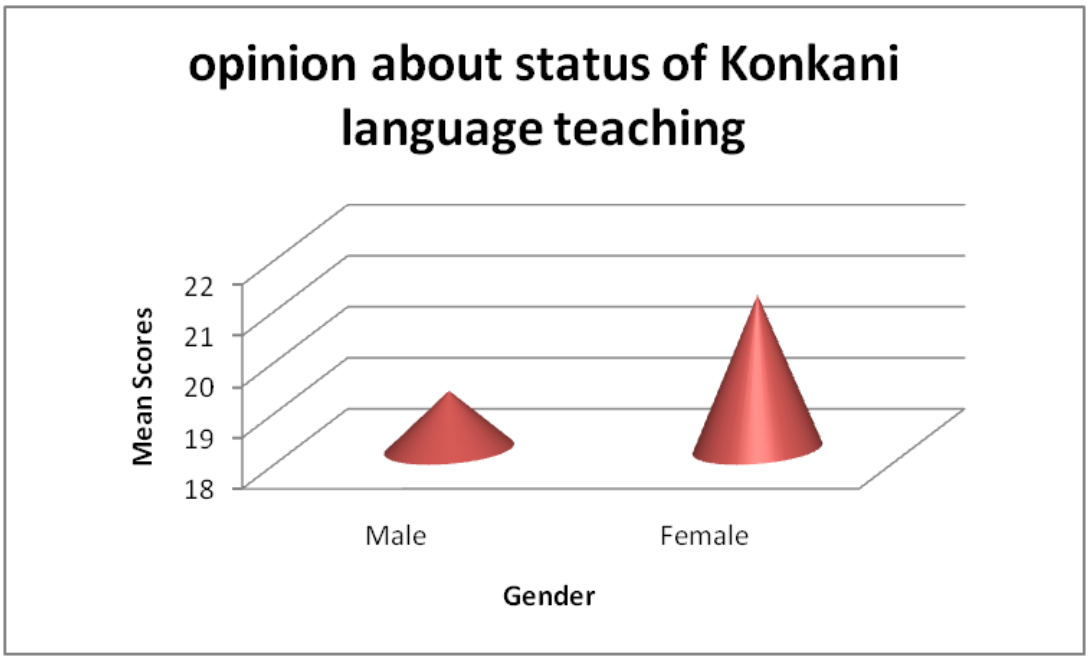


Figure 4.28: Comparison of Mean scores of Male and Female Konkani Language teachers regarding the opinion about status of Konkani Language teaching

Figure 4.28 clearly illustrates that the mean scores of male teachers are lower than those of female teachers. Based on the data presented in Table 4.26 and the graphical representation in Figure 4.28, it can be concluded that a significant difference exists between male and female teachers in their opinions regarding the status of Konkani language teaching in Goan schools. Therefore, Hypothesis II is accepted, indicating that there is a statistically significant difference in the mean opinion scores of Konkani language teachers based on gender.

Comparison of the opinion of Konkani Language teachers regarding the status of Konkani Language teaching in the schools of Goa based on Sub sample Locale

The hypothesis for the present study is given as "H_3: There will be significant difference between Rural and Urban teachers regarding the present status of Konkani language teaching in the schools". The given Hypothesis can be converted into Null Hypothesis for the purpose of analysis such as;

H0: There will be no significant difference between Rural and Urban teachers regarding the present status of Konkani language teaching in the schools

Table 4.27 presents the significance of the difference in mean scores between rural and urban teachers concerning their opinions on the status of Konkani language teaching in schools, based on the locale sub-sample.

Table 4.27: Comparison of Mean Scores of Konkani Language teachers regarding the opinion about status of Konkani Language teaching for the subsample – Locale

Groups	N	Mean	Standard Deviation	t- value
Rural	34	19.68	2.99	1.710
Urban	66	20.68	2.67	

Table 4.27 reveals that the calculated t-value is not statistically significant at the 0.01 level. Although the mean score of rural teachers is lower than that of urban teachers, the difference is not significant. A visual comparison of the mean scores for rural and urban teachers is provided in Figure 4.29.

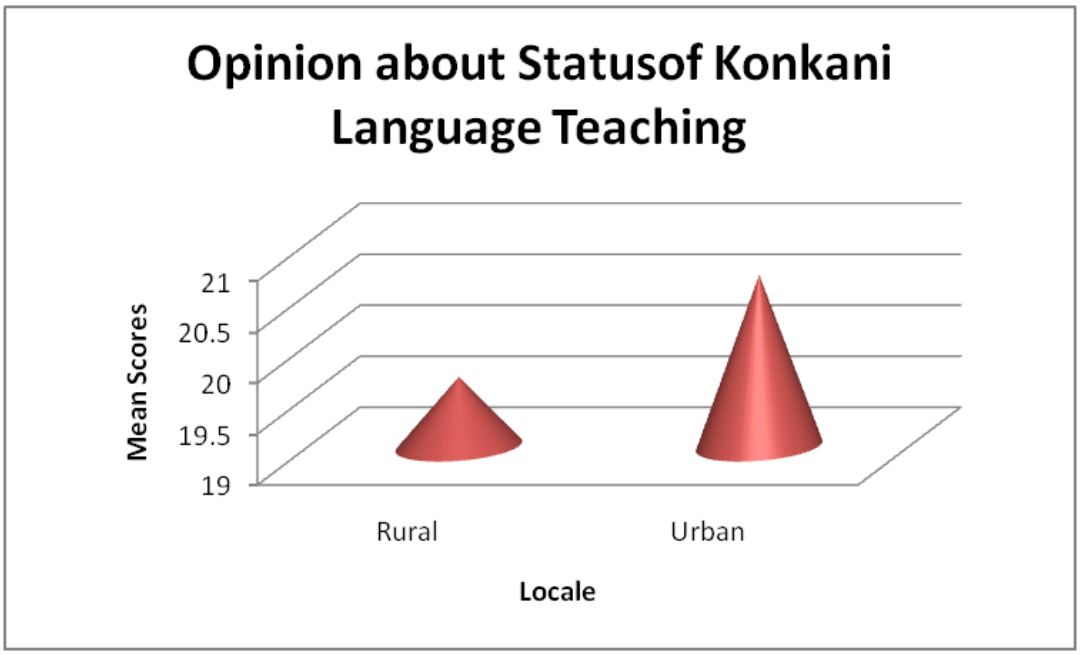


Figure 4.29: Comparison of Mean scores of Rural and Urban Konkani Language teachers regarding the opinion about status of Konkani Language teaching

Figure 4.29 clearly shows that the mean scores of rural teachers are lower than those of urban teachers. However, based on the data in Table 4.27 and the graphical representation in Figure 4.29, it can be concluded that the difference in opinions

between rural and urban teachers regarding the status of Konkani language teaching in Goan schools is not statistically significant. Therefore, Hypothesis III is rejected, indicating that there is no significant difference in the mean opinion scores of Konkani language teachers based on locale.

4.5. ANALYSIS OF THE PERCEPTION OF STUDENTS ABOUT THE PROBLEMS OF LEARNING KONKANI LANGUAGE IN THE SCHOOLS OF GOA FOR THE TOTAL SAMPLE AND SUB SAMPLES GENDER AND LOCALE

The hypothesis for the present study is given as "H_4: There will be significant difference in the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and subsamples based on Gender and Locale". The given Hypothesis can be converted into Null Hypothesis for the purpose of analysis such as;

H0: There will be no significant difference in the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and subsamples based on Gender and Locale

The percentage of student responses for every question as Yes or No for the 25 questions under five dimensions were analyzed as shown in table 4.28

Table 4.28: Percentage of Responses for the Questionnaire given to Students for the Total sample

Factors	Sl. No.	Question	Yes	No
CLASSROOM ENVIRONMENT	1	Is your classroom a learner friendly one?	33	67
	2	Does your classroom provide facilities for Konkani learning?	45	55
	3	Does your classroom contain smart board and other ICT equipment for learning Konkani Language interactively?	15	85

Factors	Sl. No.	Question	Yes	No
	4	Is there a classroom library for referring Books related to Konkani Language?	10	90
	5	Does your classroom contain teaching and learning aids helpful for Konkani Language learning?	25	75
VOCABULARY SKILLS	6	Are you able to read Konkani properly?	70	30
	7	Are you able to write Konkani properly?	62	38
	8	Are you able to communicate with others through Konkani effectively?	55	45
	9	Are you able to express your emotions and thoughts successfully in Konkani Language?	42	58
	10	Are you able to understand spoken Konkani Language effectively?	12	88
QUALITY OF TEACHER	11	Are you able to understand Konkani effectively through the teaching of the teacher?	57	43
	12	Does your teacher consider you equally important as the other students, while teaching Lessons in the classroom?	33	67
	13	Does your teacher provide ample clarification to clear your doubts related to Konkani?	44	56
	14	Does your teacher provide ICT Enabled interactive classes during the teaching- learning process of Konkani Language	23	77

Factors	Sl. No.	Question	Yes	No
	15	Does your teacher use innovative ways for teaching Konkani in the classroom?	46	54
STUDENT CHARACTERISTICS	16	Do you have interest in learning Konkani?	55	45
	17	Are you able to grasp concepts taught in the classroom properly?	41	59
	18	Are you interested in writing stories, poetry, essays etc. in Konkani Language?	50	50
	19	Are you interested in doing learning activities, playing Language games etc. related to Konkani Language?	45	55
	20	Do you like to read stories, poetry, essays etc. and appreciate the beauty of Konkani Language as your mother tongue?	40	60
MOTIVATION	21	Does your teacher motivate you to learn Konkani?	38	62
	22	Are you able to develop self-motivation for learning Konkani Language?	15	85
	23	Does the teacher use praises and rewards for your achievements related to Konkani learning?	47	53
	24	Does your peer encourage and help you while confronting with difficulties in Konkani learning?	33	67
	25	Do you get enough motivation from parents in learning Konkani Language?	26	74

From table 4.28, it was evident that the class room environment was not suitable for the learning Konkani Language in the present-day classrooms for students. The

percentage of responses for the questions 1 to 5 of the questionnaire were as shown in the figure 4.30.

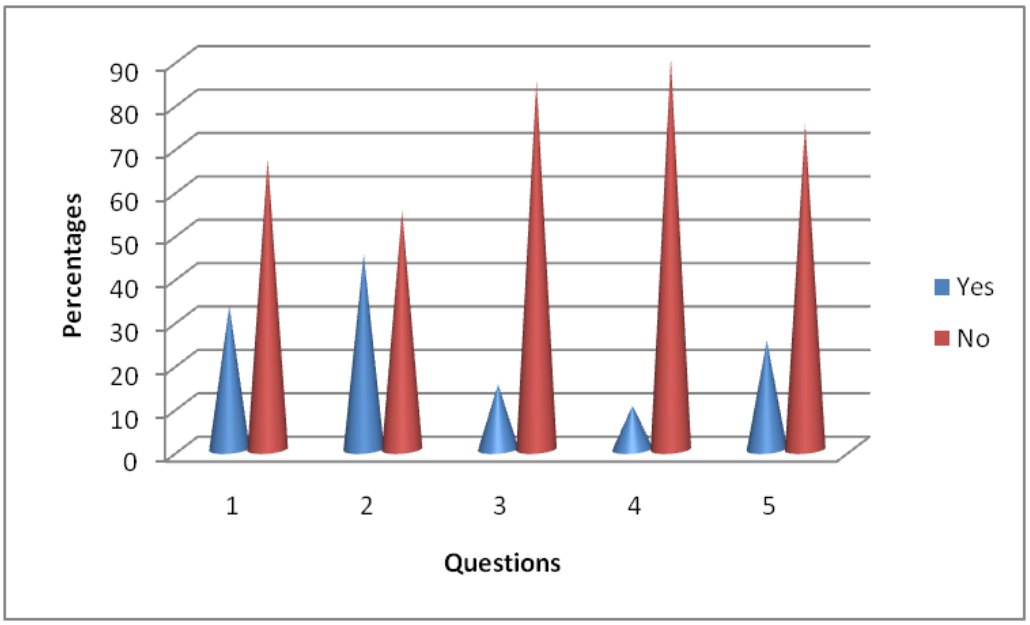


Figure 4.30: Percentage of Student responses for the questions of domain Classroom Environment

Table 4.28 shows that students were able to read, write and communicate effectively to a certain extent as evident from the percentage of responses given to questions 7, 8 and 9. But the table shows that students are not able to express their emotions using the language and they are lacking in language lab use as indicated by the responses given to questions 9 and 10. The percentage of student responses for the dimension vocabulary skills are shown diagrammatically in the figure 4.31.

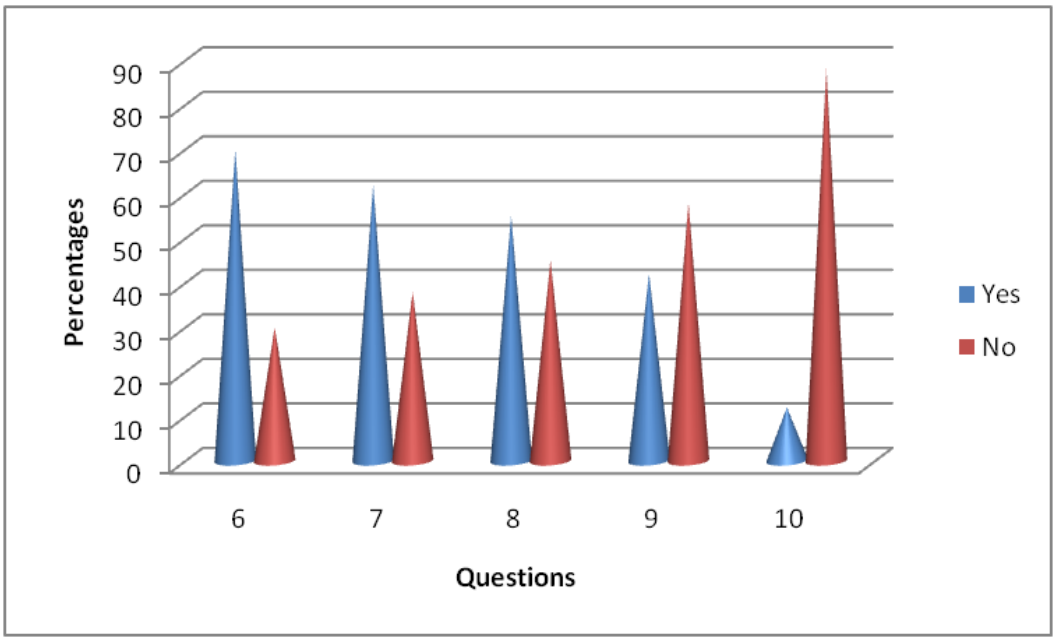


Figure 4.31: Percentage of Student responses for the questions of domain Vocabulary skills

Table 4.28 showed that teachers of present scenario are not up to the level as expected by the students in a language classroom. Students opined that teachers are not providing individual attention, ICT incorporated teaching techniques, clarification of doubts and innovative ways of teaching. The percentage of student responses for the questions of domain quality of teacher are evident in the figure 4.32.

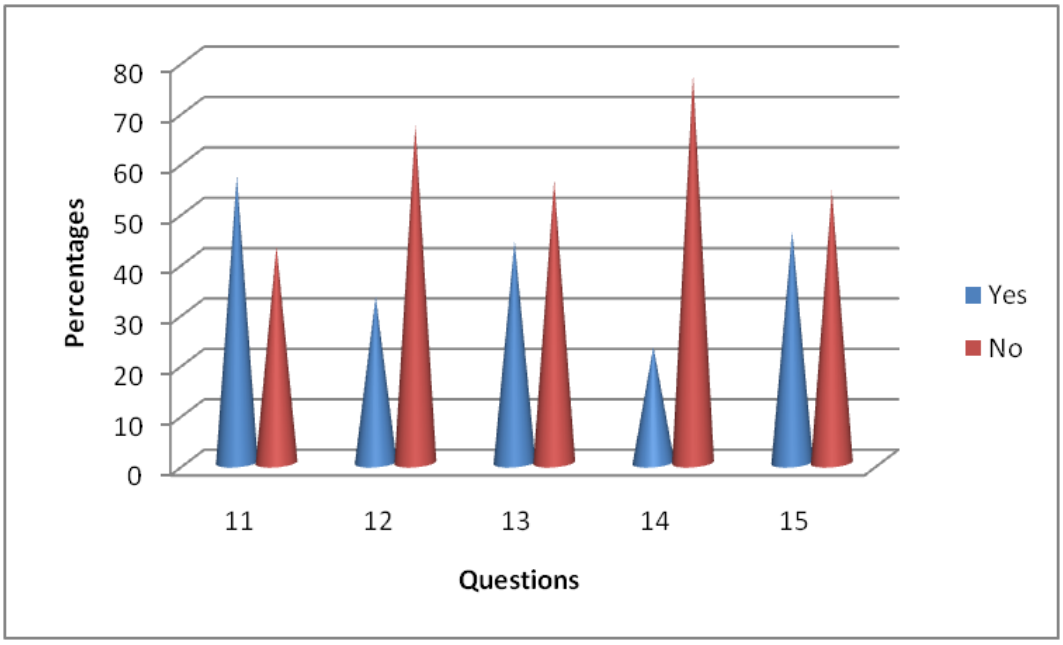


Figure 4.32: Percentage of Student responses for the questions of domain Quality of teacher

Table 4.28 showed that students are not at all interested in the learning of Konkani Language as evident from the responses given to the questions of domain student characteristics. The diagrammatic representation of student responses are shown in figure 4.33.

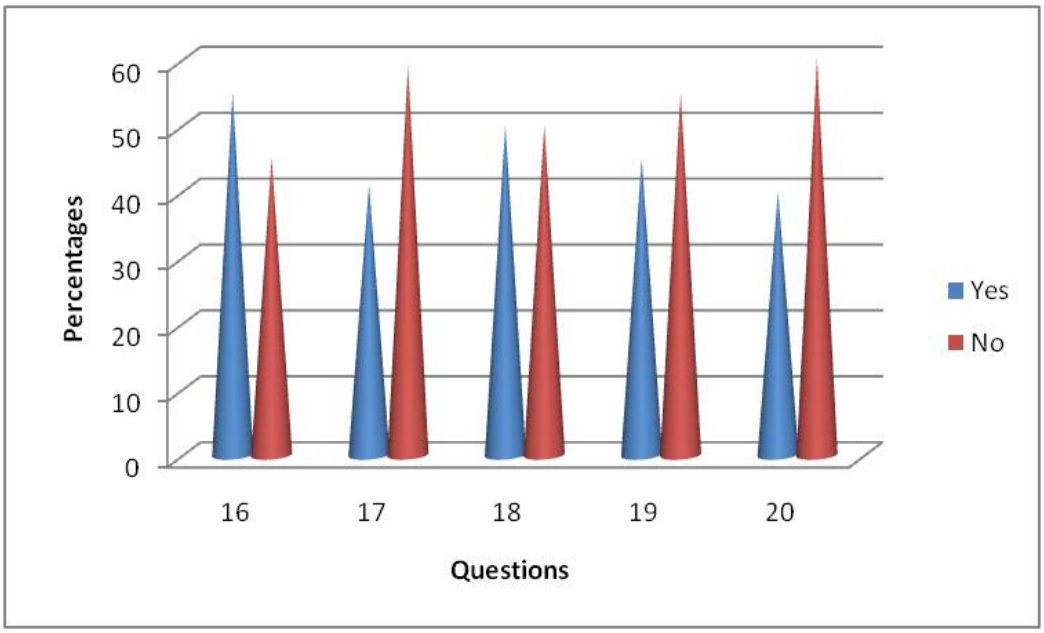


Figure 4.33: Percentage of Student responses for the questions of domain Student characteristics

Table 4.28 also, showed that students are not getting proper motivation either from teachers, peers and parents or from themselves as evident from the percentage of student responses to the questions 21 to 25 of the questionnaire under the dimension motivation. The percentage of student responses for the domain motivation are as shown in figure 4.34.

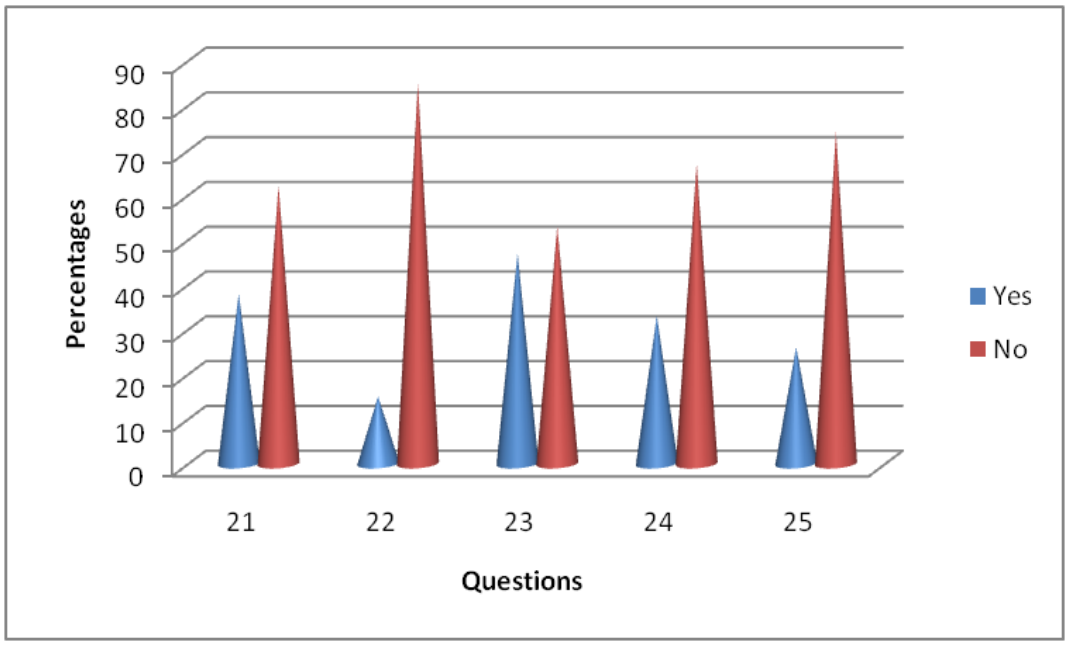


Figure 4.34: Percentage of Student responses for the questions of domain Motivation

Descriptive statistics for the total scores reflecting students' perceptions of the problems associated with learning the Konkani language in Goan schools were computed for the overall sample. The results are presented in Table 4.29.

Table 4.29 Descriptive statistics for the total scores of perception of students about the problems of Learning Konkani Language in the schools of Goa for the Total sample

Item	Mean	Median	SD	Skewness	Kurtosis
Perception of students about the problems of Learning Konkani Language in the schools of Goa	17.72	18.00	2.71	0.154	- 0.840

Table 4.29 indicates that the mean and median values for the total scores on students' perceptions of the problems in learning the Konkani language in Goan schools are

nearly identical, suggesting a relatively symmetrical distribution. The standard deviation suggests minimal variation from the mean, indicating consistency in student responses. However, the distribution is positively skewed, meaning that a greater number of students reported lower scores compared to those with higher scores in their perception of learning difficulties. Additionally, the kurtosis value was found to be less than 0.263, indicating a leptokurtic distribution, characterized by a sharper peak and heavier tails. These descriptive statistics are visually represented in Figure 4.35 through a histogram.

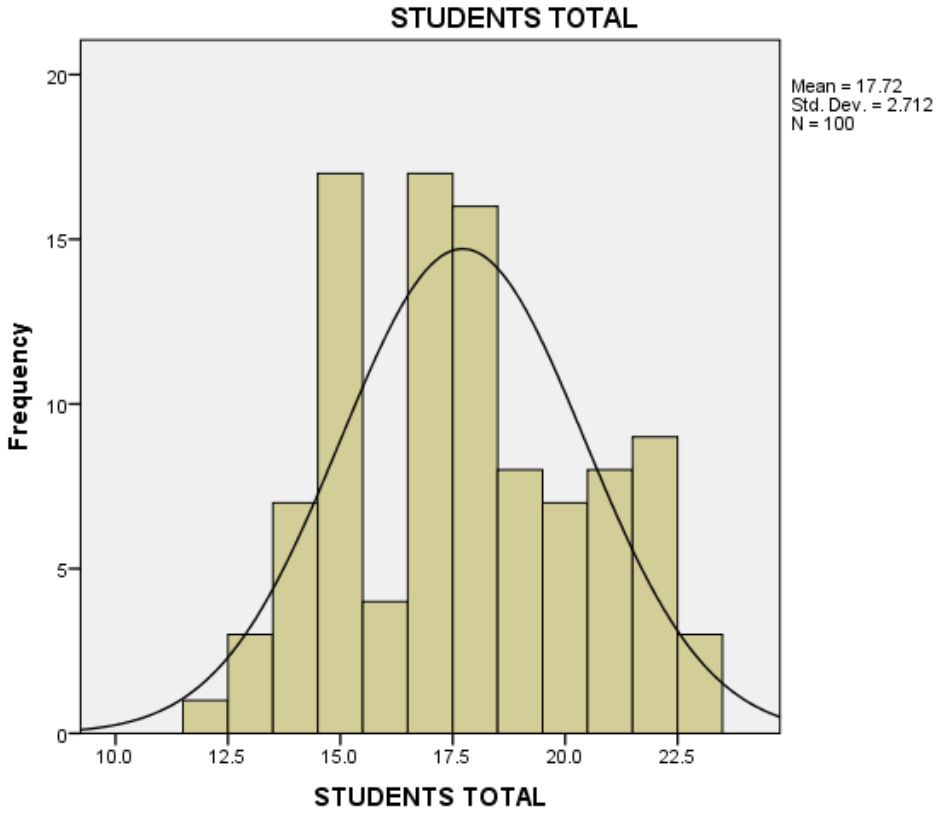


Figure 4.35: Histogram for the total scores of perception of students about the problems of Learning Konkani Language in the schools of Goa

The scores reflecting students' perceptions of the problems associated with learning the Konkani language in Goan schools were analyzed using percentage calculations. The results of this analysis are presented in Table 4.30.

Table 4.30: Level of perception of students about the problems of Learning Konkani Language in the schools of Goa for the Total sample

Item	Low Level	Average Level	High Level
No. of students	28	52	20
Percentage	28	52	20

Table 4.30 reveals that the majority of students perceive the problems related to learning the Konkani language in Goan schools to be of an average level. The results of the percentage analysis are visually depicted in the pie chart presented in Figure 4.36.

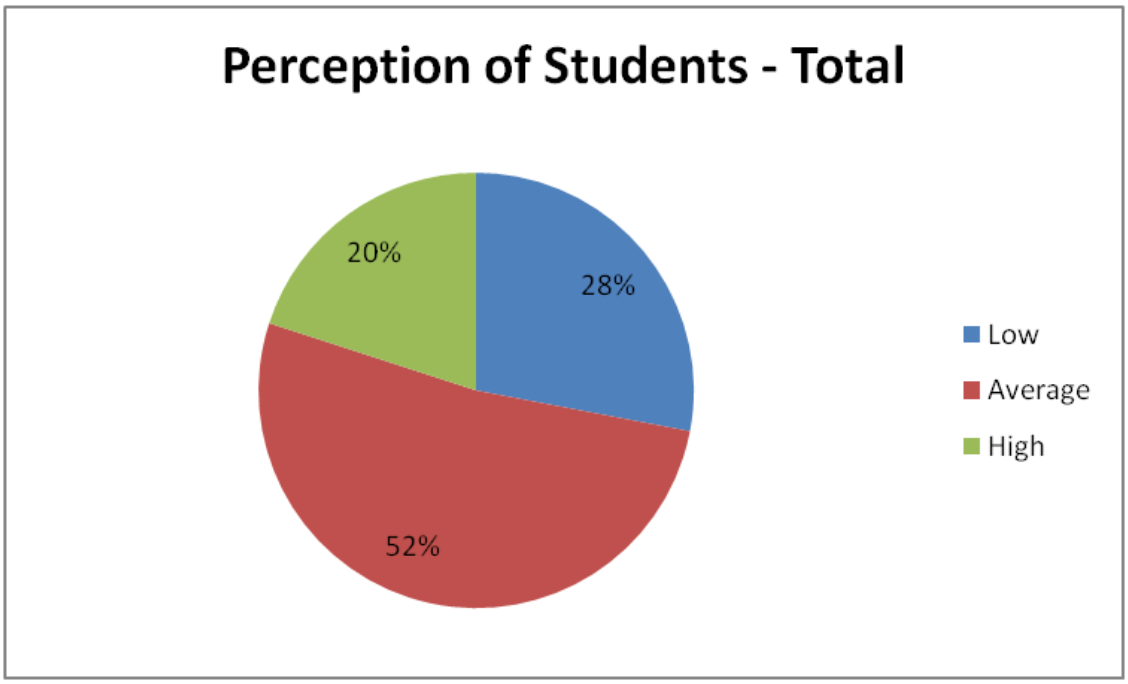


Figure 4.36: Pie – diagram for the level of perception of students about the problems of Learning Konkani Language in the schools of Goa for the Total sample

The collected data were further analyzed using a one-way ANOVA to examine the levels of student perception regarding the problems in learning the Konkani language in Goan schools. A summary of the data and the results of this analysis for the total sample are presented in Table 4.31.

Table 4.31: Summary of one-way ANOVA on the perception of students about the problems of Learning Konkani Language in the schools of Goa for the Total sample

Component	Source of Variation	Sum of Squares	Degrees of Freedom	Mean squares (Variance)	F value
Perception of students about the problems of Learning Konkani Language in the schools of Goa	Between Groups	630.726	2	315.563	313.96**
	Within Groups	97.434	97	1.004	

** - Significant at 0.01 level

The calculated F-value of 313.96 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom. This indicates a statistically significant difference among students from different categories in their perceptions of the problems associated with learning the Konkani language in Goan schools.

To determine whether the observed group differences in students' perceptions of the problems associated with learning the Konkani language in Goan schools were statistically significant, a post-hoc analysis was conducted. Scheffé's test was employed to compare the various groups based on their levels of perception regarding these learning challenges.

The mean scores reflecting students' perceptions of the problems in learning the Konkani language in Goan schools were compared and analyzed. The data and findings from this comparison, involving students categorized into three distinct groups based on their perception levels, are presented in Table 4.32.

Table 4.32: Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of perception of students about the problems of Learning Konkani Language in the schools of Goa

Sample	Groups compared	Mean	P value
Dimensions of perception of students about the problems of Learning Konkani Language in the schools of Goa	High level & Average level	21.75 17.94	3.81*
	Low-level & High level	14.43 21.75	732*
	Low-level & Average level	14.43 17.94	3.51*

* - Significant at 0.05 level

As per the table 4.32, it was evident that the mean difference is highly significant between High level and Low-level students on perception about the problems of Learning Konkani Language in the schools of Goa. The comparison of mean scores on perception about the problems of Learning Konkani Language in the schools of Goa between low, average and high-level students are graphically represented as shown in figure 4.37.

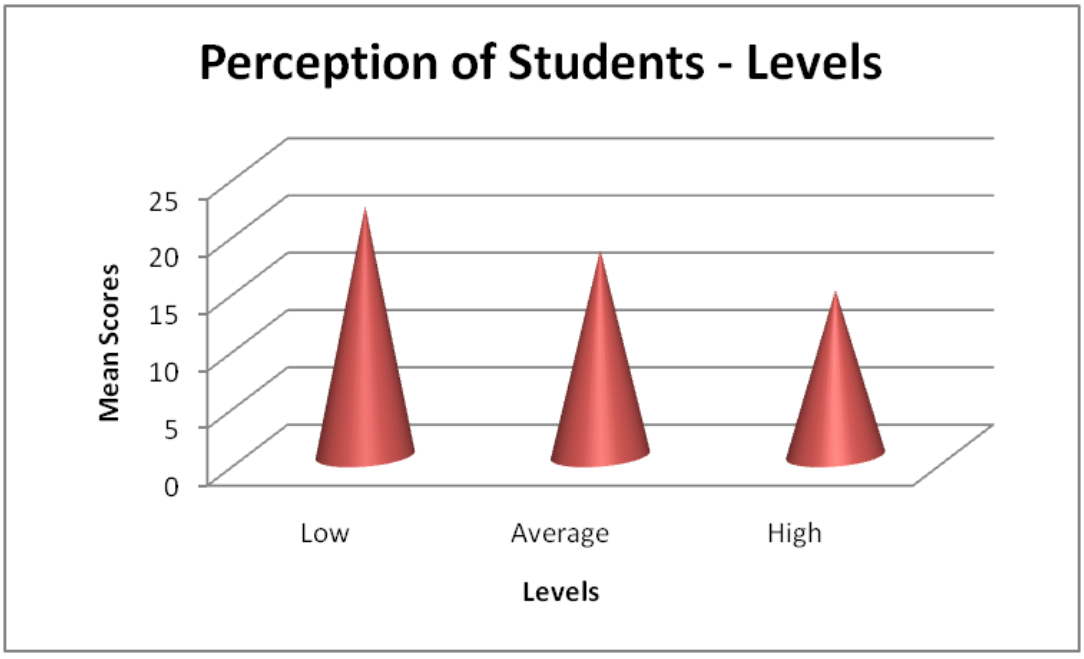


Figure 4.37: Comparison of Mean scores of different levels of perception of students about the problems of Learning Konkani Language in the schools of Goa

The descriptive statistics for the total scores reflecting students' perceptions of the problems in learning the Konkani language in Goan schools, categorized by the gender sub-sample, are presented in Table 4.33.

Table 4.33 Descriptive statistics for the total scores of perception of students about the problems of Learning Konkani Language in the schools of Goa for the Sub sample – Gender

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Perception of students about the problems of Learning Konkani Language in the schools of Goa	Boys	17.71	18.00	2.74	0.116	- 1.091
	Girls	17.73	17.00	2.72	0.190	- 0.599

Table 4.33 showed that the mean and median values are almost the same for the scores on perception of students about the problems of Learning Konkani Language in the schools of Goa for the sub samples Boys and Girls. The standard deviation values indicate that the distributions for both boys and girls do not deviate substantially from the mean. The data were found to be positively skewed for both groups, suggesting that a greater number of students reported lower scores compared to those with higher scores in their perceptions of the problems associated with learning the Konkani language in Goan schools. The kurtosis value was found to be less than 0.263 for the sub samples Boys and Girls. Hence the distribution is leptokurtic in nature. The Histogram representations for Boys and Girls are as shown in figures 4.38 and 4.39.

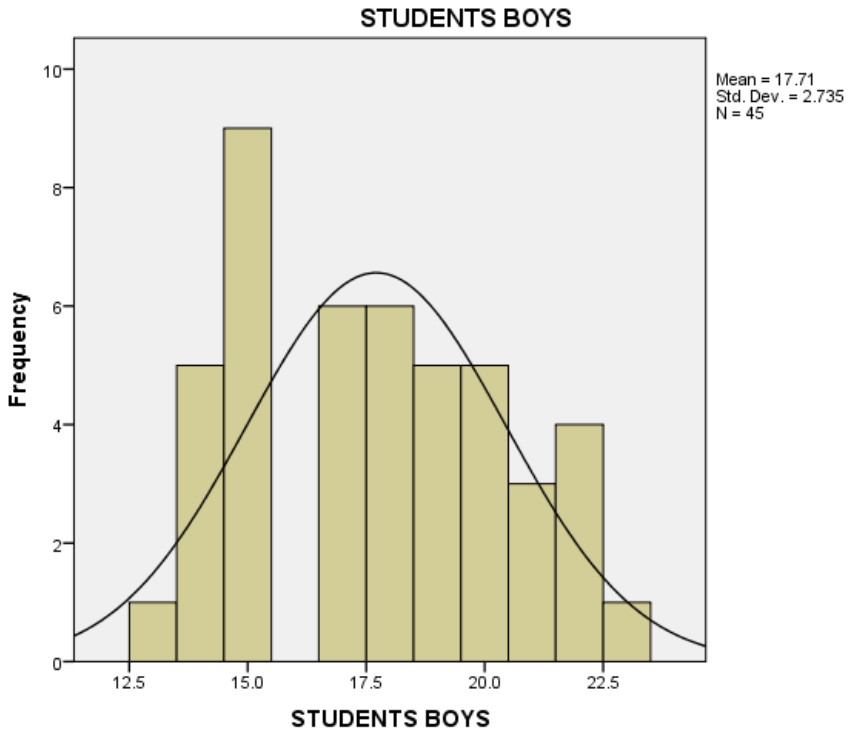


Figure 4.38: Histogram for total scores of Boys regarding the perception about the problems of Learning Konkani Language in the schools of Goa

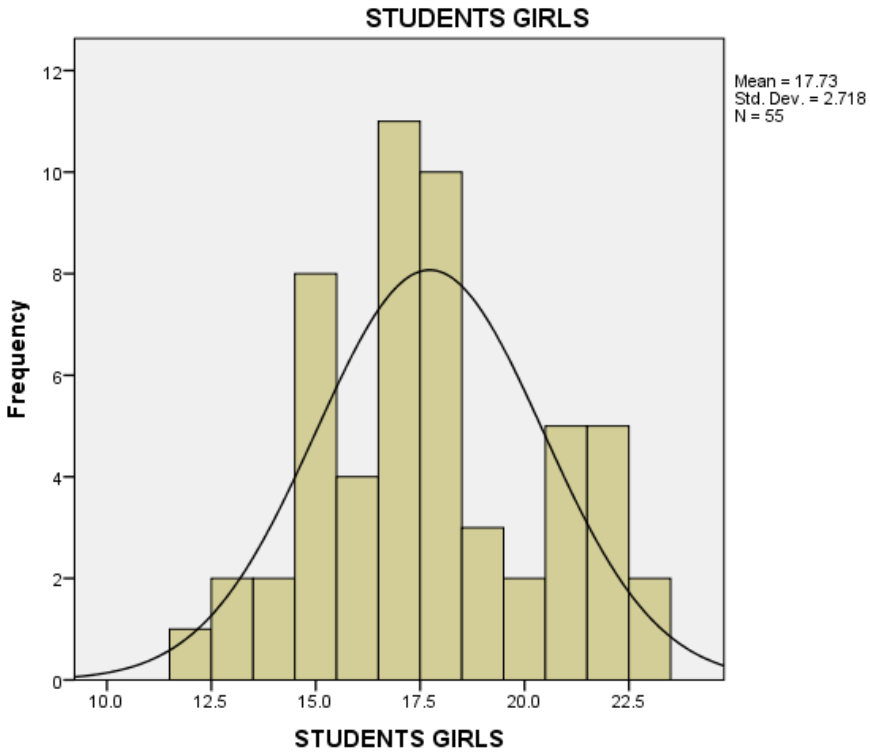


Figure 4.39: Histogram for total scores of Girls regarding the perception about the problems of Learning Konkani Language in the schools of Goa

The scores obtained regarding the opinion of Boys about the perception on the problems of Learning Konkani Language in the schools of Goa were subjected to percentage analysis. The results of the percentage analysis were as shown in table 4.34.

Table 4.34 Level of opinion of perception of male students about the problems of Learning Konkani Language in the schools of Goa.

Item	Low Level	Average Level	High Level
No. of students	6	31	8
Percentage	13.33	68.89	17.78

Table 4.34 showed that the opinion of Boys about perception on the problems of Learning Konkani Language in the schools of Goa are mostly at an average level. The results of percentage analysis are represented using a pie diagram as shown in figure 4.40.

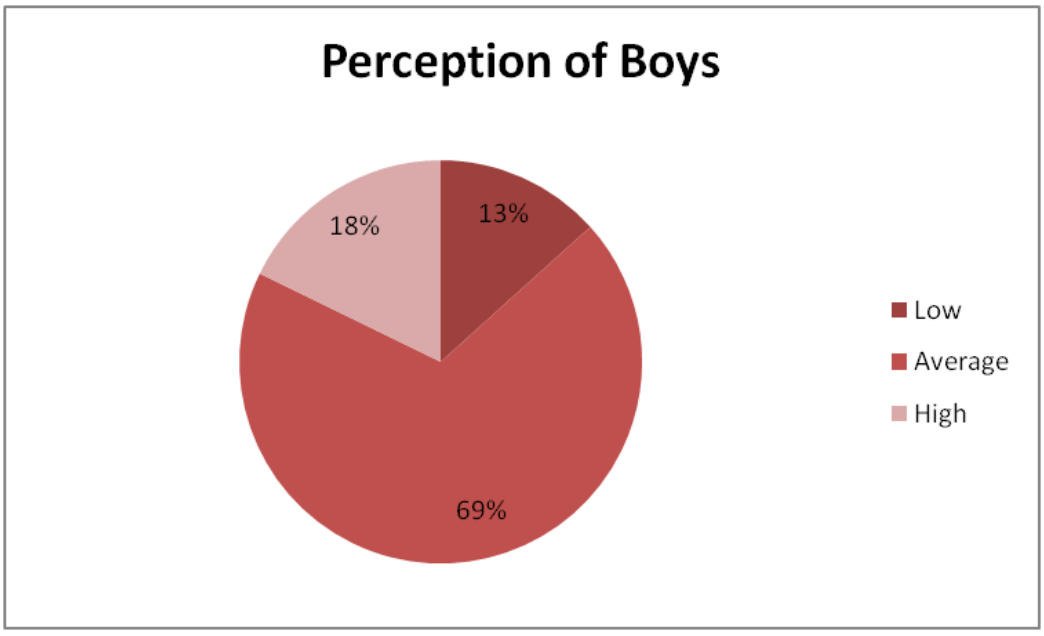


Figure 4.40: Pie – diagram for the level of perception of students about the problems of Learning Konkani Language in the schools of Goa for Boys

The collected data were further analyzed using a one-way ANOVA to assess the levels of perception among male students regarding the problems of learning the

Konkani language in Goan schools. A summary of the data and the results of this analysis for the boys' sub-sample are presented in Table 4.35

Table 4.35: Summary of one-way ANOVA on the perception of students about the problems of Learning Konkani Language in the schools of Goa for the Sub sample - Boys

Component	Source of Variation	Sum of Squares	Degrees of Freedom	Mean squares (Variance)	F value
Perception of boy's students about the problems of Learning Konkani Language in the schools of Goa	Between Groups	223.363	2	111.681	44.301**
	Within Groups	105.882	42	2.521	

** - Significant at 0.01 level

The computed F-value of 44.301 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom. This indicates a statistically significant difference among boys from different categories in their perceptions of the problems related to learning the Konkani language in Goan schools.

Group difference in the level of Boys on perception about the problems of Learning Konkani Language in the schools of Goa was calculated to understand wherever the difference is significant. Scheffe's test was administered for comparing different groups, based on the level of perception of students about the problems of Learning Konkani Language in the schools of Goa.

The mean scores of Boys regarding perception about the problems of Learning Konkani Language in the schools of Goa were compared and the results were analyzed. Data and results obtained for comparison of mean scores of Boys regarding the level of perception about the problems of Learning Konkani Language in the schools of Goa belonging to three groups are shown in Table 4.36.

Table 4.36: Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of Boys regarding perception about the problems of Learning Konkani Language in the schools of Goa

Sample	Groups compared	Mean	P value
Dimensions of Perception of Boys about the problems of Learning Konkani Language in the schools of Goa	High level & Average level	21.75 17.42	4.33*
	Low-level & High level	13.83 21.75	7.92*
	Low-level & Average level	13.83 17.42	3.58*

* - Significant at 0.05 level

Table 4.36 clearly indicates that the mean difference in perception between boys classified as having high and low levels is highly significant with respect to the problems of learning the Konkani language in Goan schools. The comparison of mean scores among boys with low, average, and high levels of perception is visually illustrated in Figure 4.41.

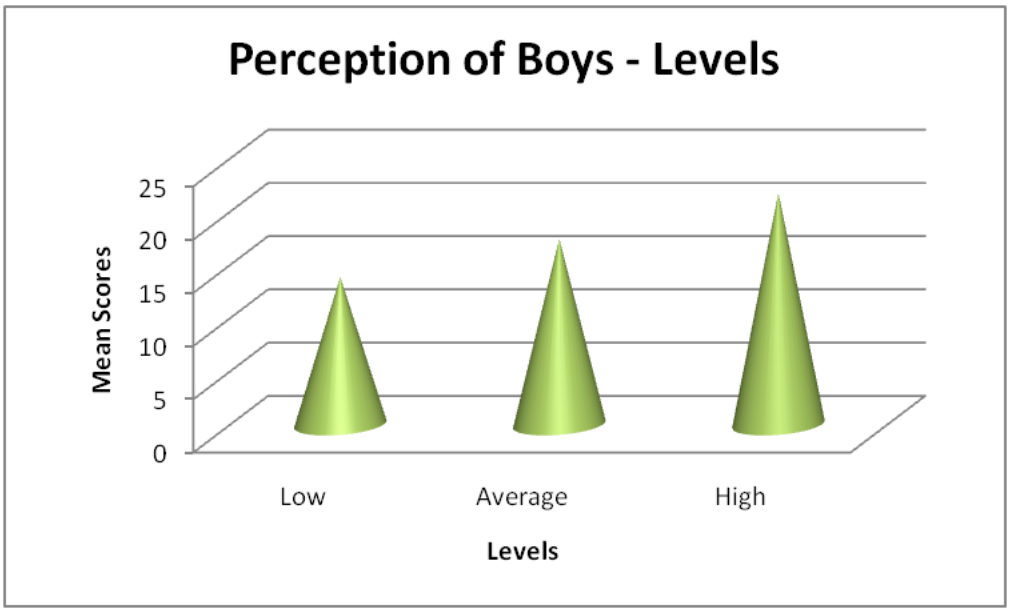


Figure 4.41: Comparison of Mean scores of different levels of opinion of Boys regarding the perception about the problems of Learning Konkani Language in the schools of Goa

The scores obtained regarding the opinion of Girls about the perception on the problems of Learning Konkani Language in the schools of Goa were subjected to percentage analysis. The results of the percentage analysis were as shown in table 4.37.

Table 4.37: Level of opinion of perception of female students about the problems of Learning Konkani Language in the schools of Goa.

Item	Low Level	Average Level	High Level
No. of students	12	31	12
Percentage	21.82	56.36	21.82

Table 4.37 showed that the opinion of Girls about the perception on the problems of Learning Konkani Language in the schools of Goa are mostly at an average level. The results of percentage analysis are represented using a pie diagram as shown in figure 4.42.

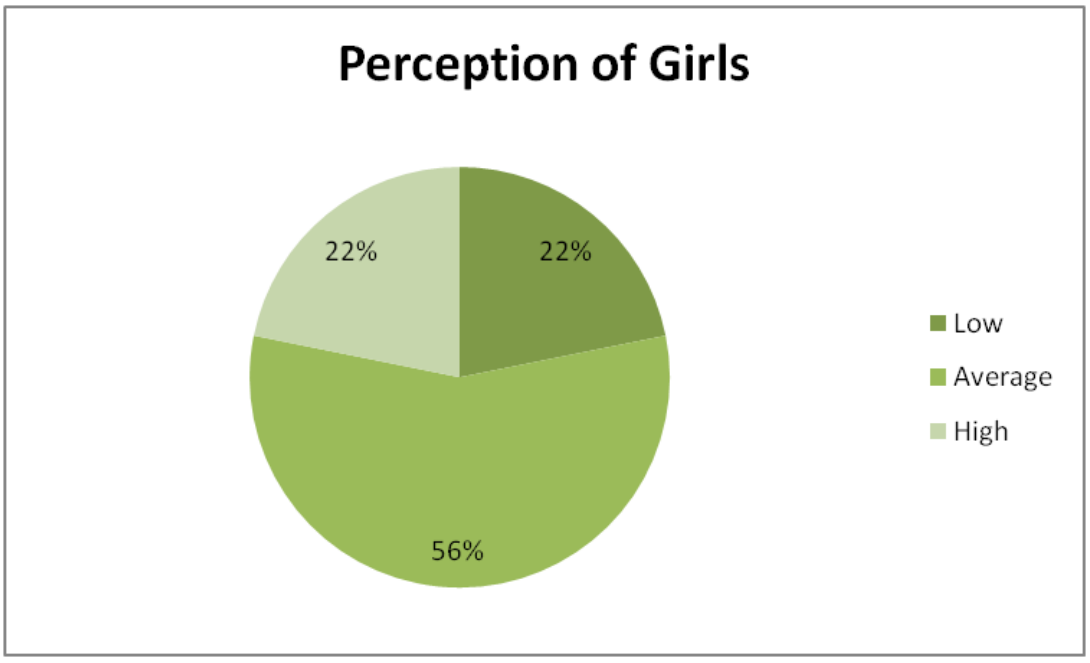


Figure 4.42: Pie – diagram for the level of perception of students about the problems of Learning Konkani Language in the schools of Goa for the Girls

The data collected were further analyzed using one-way ANOVA to examine the levels of perception among female students regarding the problems in learning the

Konkani language in Goan schools. A summary of the data and the results for the girls' sub-sample are presented in Table 4.38.

Table 4.38: Summary of one-way ANOVA on the perception of students about the problems of Learning Konkani Language in the schools of Goa for the Sub sample - Girls

Component	Source of Variation	Sum of Squares	Degrees of Freedom	Mean squares (Variance)	F value
Perception of Girls about the problems of Learning Konkani Language in the schools of Goa	Between Groups	340.667	2	170.334	152.078**
	Within Groups	58.242	52	1.120	

** - Significant at 0.01 level

The calculated F-value of 152.078 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom. This indicates a statistically significant difference among girls from various categories in their perceptions of the difficulties associated with learning the Konkani language in Goan schools.

Group difference in the level of Girls on perception about the problems of Learning Konkani Languagein the schools of Goa was calculated to know, wherever the difference is significant. Scheffe's test was used, for comparing the different groups based on the level of perception of students about the problems of Learning Konkani Language in the schools of Goa.

The mean scores of Girls regarding perception about the problems of Learning Konkani Language in the schools of Goa were compared and the results were examined. Data and results, obtained for comparison of mean scores of Girls regarding the level of perception about the problems of Learning Konkani Language in the schools of Goa belonging to three groups are shown in Table 4.39.

Table 4.39: Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of Girls regarding the perception about the problems of Learning Konkani Language in the schools of Goa

Sample	Groups compared	Mean	P value
Dimensions of perception of Girls about the problems of Learning Konkani Language in the schools of Goa	High level & Average level	21.75 17.52	4.23*
	Low-level & High level	14.25 21.75	7.50*
	Low-level & Average level	14.25 17.52	3.27*

* -- Significant at 0.05 level

Table 4.39 clearly demonstrates that the mean difference in perception between girls with high and low levels is highly significant concerning the challenges of learning the Konkani language in Goan schools. The comparison of mean scores among girls classified as having low, average, and high levels of perception is visually represented in Figure 4.43 A.

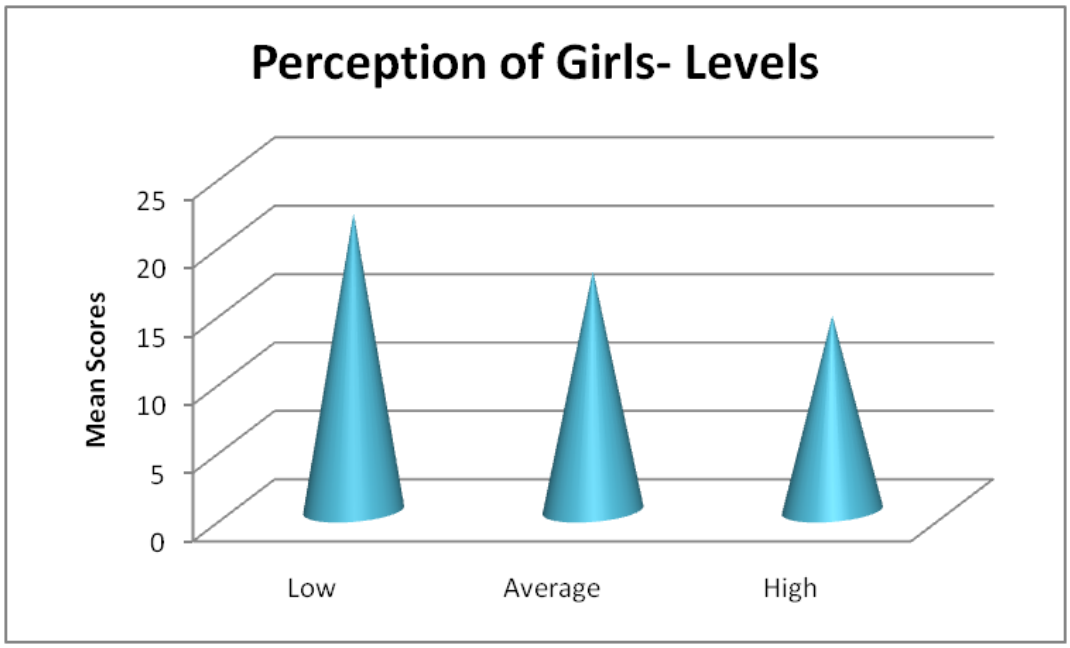


Figure 4.43 A: Comparison of Mean scores of different levels of opinion of Girls regarding the perception about problems of Learning Konkani Language in the schools of Goa

Table 4.40 presents the descriptive statistics for the total scores reflecting students' perceptions of the problems involved in learning the Konkani language in Goan schools, categorized by the sub-sample based on locale.

Table 4.40: Descriptive statistics for the total scores of perception of students about the problems of Learning Konkani Language in the schools of Goa for the Sub sample – Locale

Item	Sub sample	Mean	Median	SD	Skewness	Kurtosis
Perception of students about the problems of Learning Konkani Language in the schools of Goa	Rural	17.71	17.50	2.68	0.251	- 0.877
	Urban	17.73	18.00	2.77	0.061	- 0.765

Table 4.40 showed that the mean and median values are almost the same for the scores on perception of students about the problems of Learning Konkani Language in the schools of Goa for the sub samples Rural and Urban students.

The standard deviation values indicate that the distributions for both rural and urban students show minimal deviation from the mean. Both distributions are positively skewed, suggesting that a larger proportion of students reported lower scores compared to those with higher scores in their perceptions of the problems associated with learning the Konkani language in Goan schools. The kurtosis value was found to be less than 0.263 for the sub samples Rural and Urban students. Hence the distribution is leptokurtic in nature. The Histogram representations for Rural and Urban students are as shown in figures 4.43 B and 4.44.

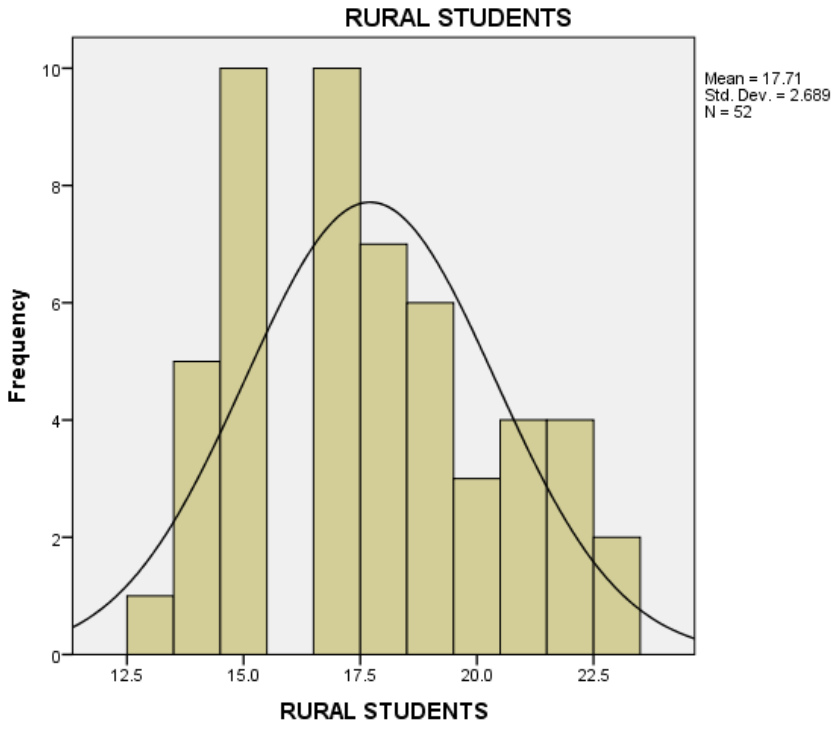


Figure 4.43 B: Histogram for total scores of Rural students regarding the perception about the problems of Learning Konkani Language in the schools of Goa

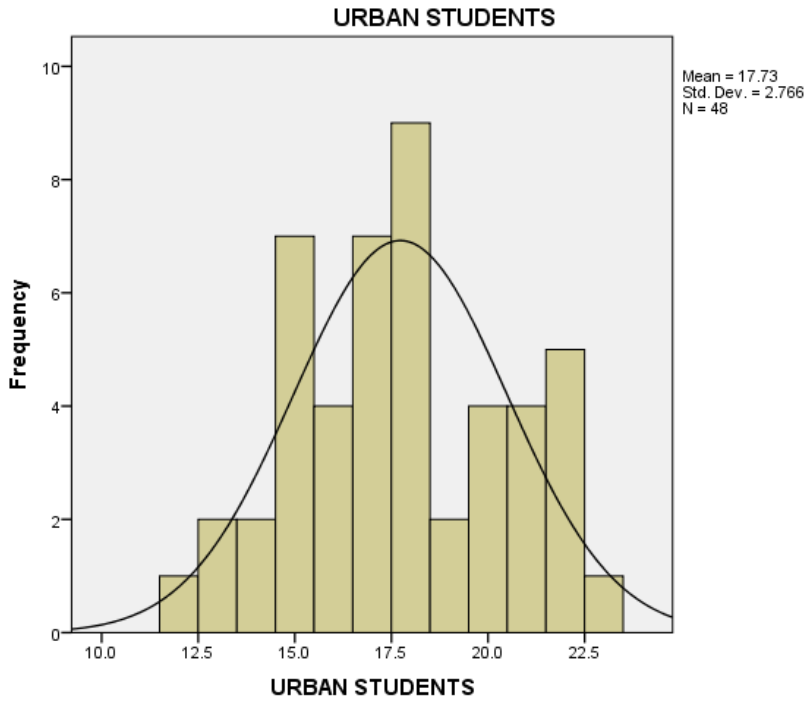


Figure 4.44: Histogram for total scores of Urban students regarding the perception about the problems of Learning Konkani Language in the schools of Goa

The scores obtained regarding the opinion of Rural students about the perception about the problems of Learning Konkani Language in the schools of Goa were subjected to percentage analysis. The results of percentage analysis were depicted in table 4.41.

Table 4.41: Level of the perception about the problems of Learning Konkani Language in the schools of Goa for the Sub sample - Rural students

Item	Low Level	Average Level	High Level
No. of students	16	26	10
Percentage	30.77	50	19.23

Table 4.41 showed that the perception about the problems of Learning Konkani Language in the schools of Goa are mostly at an average level. The results of percentage analysis are represented using a pie diagram as shown in figure 4.45.

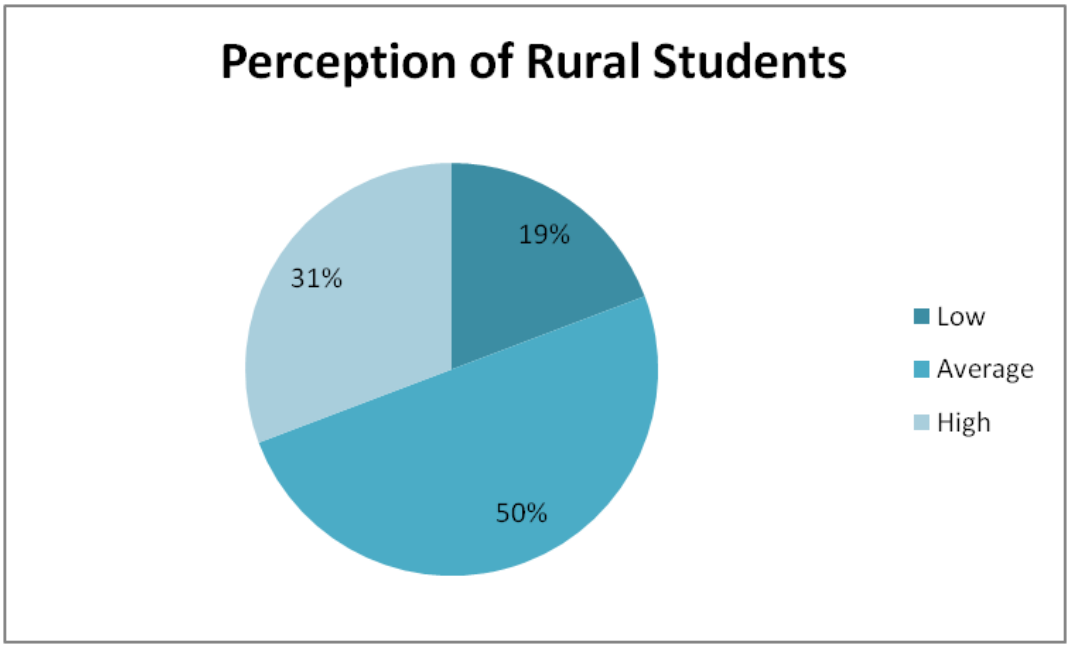


Figure 4.45: Pie – diagram for the level of perception about the problems of Learning Konkani Language in the schools of Goa for the Rural students

The collected data were further analyzed using a one-way ANOVA to assess the levels of perception among rural students regarding the problems of learning the Konkani language in Goan schools. A summary of the data and the results for the rural student sub-sample are presented in Table 4.42

Table 4.42: Summary of one-way ANOVA on the perception about the problems of Learning Konkani Language in the schools of Goa for the Sub sample - Rural students

Component	Source of Variation	Sum of Squares	Degrees of Freedom	Mean squares (Variance)	F value
Perception of Rural students about the problems of Learning Konkani Language in the schools of Goa	Between Groups	329.289	2	164.65	204.85**
	Within Groups	39.384	49	0.804	

** - Significant at 0.01 level

The computed F-value of 204.85 exceeds the critical value at the 0.01 significance level for the relevant degrees of freedom. This indicates a statistically significant difference among rural students from various categories in their perceptions of the difficulties associated with learning the Konkani language in Goan schools.

To determine whether the differences in perception levels among rural students regarding the challenges of learning the Konkani language in Goan schools were statistically significant, group comparisons were conducted. Scheffé's test was applied to compare the various groups based on their levels of perception.

The mean scores of rural students concerning their perceptions of the challenges in learning the Konkani language in Goan schools were compared and analyzed. The data and findings from this comparison, involving three distinct groups based on perception levels, are presented in Table 4.43.

Table 4.43: Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of Rural students regarding the perception about the problems of Learning Konkani Language in the schools of Goa

Sample	Groups compared	Mean	P value
Dimensions of perception of Rural students about the problems of Learning Konkani Language in the schools of Goa	High level & Average level	21.80 18.08	3.72*
	Low-level & High level	14.56 21.80	7.24*
	Low-level & Average level	14.56 18.08	3.51*

* -- Significant at 0.05 level

Table 4.43 clearly indicates that the mean difference in perception between rural students with high and low levels is highly significant in relation to the challenges of learning the Konkani language in Goan schools. The comparison of mean scores among rural students with low, average, and high perception levels is visually depicted in Figure 4.46.

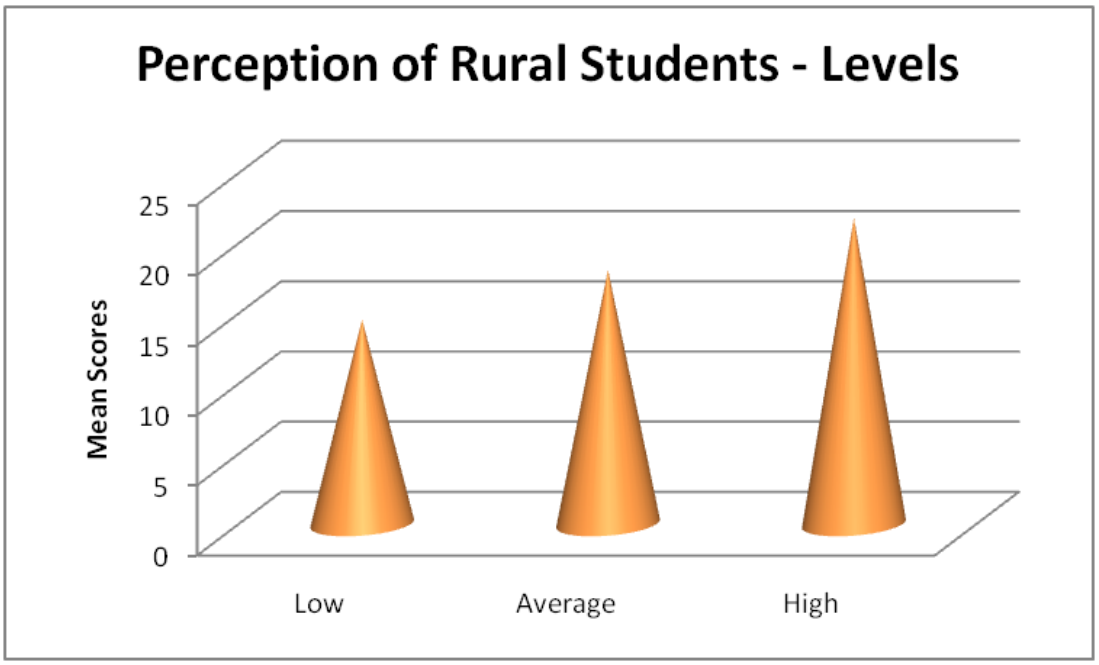


Figure 4.46: Comparison of Mean scores of different levels of perception of Rural students regarding problems of Learning Konkani Language in the schools of Goa

The scores obtained regarding the perception of Urban students on the problems of Learning Konkani Language in the schools of Goa were subjected to percentage analysis. The results of the percentage analysis were depicted in table 4.44.

Table 4.44: Level of opinion of students regarding the perception about the problems of Learning Konkani Language in the schools of Goa for the Sub sample - Urban students

Item	Low Level	Average Level	High Level
No. of students	5	33	10
Percentage	10.42	68.75	20.83

Table 4.44 indicates that urban students' perceptions of the problems involved in learning the Konkani language in Goan schools are predominantly at an average level. The outcomes of the percentage analysis are visually represented through a pie chart in Figure 4.47.

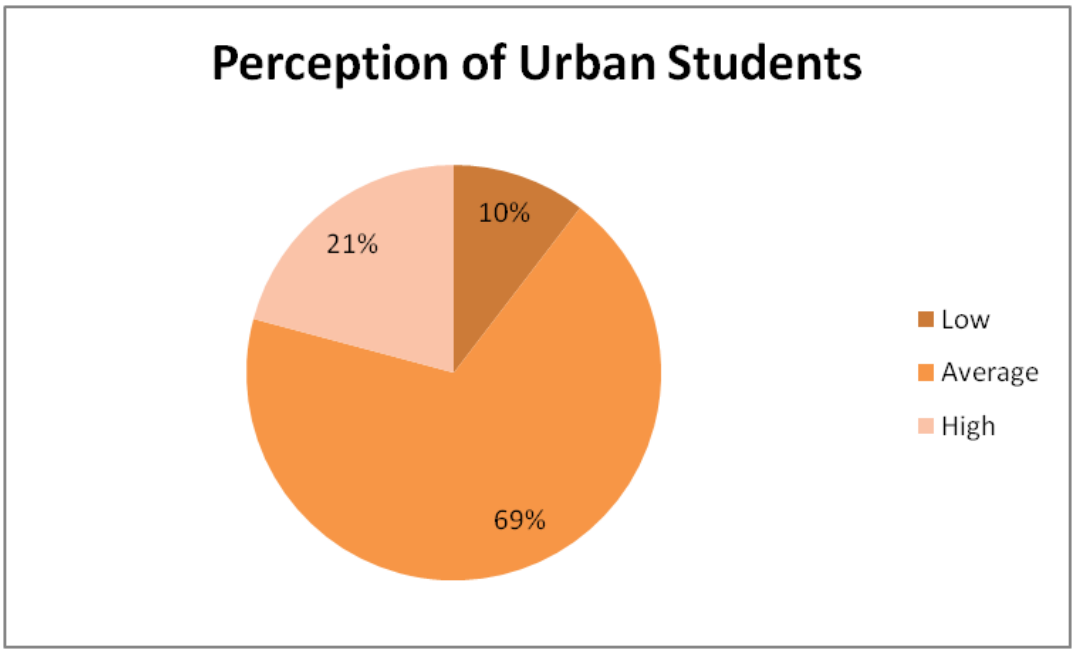


Figure 4.47: Pie – diagram for the level of perception of students regarding the problems of Learning Konkani Language in the schools of Goa for the Urban students

The data collected were further analyzed using one-way ANOVA to examine the levels of perception among urban students regarding the difficulties associated with learning the Konkani language in Goan schools. A summary of the analysis and the resulting findings for the urban student sub-sample are presented in Table 4.45.

Table 4.45: Summary of one-way ANOVA on the perception of students about the problems of Learning Konkani Language in the schools of Goa for the Sub sample - Urban students

Component	Source of Variation	Sum of Squares	Degrees of Freedom	Mean squares (Variance)	F value
Perception of Urban students about the problems of Learning Konkani Language in the schools of Goa teaching	Between Groups	269.064	2	134.532	66.957**
	Within Groups	90.415	45	2.009	

** -- Significant at 0.01 level

The calculated F-value of 66.957 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom. This indicates that there are statistically significant differences in the levels of perception among urban students from different categories regarding the problems of learning the Konkani language in Goan schools.

To assess whether the differences in perception levels among urban students regarding the problems of learning the Konkani language in Goan schools were statistically significant, group comparisons were conducted. Scheffé's test was employed to compare the various groups based on their levels of perception.

The mean scores of urban students concerning their perceptions of the problems related to learning the Konkani language in Goan schools were analyzed and

compared. The data and findings from this comparison, involving three distinct perception-level groups, are presented in Table 4.46.

Table 4.46: Data and Results of the Scheffe's Test of multiple comparisons between means of Total scores of Urban students regarding the perception about problems of Learning Konkani Language in the schools of Goa

Sample	Groups compared	Mean	P value
Dimensions of perception of students about the problems of Learning Konkani Language in the schools of Goa	High level & Average level	21.70 17.21	4.49*
	Low-level & High level	13.20 21.70	8.50*
	Low-level & Average level	13.20 17.21	4.01*

* -- Significant at 0.05 level

Table 4.46 clearly reveals that the mean difference in perception between urban students with high and low levels is statistically significant concerning the problems of learning the Konkani language in Goan schools. The comparative analysis of mean scores among urban students with low, average, and high perception levels is visually illustrated in Figure 4.48.

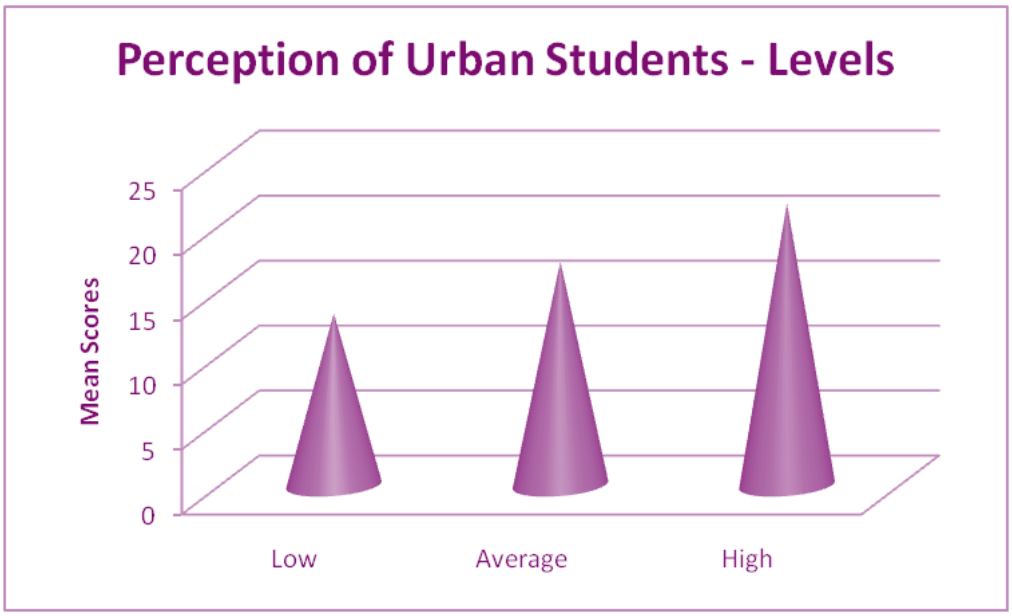


Figure 4.48: Comparison of Mean scores of different levels of Urban students regarding the perception about problems of Learning Konkani Language in the schools of Goa

Hence from tables 4.28, 4.29, 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36, 4.37, 4.38, 4.39, 4.40, 4.41, 4.42, 4.43, 4.44, 4.45, 4.46 and figures 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36, 4.37, 4.38, 4.39, 4.40, 4.41, 4.42, 4.43, 4.44, 4.45, 4.46, 4.47 and 4.48, it can be inferred that there are significant differences in students' perceptions regarding the problems of learning the Konkani language in Goan schools, both for the overall sample and across subgroups defined by gender and locale. Consequently, Hypothesis IV is accepted, indicating that students' perceptions about the problems associated with learning Konkani vary significantly across the total sample and the sub-samples of gender and locale.

Comparison of the Perception of students about the problems of Learning Konkani Language in the schools of Goa based on Sub sample Gender

The hypothesis for the present study is given as "H5: There will be significant difference between the Boys and Girls regarding the perception about the problems of learning Konkani language in the schools of Goa". The given Hypothesis can be converted into Null Hypothesis for the purpose of analysis such as;

H_0: *There will be no significant difference between the Boys and Girls regarding the perception about the problems of learning Konkani language in the schools of Goa*

The statistical significance of the difference in mean scores between boys and girls regarding their perception of the problems in learning the Konkani language in Goan schools, for the subsample based on gender, is presented in Table 4.47.

Table 4.47: Comparison of Mean Scores of students regarding the perception on problems of Learning Konkani Language in the schools of Goa for the subsample - Gender

Groups	N	Mean	Standard Deviation	t- value
Boys	45	17.71	2.74	0.029
Girls	55	17.73	2.72	

** -- Significant at 0.01 level

Table 4.47 indicates that the calculated t-value is not statistically significant at the 0.01 level. The mean score of boys is lower than that of girls. A visual comparison of the mean scores for boys and girls is illustrated in Figure 4.49.

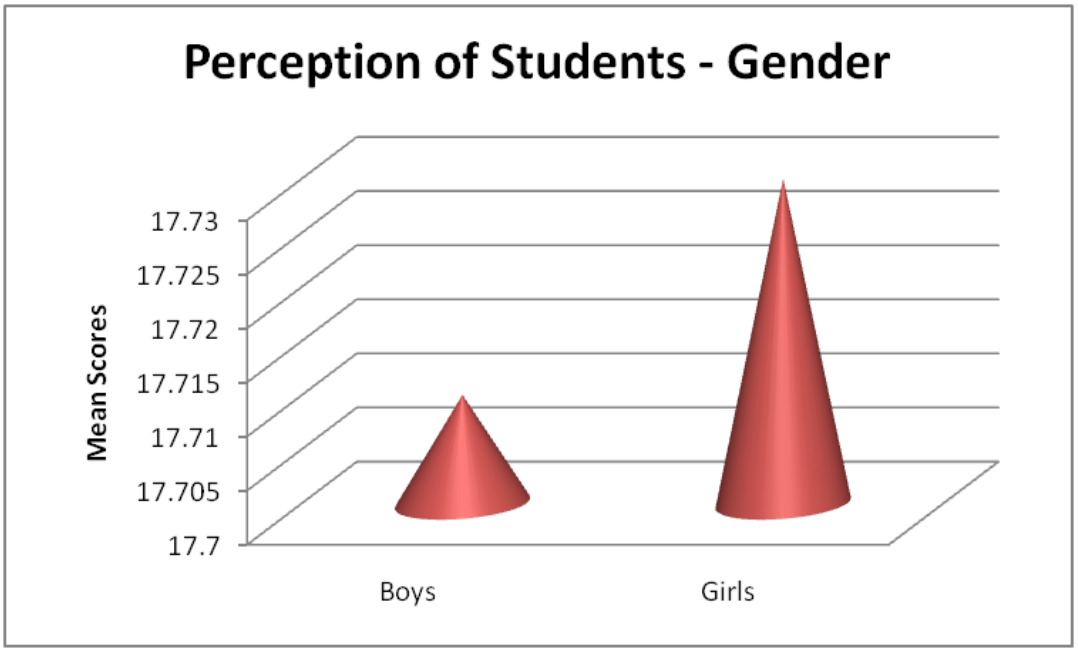


Figure 4.49: Comparison of Mean scores of Boys and Girls regarding the perception on problems of Learning Konkani Language in the schools of Goa

Figure 4.49 clearly illustrates that the mean scores of boys are slightly lower than those of girls. Based on the findings from Table 4.47 and Figure 4.49, it can be concluded that the difference in perception between boys and girls regarding the problems of learning the Konkani language in Goan schools is not statistically significant. Therefore, Hypothesis V is rejected, indicating that there is no significant difference in the mean perception scores between boys and girls concerning the challenges faced in learning Konkani.

Comparison of the Perception of students about the problems of Learning Konkani Language in the schools of Goa based on Sub sample Locale

The hypothesis for the present study is given as "H6: There will be significant difference between the Rural and Urban students regarding the perception about the problems of learning Konkani language in the schools of Goa". The given Hypothesis can be converted into Null Hypothesis for the purpose of analysis such as;

H_0: There will be no significant difference between the Rural and Urban students regarding the perception about the problems of learning Konkani language in the schools of Goa

The statistical significance of the difference between the mean scores of rural and urban students regarding their perception of the problems associated with learning the Konkani language in Goan schools, based on the subsample locale, is presented in Table 4.48.

Table 4.48: Comparison of Mean Scores of students regarding the perception on problems of Learning Konkani Language in the schools of Goa for the subsample - Locale

Groups	N	Mean	Standard Deviation	t- value
Rural	52	17.71	2.78	0.032
Urban	48	17.73	2.67	

Table 4.48 indicates that the calculated t-value is not statistically significant at the 0.01 level. The mean score for rural students is lower than that of their urban

counterparts. A visual comparison of the mean scores between rural and urban students is illustrated in Figure 4.50.

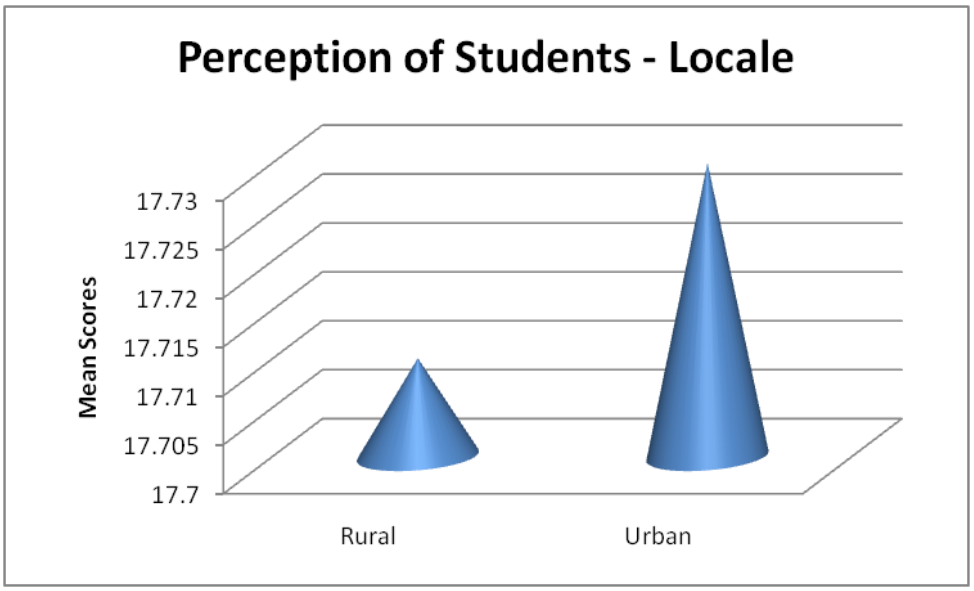


Figure 4.50: Comparison of Mean scores of Rural and Urban students regarding the perception on problems of Learning Konkani Language in the schools of Goa

Figure 4.50 distinctly indicates that the mean scores of rural students are lower than those of urban students. However, as evidenced by the data in Table 4.48 and the visual representation in Figure 4.50, this difference is not statistically significant at the 0.01 level. Consequently, it can be concluded that students' perceptions of the problems involved in learning the Konkani language in Goan schools do not significantly vary based on their locale. Hence, Hypothesis VI is rejected, confirming that there is no significant difference in perception levels between rural and urban student groups.

4.6. Analysis of the Relationship between opinion of Konkani Language teachers regarding the status of Konkani Language teaching and the Perception of students about the problems of Learning Konkani Language in the schools of Goa for the Total sample

The hypothesis for the present study is given as "H_7: There will be significant relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of students about the problems of learning Konkani language in the schools for the total sample". The given Hypothesis can be converted into Null Hypothesis for the purpose of analysis such as;

H_0: *There will be no significant relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of students about the problems of learning Konkani language in the schools for the total sample*

The mean and standard deviation obtained for the total sample on opinion of Konkani Language teachers regarding the status of Konkani Language teaching and Perception of students about the problems of Learning Konkani Language in the schools of Goa were given in Table 4.49.

Table 4.49 Descriptive statistics for the Total sample

Variables	Total sample	
	Mean	S.D.
Opinion of Konkani Language teachers regarding the status of Konkani Language teaching	20.34	2.81
Perception of students about the problems of Learning Konkani Language	17.72	2.71

Table 4.49 depicts the Opinion of Konkani Language teachers regarding the status of Konkani Language teaching of total sample is slightly lesser than the Perception of students about the problems of Learning Konkani Language of total sample.

The correlation between Opinion of Konkani Language teachers regarding the status of Konkani Language teaching and Perception of students about the problems of Learning Konkani Language were found out for the Total sample using Pearson Product moment correlation. The results obtained are given in Table 4.50.

Table 4.50: Correlation between Opinion of Konkani Language teachers regarding the status of Konkani Language teaching and Perception of students about the problems of Learning Konkani Language for the Total sample

No.	Variables Correlated	'r' value
		Total sample (N = 100)
1	Opinion of Konkani Language teachers regarding the status of Konkani Language teaching and the Perception of students about the problems of Learning Konkani Language	0.015

Table 4.50 indicates that the correlation coefficients for the total sample are not statistically significant at the 0.01 level. This suggests that there is no significant correlation between teachers' opinions on the current status of Konkani language teaching and students' perceptions of the challenges in learning Konkani in schools. Consequently, Hypothesis VII is rejected. It can therefore be inferred that, for the total sample, the views of Konkani language teachers regarding the teaching status do not significantly relate to students' perceptions of learning problems in the subject.

CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

The research process is fundamentally oriented toward the systematic and objective analysis of collected data, enabling the researcher to draw valid conclusions through appropriate statistical techniques. These conclusions form the basis for well-founded generalizations. Furthermore, the findings prompt a discussion on the educational implications relevant to the current context and offer directions for future research in related domains. The final phase of the study necessitates thoughtful and critical reflection to effectively synthesize and summarize the entire investigation.

5.1. STUDY IN RETROSPECT

The present study has been designed with the purpose for finding out the problems of teaching Konkani language in the schools of Goa. This chapter incorporated the Major findings of the study along with its Practical Educational Implications of the Study, Summary of the Major Findings, Suggestions for further improvement in educational practices and also, for further research in the concerned fields.

5.1.1. Restatement of the Problem

The study was undertaken with the objective of finding out the problems of teaching Konkani language in the schools of Goa. So, the study is entitled as 'PROBLEMS OF TEACHING KONKANI LANGUAGE IN THE SCHOOLS OF GOA'.

5.1.2. Hypotheses of the Study

H1. There will be significant difference in the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and subsamples based on Gender and Locale

H2. There will be significant difference between the Male and Female teachers regarding the present status of Konkani language teaching in the schools

H3. There will be significant difference between Rural and Urban teachers regarding the present status of Konkani language teaching in the schools

H4. There will be significant difference in the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and subsamples based on Gender and Locale

H5. There will be significant difference between the Boys and Girls regarding the perception about the problems of learning Konkani language in the schools of Goa

H6. There will be significant difference between the Rural and Urban students regarding the perception about the problems of learning Konkani language in the schools of Goa

H7. There will be significant relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of students about the problems of learning Konkani language in the schools for the total sample and sub samples Gender and Locale

5.1.3. Objectives of the Study

1. To find out various classroom practices of Konkani teachers for teaching Konkani in the schools
2. To identify the difficulties experienced by Konkani teachers in the teaching of Konkani
3. To find out the suggestions of Konkani teachers on how to minimize difficulties faced by them in the teaching of Konkani
4. To find out the opinion of teachers regarding the present status of Konkani language teaching in the schools
5. To find out whether there exists any significant difference in the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and subsamples based on Gender and Locale
6. To find out the perception of students about the problems of learning Konkani language in the schools of Goa

7. To find out whether there exists any significant difference in the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and subsamples based on Gender and Locale
8. To find out whether there exists any significant relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of students about the problems of learning Konkani language in the schools for the total sample and sub samples Gender and Locale.

5.1.4. Methodology in Brief

The Investigator selected Descriptive Research Method for conducting the study. The researcher employed a descriptive research design for the study, utilizing a sample of 100 secondary school teachers. A total of 89 schools were randomly selected from both North Goa and South Goa districts. In addition, a survey was conducted among secondary school students to explore their perceptions regarding the problems faced in learning the Konkani language. The investigator also, observed the Konkani teaching classes of 30 teachers from secondary level from two districts of Goa namely South Goa and North Goa. Moreover, the Investigator conducted a structured interview with 30 teachers teaching Konkani language from secondary level from two districts of Goa namely South Goa and North Goa.

The tools used for the study are Class observation Rubrics (Prepared and validated by Naik, S & Mathew, J), Konkani Language Learning Problems Analysis Questionnaire (Prepared and validated by Naik, S & Mathew, J) Konkani Language Teaching Problems Analysis Questionnaire (Prepared and validated by Naik, S & Mathew, J) and Structured Interview Schedule (Prepared and validated by Naik, S & Mathew, J). The collected data were systematically organized and subjected to appropriate statistical analysis. The primary statistical methods employed in this study included descriptive statistics—such as mean, median, standard deviation, skewness, and kurtosis—as well as inferential statistical techniques, including tests for significance of mean differences, Analysis of Variance (ANOVA), and Scheffe's Post Hoc analysis.

5.2. MAJOR FINDINGS OF THE STUDY

The major findings raised from the Analysis of the study are listed under the following headings;

5.2.1. Various classroom practices of Konkani language teachers in the schools of Goa

Table 4.2 showed that 80 percentage of Konkani language teachers have an average classroom teaching performance. The result revealed that certain remedial measures are necessary for improving the practices and performance level of Konkani language teachers in the state of Goa.

Table 4.3 indicated that the mean and median scores across all components of the evaluation rubric were nearly identical. The standard deviation values of all the components also, showed that the scores are not much deviated from the mean value in all the components. The mean values are found to be low for the components namely use of instructional tools, Error correction and feedback, Professional Demeanor, Reinforcement, Inter personal skills, versatility and style of delivery when compared to other components. Results indicated that the classroom teaching performance of Konkani language teachers are not up to the level in the components namely use of instructional tools, Error correction and feedback, Professional Demeanor, Reinforcement, Inter personal skills, versatility and style of delivery.

Table 4.4 revealed that while teachers are generally satisfied with the teaching profession as a whole, the majority do not find teaching the Konkani language particularly enjoyable.

The qualitative analysis of data also, showed that the rejuvenation of Konkani language is necessary for making it acceptable by all Socially and culturally without losing its essence.

5.2.2. Difficulties Experienced by Konkani Language teachers in the teaching of Konkani

The qualitative data analysis showed that lack of specific handbooks dealing with the complex nature of Konkani language, Student dissatisfaction, increased dropout rate, Lack of proper teacher orientation programs, Insufficiency in the content of

textbooks, Lack of interest from the part of students, preference for English language, Lack of proper fund to promote innovations in the Konkani language teaching, Lack of policies from the part of Government, Lack of experienced resource persons in Konkani language, Lack of students who are learning Konkani as a mother tongue and Lack of expertise in the field of research and training are the major difficulties experienced by Konkani language teachers in the teaching of Konkani.

Moreover the qualitative analysis identified Increasing demand for foreign language such as English, Lack of opportunities of Konkani language learning students, Lack of experienced teachers, Over importance to ICSE, CBSE and ISC curriculum over State syllabus, Lack of proper language lab as part of enhancing the infrastructural facilities for students, Impact of globalization and Lack of technological equipment's such as apps, technical tools and lack of user - friendliness as possible reasons for the felt difficulties in the teaching of Konkani.

Quantitative analysis showed through table 4.5 indicated that Government mostly was not providing enough professional up gradation programmes for the Konkani language teaching and learning process. Also, 80% of the teachers felt a negligence from the part of parents and community towards Konkani language teaching.

5.2.3. Suggestions of Konkani Teachers about minimizing Difficulties during the teaching of Konkani Language

The qualitative analysis showed that Love for traditional values should be developed through teaching of Konkani, efforts from the part of stakeholders for raising the need for Konkani language as a medium of instruction upto higher education sector, Properly prepared Handbooks for school teachers, Orientation or refresher programmes, all forms of literature in the textbooks prescribed for Konkani language, inculcation of new literature works related to Konkani language in the textbooks, adequate grants from Government for bridging the gap existing in present day class rooms for strengthening the knowledge base related to Konkani language and conduction of workshops for students in Konkani language for developing linguistic skills are to be done for revising the curriculum for Konkani teaching in schools.

The qualitative analysis also, found out that Journals, Magazines and other periodicals related to Konkani language for teachers as a means of supplementary materials. Newspapers in Konkani language should be promoted among students. Textbooks dealing with the grammar part of Konkani language should be introduced, Literature books on Drama, Poetry, Prose, critics and Biographies should be there in the school library for enriching the linguistic skills of students. The findings suggested that ICT enriched language labs for developing the correct syllables and pronunciation of Konkani language, appointment of resource teachers in every school, resource persons mediated training programmes, Refresher courses for newly appointed teachers, good language library, organizing seminars, symposiums and workshops for strengthening the Konkani language and organizing awareness campaigns for parents to bring back students to government schools will strengthen Konkani Language teaching.

ICT Enrichment programmes for Konkani language teachers will change language learning more friendly, Teachers may find more suitable learning apps, tools and other technological applications for the teaching and Pedagogical methods, strategies, techniques and models should embrace the advancements in the field of digital technology. Government of Goa should arrange more number of Refresher courses and programmes, opportunities for higher education through distance or online mode for teachers to ensure professional upgradation, provide new text books in Konkani language demanding the needs for preservation of language, arrange capacity enhancement programmes for teachers and should commemorate Konkani language day.

Parents and community should be made aware about the importance of Konkani language through community awareness programmes such as street play, flash mob, manuscripts distribution, house wise awareness campaigns and surveys, provision of fees reduction, provision of grants and scholarships So, that the parents may get motivated to send their students to Konkani language learning and Knowledge of Konkani language should be made a mandatory criteria for job. Moreover, renovation in the B.Ed curriculum for Konkani language teaching through revision of Syllabus, text books and other instructional materials for Konkani language teaching and by incorporating innovative teaching methods, models, strategies and techniques embedded with the elements of Digital technology.

The quantitative data analysis showed that 93.33% of the teachers felt that change is required in the Bachelor and Diploma pre service training programmes for the enrichment of Konkani language teaching as evidenced from table 4.6. In addition to it, the table also, showed that 90 % of teachers have the opinion that Government financial provisions are not up to the mark in the present scenario for improving the condition of Konkani language teaching in Schools.

5.2.4. Opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa for the Total sample and sub samples Gender and Locale

Table 4.7 showed that proper classroom environment was not created in the present-day Konkani language classrooms as evident from the percentage of responses for the questions 1, 2, 3 and 5. The only thing which was found progressive was that the students are asking doubts to teachers during their learning of Konkani language. From the table 4.7, it was also, clear that sufficient teaching resources are not there for the teaching of Konkani language in the classrooms as evident from the percentage of responses given by teachers for the questions 6 to 10 in the questionnaire.

Table 4.7 showed that the curriculum and syllabus are not properly revised and incorporated with the elements of ICT as evident from the percentage of responses given by teachers for the questions11, 12 and 14. But at the same time, the percentage of responses given by teachers for the questions 13 and 15, it was evident that presently there are adequate classes for the Konkani language teaching and also, the present textbooks are in accordance with current curriculum prepared for the same. Table 4.7 showed that teachers are using Konkani language effectively in their class rooms as evident from the percentage of responses by them for the question 16. it was also, showed that students are not using any other language including English for understanding the concepts in Konkani language as evident from the percentage of responses for the questions 18 and 19. moreover the table showed that students found it difficult to communicate effectively in the Konkani language classroom and that teachers are often puzzled with the use of multi languages in the classroom for making concepts more clear to students as evident from the percentage of responses given by teachers for the questions 17 and 20.

Table 4.7 showed that students depend more on teachers for making concepts clear about Konkani language. The findings also indicated that teachers need to offer greater instructional support, as students are struggling to independently construct their understanding of the Konkani language. It was also, evident from table 4.7 that professional upgradation of teachers was necessary for improving the quality of Konkani language teaching and it insisted the need for reforming teacher education programmes, provision of in service training and orientation programmes from the part of Government and also, the government should provide more importance for the sector Konkani language teaching and learning as evident from the responses given by teachers for the questions 25 to 30 of the questionnaire.

Table 4.9 showed that the opinion of Konkani language teachers about the status of Konkani language teaching in the schools of Goa are mostly at an average level. Table 4.10 indicated that the calculated F-value of 108.02 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom. This shows that the Konkani language teachers belonging to different categories regarding the level of opinion about status of Konkani language teaching in the schools of Goa. From the table 4.11, it was evident that the mean difference is highly significant between High level and Low-level Konkani language teachers on opinion about status of Konkani language teaching in the schools of Goa.

Table 4.13 showed that the opinion of male Konkani language teachers about the status of Konkani language teaching in the schools of Goa are mostly at an average level. Table 4.14 revealed that the F-value of 69.127 surpasses the critical value at the 0.01 level of significance for the corresponding degrees of freedom. From the table 4.15, it was evident that the mean difference is highly significant between High level and Low-level Male Konkani language teachers on opinion about status of Konkani language teaching in the schools of Goa.

Table 4.16 showed that the opinion of Female Konkani language teachers about the status of Konkani language teaching in the schools of Goa are mostly at an average level. Table 4.17 indicated that the F-value of 94.121 exceeds the critical value at the 0.01 level of significance for the respective degrees of freedom. From the table 4.18, it was evident that the mean difference is highly significant between High level and Low-level Female Konkani language teachers on opinion about status of Konkani language teaching in the schools of Goa. Table 4.20 showed that the opinion of Rural

Konkani language teachers about the status of Konkani language teaching in the schools of Goa are mostly at an average level. Table 4.21 revealed that the F-value of 49.505 surpasses the critical value at the 0.01 significance level for the corresponding degrees of freedom. From the table 4.22, it was evident that the mean difference is highly significant between High level and Low-level Rural Konkani language teachers on opinion about status of Konkani language teaching in the schools of Goa.

Table 4.23 showed that the opinion of Urban Konkani language teachers about the status of Konkani language teaching in the schools of Goa are mostly at an average level. Table 4.24 indicated that the F-value of 81.401 exceeds the critical value at the 0.01 significance level for the corresponding degrees of freedom. From the table 4.25, it was evident that the mean difference is highly significant between High level and Low-level Urban Konkani language teachers on opinion about status of Konkani language teaching in the schools of Goa. Thus, it was concluded that there exists significant difference in the level of opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa for the total sample and Sub samples Gender and Locale.

Table 4.26 reveals that the calculated t-value (t = 3.37) is statistically significant at the 0.01 level. Additionally, the mean score of male teachers is lower compared to that of female teachers. So, it was concluded that there is significant difference between mean score of opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa among male and female teachers. Table 4.27 shows that the t – value found out (t = 1.71) is not significant at .01 level. The mean values of Rural teachers are found to be less than that of Urban teachers. The results of the study are in congruence with the research gaps identified by Mehmet Ali (2020), Özge Mavis and Fevzi (2021), Rabia and et. al. (2020), Ali (2018) and Jane (2016) who were pointed out the need for identifying professional needs of Konkani language teachers other than salary and stressed the importance of personal and Social problems that the language teachers are facing while teaching.

So, it was also concluded that, there is no significant difference between mean score of opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa among rural and urban teachers.

5.2.5. Perception of students about the problems of Learning Konkani Language in the schools of Goa for the Total sample and Sub samples Gender and Locale

From table 4.28, it was evident that the class room environment was not suitable for the learning Konkani language in the present-day classrooms for students as evidenced by the percentage of responses for the questions 1 to 5 of the questionnaire. Table 4.28 shows that students were able to read, write and communicate effectively to a certain extent as evident from the percentage of responses given to questions 7, 8 and 9. But the table shows that students are not able to express their emotions using the language and they are lacking in language lab use as indicated by the responses given to questions 9 and 10. Table 4.28 showed that teachers of present scenario are not up to the level as expected by the students in a language classroom. Students opined that teachers are not providing individual attention, ICT incorporated teaching techniques, clarification of doubts and innovative ways of teaching.

Table 4.28 showed that students are not at all interested in the learning of Konkani language as evident from the responses given to the questions of domain student characteristics. Table 4.28 also, showed that students are not getting proper motivation either from teachers, peers and parents or from themselves as evident from the percentage of student responses to the questions 21 to 25 of the questionnaire under the dimension motivation.

Table 4.30 revealed that students' perceptions regarding the problems of learning the Konkani language in Goan schools predominantly fall within the average range. Furthermore, Table 4.31 indicated that the calculated F-value of 313.96 exceeds the critical value at the 0.01 significance level, demonstrating a statistically significant difference among the groups analyzed. From the table 4.32, it was evident that the mean difference is highly significant between High level and Low-level students on perception about the problems of Learning Konkani Language in the schools of Goa.

Table 4.34 showed that the opinion of Boys about perception on the problems of Learning Konkani Language in the schools of Goa are mostly at an average level. The F-value of 44.301 presented in Table 4.35 exceeds the critical value for the corresponding degrees of freedom at the 0.01 level of significance. From the table

4.36, it was evident that the mean difference is highly significant between High level and Low-level Boys on perception about the problems of Learning Konkani Language in the schools of Goa.

Table 4.37 showed that the opinion of Girls about the perception on the problems of Learning Konkani Language in the schools of Goa are mostly at an average level. The F value from table 4.38 is 152.078 which is greater than the table value for corresponding degrees of freedom at 0.01 level. From the table 4.39, it was evident that the mean difference is highly significant between High level and Low-level Girls on perception about the problems of Learning Konkani Language in the schools of Goa.

Table 4.41 showed that the perception about the problems of Learning Konkani Language in the schools of Goa are mostly at an average level. The F-value of 204.85, as shown in Table 4.42, is higher than the table value for the corresponding degrees of freedom at the 0.01 level of significance. From the table 4.43, it was evident that the mean difference is highly significant between High level and Low-level Rural students on perception about the problems of Learning Konkani Language in the schools of Goa.

Table 4.44 indicated that Urban students generally hold a moderate perception regarding the challenges associated with learning the Konkani language in Goa's schools. Furthermore, Table 4.45 revealed an F-value of 66.957, which exceeds the critical value at the 0.01 level of significance for the corresponding degrees of freedom. From the table 4.46, it was evident that the mean difference is highly significant between High level and Low-level Urban students on perception about the problems of Learning Konkani Language in the schools of Goa.

The results of the study are in congruence with the research gaps identified by Gambhir Bahadur (2021), Jeffrey Dawala (2021), Nigar G & Glenn (2021), Amal Ibrahim (2021), Awad H (2021), Nuray Okumus (2019) and Jie (2019) which all stressed the importance of identifying multi-faceted problems of students such as emotional, Social, personal, environmental and economical problems as part of language learning.

Thus, it was concluded that there are notable differences in students' perceptions regarding the problems of learning the Konkani language in Goan schools, both within the overall sample and across the subgroups based on gender and locale.

Table 4.47 reveals that the computed t-value (t = 0.029) is not statistically significant at the 0.01 level, indicating that the difference in mean perception scores between boys and girls regarding the challenges in learning Konkani in Goan schools is negligible. Similarly, Table 4.48 reports a t-value of 0.032, which is also not significant at the 0.01 level, suggesting that the difference in perceptions between rural and urban students is not meaningful. Therefore, it can be concluded that there is no significant difference in students' perceptions based on gender or locale regarding the problems associated with learning the Konkani language in schools.

5.2.6. Relationship between opinion of Konkani language teachers regarding the status of Konkani language teaching and the Perception of students about the problems of Learning Konkani Language in the schools of Goa for the Total sample

Table 4.50 indicates that the correlation coefficients for the total sample are not statistically significant at the 0.01 level. This suggests that there is no significant correlation between teachers' opinions on the current status of Konkani language teaching and students' perceptions of the challenges in learning Konkani in schools. Consequently, Hypothesis VII is rejected. It can therefore be inferred that, for the total sample, the views of Konkani language teachers regarding the teaching status do not significantly relate to students' perceptions of learning problems in the subject.

5.3. TENABILITY OF HYPOTHESES

Hypothesis I

There will be significant difference in the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and subsamples based on Gender and Locale

The above hypothesis was reformulated as a null hypothesis to facilitate statistical analysis. Ho: There will be no significant difference in the opinion of teachers regarding the present status of Konkani language teaching in the schools for total sample and subsamples based on Gender and Locale

Finding 5.2.4 showed that from tables 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24, 4.25 and figures 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 5.21, 5.22, 4.23, 4.24, 4.25, 4.26 and 4.27 it can be inferred that there are significant differences in the levels of opinion among Konkani language teachers regarding the status of Konkani language teaching in Goan schools. These differences are evident across the total sample as well as within the sub-samples categorized by gender and locale. Hence it was concluded that there exists significant difference in the opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa for the total sample and Sub samples Gender and Locale.

Thus, Hypothesis I is accepted

Hypothesis II

There will be significant difference between the Male and Female teachers regarding the present status of Konkani language teaching in the schools

The above hypothesis was reformulated as a null hypothesis to facilitate statistical analysis. Ho: There will be significant difference between the Male and Female teachers regarding the present status of Konkani language teaching in the schools

Finding 5.2.4 showed that from the table 4.26 and figure 4.28, it can be concluded that a significant difference exists between male and female teachers in their opinions regarding the status of Konkani language teaching in Goan schools. Hence it can be inferred that there is significant difference between mean score of opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa among male and female teachers.

Thus, Hypothesis II is accepted.

Hypothesis III

There will be significant difference between Rural and Urban teachers regarding the present status of Konkani language teaching in the schools

The above hypothesis was reformulated as a null hypothesis to facilitate statistical analysis.

Ho: There will be no significant difference between Rural and Urban teachers regarding the present status of Konkani language teaching in the schools

Finding 5.2.4, based on Table 4.27 and Figure 4.29, indicates that there is no statistically significant difference between rural and urban teachers in their opinions regarding the status of Konkani language teaching in Goa's schools. Therefore, the null hypothesis is accepted. It can thus be concluded that the mean opinion scores of Konkani language teachers do not differ significantly between rural and urban settings.

Hence Hypothesis III is rejected.

Hypothesis IV

There will be significant difference in the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and subsamples based on Gender and Locale

The above hypothesis was reformulated as a null hypothesis to facilitate statistical analysis. Ho: There will be no significant difference in the perception of students about the problems of learning Konkani language in the schools of Goa for total sample and subsamples based on Gender and Locale

The finding 5.2.5 showed that from tables 4.28, 4.29, 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36, 4.37, 4.38, 4.39, 4.40, 4.41, 4.42, 4.43, 4.44, 4.45, 4.46 and figures 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36, 4.37, 4.38, 4.39, 4.40, 4.41, 4.42, 4.43, 4.44, 4.45, 4.46, 4.47 and 4.48 it can be inferred that there are significant differences in students' perceptions regarding the problems of learning the Konkani language in Goan schools, both for the overall sample and across subgroups defined by gender and locale. Hence it was concluded that there exists significant difference in the perception of students about the problems of Learning Konkani Language in the schools of Goa for the total sample and Sub samples Gender and Locale.

Thus, Hypothesis IV is accepted

Hypothesis V

There will be significant difference between the Boys and Girls regarding the perception about the problems of learning Konkani language in the schools of Goa

The above hypothesis was reformulated as a null hypothesis to facilitate statistical analysis.

Ho: There will be no significant difference between the Boys and Girls regarding the perception about the problems of learning Konkani language in the schools of Goa

The finding 5.2.5 also, showed that from Table 4.47 and Figure 4.49, it can be concluded that the difference in perception between boys and girls regarding the problems of learning the Konkani language in Goan schools is not statistically significant. Therefore, there is no significant difference in the mean perception scores between boys and girls concerning the challenges faced in learning Konkani.

Thus, Hypothesis V is rejected

Hypothesis VI

There will be significant difference between the Rural and Urban students regarding the perception about the problems of learning Konkani language in the schools of Goa

The above hypothesis was reformulated as a null hypothesis to facilitate statistical analysis.

Ho: There will be no significant difference between the Rural and Urban students regarding the perception about the problems of learning Konkani language in the schools of Goa

Finding 5.2.5, based on the data presented in Table 4.48 and Figure 4.50, confirmed that there is no statistically significant difference in the perceptions of rural and urban students regarding the problems associated with learning the Konkani language in Goa's schools. Consequently, it was inferred that the mean perception scores of students do not vary significantly between rural and urban groups.

Hence Hypothesis VI is rejected

Hypothesis VII

There will be significant relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of students about the problems of learning Konkani language in the schools for the total sample and sub samples Gender and Locale

The above hypothesis was reformulated as a null hypothesis to facilitate statistical analysis

Ho: There will be no significant relationship between the opinion of teachers regarding the present status of Konkani language teaching in the schools and the perception of students about the problems of learning Konkani language in the schools for the total sample and sub samples Gender and Locale

Finding 5.2.6, as evidenced by the correlation coefficients presented in Table 4.50, indicated that the relationship was not statistically significant at the 0.01 level for the total sample. This suggests that there is no significant correlation between the opinions of Konkani language teachers about the current status of Konkani language teaching and students' perceptions of the challenges involved in learning the language in schools. Therefore, it was concluded that no significant relationship exists between teacher opinions and student perceptions in this context.

Hence Hypothesis VII is rejected

5.4. CONCLUSIONS OF THE STUDY

There is significant difference in the level of opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa for the total sample and Sub samples Gender and Locale.

There is significant difference between male and female teachers about opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa.

There is no significant difference between rural and urban teachers about opinion regarding the status of Konkani language teaching in the schools of Goa.

There exists significant difference in the level of perception of students about the problems of Learning Konkani Language in the schools of Goa for the total sample and Sub samples Gender and Locale.

There is not much significant difference between Boys and Girls about perception on problems of Learning Konkani Language in the schools of Goa.

There is no significant difference between rural and urban students about perception on problems of Learning Konkani Language in the schools of Goa.

There exists no significant correlation between Opinion of Konkani language teachers regarding the status of Konkani language teaching and Perception of students about the problems of Learning Konkani Language for the Total sample.

Thus, it can be concluded that there is significant difference in the level of opinion of Konkani language teachers regarding status of Konkani language in the schools of Goa and also, a significant difference in the level perception of students about the problems of Learning Konkani Language in the schools of Goa for the Total sample and Subsamples Gender and Locale.

Furthermore, a significant difference was observed in the opinions of Konkani language teachers regarding the status of Konkani language teaching in Goan schools based on the gender subsample. However, no such significant difference was found with respect to the locale subsample. Similarly, students' perceptions of the problems associated with learning Konkani in schools did not differ significantly across gender and locale subgroups.

Moreover, it can be inferred that there is no significant correlation between Opinion of Konkani language teachers regarding the status of Konkani language teaching and Perception of students about the problems of Learning Konkani Language for the Total sample.

5.5. EDUCATIONAL IMPLICATIONS OF THE STUDY

The educational implications derived from the study's findings are presented and discussed under the following headings.

The study has revealed that there is significant difference in the opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa and the level of perception of students about the problems of Learning Konkani Language in the schools of Goa. The study also, revealed that there is no relation between the opinion of Konkani language teachers regarding the status of Konkani language teaching in the schools of Goa and perception of students about the problems of Learning Konkani Language in the schools of Goa. These findings have the following Implications in the educational field.

Students

Students are the backbone of our future world. So, it is the responsibility of the Society to seriously address the issues raised by the students. Students who are learning Konkani language in school faces So, many issues related to the learning of Konkani language. The findings of the study highlight the need to rectify the current practices in the teaching of Konkani language. The findings of the study can be effectively utilized to develop innovative strategies, techniques and methods for the teaching and learning of Konkani. The students should realize the significance and need for learning Konkani So, that they may develop a deep level of interest in the Konkani language learning. This will increase the number of students preferring to learn in their mother tongue. It will surely enhance the significance of Government schools practicing learning in mother tongue and also, attract the attention of parents to this aspect. It will gradually develop patriotic feeling in the minds of students, parents and community So, that the cultural value of traditional Konkani language can be increased to a remarkable extent.

Teachers

Teachers are the social engineers. They can bring about tremendous changes in the various phases of student development. From the findings of the study, it was revealed that Konkani language teachers are facing lot of problems related to the teaching of Konkani language in the schools of Goa. The teachers themselves should think of various Solutions for overcoming these difficulties. Teachers should become more creative and critically thinking personalities So, that they can design appropriate strategies in the teaching of Konkani such as incorporating elements of ICT, remolding the lesson plans based on the felt needs, techniques to ensure student participation in classroom activities, reinforcement strategies, motivation strategies and effective assessment practices to increase the quality of learning gained through Konkani language teaching. Moden innovations in education such as blended learning approaches, e - learning modalities, ICT enriched assessment strategies and creative group activities for making the classroom interactions more interesting, lively and student friendly. By implementing these practices, the quality of teaching and evaluation will enhance the skills and potentials of Konkani language learning in students.

Curriculum Planners and Educational Administrators

Stakeholders have a great role in the education system of every country. Curriculum planners play a pivotal role in enhancing the quality of an education system. The findings of the study revealed that there are lot of issues related to the Konkani language teaching and learning process as suggested by the teachers and students. Moreover, the study revealed that the opinion and perception of teachers and students are not in congruence with each other. So, the curriculum planners should collect the suggestions from both teachers and students and thereby identify the felt needs of both groups. A curriculum designed on the basis of felt needs from the teachers and students will have to be very much fruitful to the educational system. The teaching techniques, strategies, classroom activities, learning techniques and evaluation strategies must be redesigned on the basis of study findings. It will uphold the significance and importance of Konkani as a school subject in the schools of Goa.

Educational administrators have to concentrate their attention on the major findings of the present study and thereby design the programme in such a way as to ensure the satisfying accomplishment of the set objectives and outcomes decided by the society nation and global scenario. The programme should be designed in such a way as to strengthen the patriotic feeling among students, teachers and community. Educational administrators should provide amble opportunities in future to those students who are learning through their mother tongue, that is Konkani language in both higher education and career sector in the state of Goa. This will increase the enrolment rate of students to schools practising learning in Konkani language. It will ultimately increase the cultural integrity of Goa.

Teacher Education Programmes

Teacher education programmes have to be reframed in accordance with the study findings and also, in the light of National Education Policy (NEP) 2020. The traditional teaching methods and pedagogical strategies has to be revised by incorporating the components of e - learning, blended learning, artificial intelligence induced learning strategies and innovative evaluation strategies So, as to make the teaching of Konkani language more productive and satisfying the demands of the Society. Teacher training programmes have a lot to do in accomplishing this task. The lesson plans, classroom management skills, micro teaching skills and social

skills of student teachers has to be revised in accordance with the suggestions arising from the findings of the study.

5.6. SUGGESTIONS FOR FURTHER RESEARCH

The present investigation sought to explore the problems associated with teaching the Konkani language in Goan schools. It also aimed to examine the perspectives of Konkani language teachers concerning the current status of the language within the school system, as well as to assess students' perceptions of the difficulties they face in learning Konkani. Furthermore, the study intended to analyze the relationship between teachers' opinions on the status of Konkani language teaching and students' perceptions of the problems encountered in learning the language.

The Investigator feels that the study lays the basis for a number of researches in the field of Education. Some areas in which researches can be carried out in future are:

1. Studies can be carried out to develop innovative Models in the teaching of Konkani language among schools of Goa.
2. Research can be conducted to develop innovative methods and strategies in the teaching of Konkani language among students of Goa for enhancing select academic and social variables.
3. A study may be undertaken to evaluate how effectively pre-service and in-service teacher training programs address the integration of new technologies in the teaching of the Konkani language within the state of Goa.
4. Researches can be carried out in comparing the effectiveness of developed Model for Konkani language teaching with conventional teaching method on Achievement among students at secondary level.
5. Researches must be carried out in finding the factors influencing the Konkani language teaching and remedial measures and Strategies to enhance them for Students at Secondary Level.
6. The study can be carried out in various other Educational Levels such as Higher education level.
7. Variables like Linguistic Creativity, Critical thinking and linguistic attitude must be incorporated in the study and checking the Effectiveness of Model, technique

or strategy developed for Konkani language teaching in enhancing such variables must be carried out.

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APPENDIX I-A

KONKANI LANGUAGE TEACHING PROBLEMS ANALYSIS QUESTIONNAIRE FOR TEACHERS

Mr. Samir V. Naik — **Research Scholar**

Dr. Jojen Mathew — **Research Guide**

Research Centre

G.V.M's Dr. Dada Vaidya College of Education

Farmagudi , Ponda-Goa

Name of the Teacher: ----------

Name of the School: ----------

Level: ----------

Gender: (Male/Female) Locale: (Rural/Urban)

Factors	Sl. No.	Question	Yes	No
CLASSROOM ENVIRONMENT	1	Does the classroom environment strengthen Konkani learning?		
	2	Are the students eager to learn the Konkani language?		
	3	Are the students attentive in the language class?		
	4	Do students come up with doubts regarding the language learning?		
	5	Are the students actively involved in classroom activities related to Konkani language teaching?		

Factors	Sl. No.	Question	Yes	No
TEACHING RESOURCES	6	Does the school have sufficient reference books available for Konkani language teaching?		
	7	Does the school have a good collection of teaching aids for teaching the Konkani language?		
	8	Does the school offer ICT-enabled support for teaching the Konkani language?		
	9	Does the school provide audiovisual materials for teaching the Konkani language?		
	10	Is there a smart classroom available for teaching the Konkani language to students?		
SYLLABUS & CURRRICULUM	11	Does the syllabus adequately fulfill the demands of the Konkani language learning?		
	12	Is the syllabus of the Konkani language revised from time to time according to the fast-growing educational scenario?		
	13	Does the curriculum provide adequate time for the Konkani language teaching?		
	14	Does the curriculum provide proper guidelines and instructions for the effective teaching of Konkani language?		
	15	Are the textbooks and teacher's handbooks in accordance with the curriculum prescribed?		

Factors	Sl. No.	Question	Yes	No
USE OF OTHER LANGUAGES	16	Do you use Konkani language effectively while communicating with students in the classroom?		
	17	Do the students have difficulty while communicating with you in the Konkani language?		
	18	Do the students prefer any other regional language for understanding Konkani language in classroom?		
	19	Do the students prefer English for understanding the meaning of words in Konkani?		
	20	As a teacher, do you feel puzzled while using multiple languages in classroom while teaching Konkani?		
STUDENT DEPENDENCE	21	Do the students develop knowledge by themselves?		
	22	Does the teacher give frequent scaffolding while teaching the concepts in language?		
	23	Does the student perform learning activities with minimal assistance from teacher?		
	24	Does the student depend too much on the teacher for Konkani language learning?		
	25	Does the student show reluctance in learning of Konkani language if the teacher is not taking the initiative?		

Factors	Sl. No.	Question	Yes	No
PROFESSIONAL ASPECTS	26	Is the pre service teacher training adequate in developing teacher potentialities required for Konkani teaching?		
	27	Does the teacher get an in-service training programme for updating their professional competencies?		
	28	Does the teacher get any sort of orientation programme based on the revised curriculum from time to time?		
	29	Does the teacher get any professional training with regard to the incorporation of ICT expertise in the teaching of the Konkani language?		
	30	Did you ever feel any type of negligence from the educational administration towards Konkani language teaching in schools?		

APPENDIX I-B

KONKANI LANGUAGE TEACHING PROBLEMS ANALYSIS QUESTIONNAIRE FOR TEACHERS

Samir V. Naik — Research Scholar

Dr. Jojen Mathew — Associate Professor

Department of Education, G.V.M's Dr. Dada Vaidya College of Education,

University of Goa, Farmagudi , Ponda-Goa

Name of the Teacher: ----------

Name of the School: ----------

Level: ----------

Gender: (Male/Female) Locale: (Rural/Urban)

घटक	क्र.	प्रश्न	हय	ना
वर्गातलें वातावरण	1	वर्गांतलें वातावरण कोंकणी शिकपाक पूरक आसा?		
	2	विद्यार्थी कोंकणी भास शिकपाक उत्सुक आसतात?		
	3	कोंकणी भाशेच्या वर्गांत विद्यार्थी लक्ष दितात?		
	4	भास शिकपा संबंदात, उप्रासपी आडमेळीं तशेंच दुबाव पयस करपाक विद्यार्थी मुखार येतात?		
	5	कोंकणीं भास शिकोवपा संबंदीत आयोजित केल्ल्या वर्गांतल्या कृतींनीं विद्यार्थी सक्रीयपणान भाग घेतात?		

घटक	क्र.	प्रश्न	हय	ना
शिक्षणीक साधनां	6	कोंकणी भास शिकोवपा खातीर शाळेंत फावं तीं संदर्भ पुस्तकां उपलब्ध आसात?		
	7	कोंकणी भास शिकोवपा खातीर शाळेंत शिकोवपाच्या साधनांचो उपयुक्त/ उपेग पडपी संग्रह आसा?		
	8	कोंकणी भास शिकोवपा खातीर शाळेंत आवश्यक त्यो ICT सुविधा उपलब्ध आसात?		
	9	कोंकणी भास शिकोवपा खातीर शाळा व्यवस्थापन आवश्यक अशें दृक-श्राव्य साहित्य दिता?		
	10	विद्यार्थ्यांक कोंकणी भास शिकोवपा खातीर स्मार्ट क्लासरूम (smart classroom) सुविधा उपलब्ध आसा?		
अभ्यासक्रम	11	कोंकणी भाशेचो अभ्यासक्रम काळाची गरज वळखूपी आनी भाशा अध्ययनाची मागणी पुरोवपी असो आसा?		
	12	वेगान वाडपी शिक्षणीक परिस्थिती प्रमाण अभ्यासक्रमांत वेळोवेळ फावं ते सुदार जातात?		
	13	अभ्यासक्रमाक धरून कोंकणी भास शिकोवपा खातीर फावो तो वेळ मेळटा?		
	14	कोंकणी भास प्रभावीपणान शिकोवपा खातीर अभ्यासक्रमांत योग्य मार्गदर्शक तत्वां आसात?		

घटक	क्र.	प्रश्न	हय	ना
	15	कोंकणी भाशेची पुस्तकां आनी शिक्षक मार्गदर्शिका (teacher's handbook) थारायिल्ल्या अभ्यासक्रमा प्रमाण आसात?		
हेर भाशांचो वापर	16	वर्गांत विद्यार्थ्यांकडेन संवाद सादतना तुमीं कोंकणी भाशेचो प्रभावीतरेन उपेग करतात?		
	17	कोंकणीतल्यान तुमचे कडेन संवाद सादपाक विद्यार्थ्यांक अडचण दिसता?		
	18	वर्गांत कोंकणी भास समजून घेवपा खातीर विद्यार्थी हेर खंयची प्रादेशीक भास पसंत करतात?		
	19	कोंकणींतल्या उतरांचो अर्थ समजून घेवपा खातीर विद्यार्थी इंग्लीश भास पसंत करतात वा वापरतात?		
	20	एक शिक्षक म्हूण कोंकणी शिकयतना वर्गांत बहु-भाशा वापर जाल्ल्यान तुमचो गोंदळ जाता?		
विद्यार्थ्यांचें अवलंबन	21	विद्यार्थी स्वताच म्हळ्यार आपलेआपूण गिन्यान विकसित करतात?		
	22	भाशेंतल्यो संकल्पना शिकयतना शिक्षकाक परत परत पाळणी/विस्कटावणी करची पडटा?		
	23	शिक्षकाचेर चड आदारून रावं नासतना विद्यार्थी शिकपाचे उपक्रम करतात?		

घटक	क्र.	प्रश्न	हय	ना
	24	कोंकणी भास शिकपाखातीर विद्यार्थी शिक्षकाचेर अती म्हळ्यार सुमाराभायर आदारून आसतात?		
	25	शिक्षक फुडाकार घेयना जाल्यार विद्यार्थी कोंकणी भास शिकपाक दचकतात?		
वेवसायीक अंग	26	कोंकणी भाशे खातीर गरजेची शिक्षक क्षमता विकसीत करपाक सेवा पूर्व शिक्षक प्रशिक्षण कार्यक्रम सक्षम आसा?		
	27	शिक्षकाक तांची वेवसायीक क्षमता अद्ययावत करपा खातीर फावं तशो सेवा प्रशिक्षण कार्यावळी मेळटात?		
	28	शिक्षकाक वेळावेळार सुदारीत अभ्यासक्रमाचेर आदारीत योग्य अशें प्रशिक्षण मेळटा?		
	29	कोंकणी भास शिकयतना शिक्षकान आयसीटी चो (ICT) योग्य तरेन उपेग करचो म्हूण कसलेंय वेवसायीक प्रशिक्षण शिक्षकाक मेळटा?		
	30	शाळांनी कोंकणी भास शिकोवपाविशी शिक्षण प्रशासना कडल्यान कसलेय तरेची उदासिनता वा दुर्लक्ष जाता अशें तुमकां केन्ना जाणवलां?		

APPENDIX II-A

SUMMARY SHEET OF CONSTRUCTIVISM BASED TEACHING EVALUATION RUBRICS

Mr. Samir V. Naik — **Research Scholar**

Dr. Jojen Mathew — **Research Guide**

Research Centre

G.V.M's Dr. Dada Vaidya College of Education

Farmagudi , Ponda-Goa

(Put a tick (√) mark on the appropriate coloumn for each item)

Sl.No.	Item	Excellent (5)	Good (4)	Average (3)	Below average (2)	Poor (1)
1	Structure of the Lesson					
2	Vocabulary Skills					
3	Communication Skills					
4	Lesson Introduction					
5	Developmental Activity					
6	Student Engagement					
7	Use of Instructional tools					
8	Blackboard Use					
9	Class Management					
10	Subject Competency					

Sl.No.	Item	Excellent (5)	Good (4)	Average (3)	Below average (2)	Poor (1)
11	Concluding Activity					
12	Error correction and Feedback					
13	Time Management					
14	Knowledge construction					
15	Professional Demeanor					
16	Reinforcement					
17	Interpersonal Skills					
18	Versatility					
19	Style of Delivery					
20	Reasoning and Critical thinking skills					

APPENDIX II-B

SUMMARY SHEET OF CONSTRUCTIVISM BASED TEACHING EVALUATION RUBRICS

Samir V. Naik — Research Scholar

Dr. Jojen Mathew — Associate Professor

Department of Education, G.V.M's Dr. Dada Vaidya College of Education

University of Goa, Farmagudi , Ponda-Goa

(Put a tick (√) mark on the appropriate coloumn for each item)

Sl.	Item	उत्कृष्ट (5)	बरें (4)	सरासरी (3)	सरासरी सकयल (2)	उणी (1)
1	पाठाची रचना					
2	शब्दसंग्रहाची कुशलताय					
3	संप्रेशण कुशलताय					
4	पाठाची प्रस्तावना					
5	विकासात्मक कृती					
6	विद्यार्थ्याची संलग्नताय					
7	शिक्षणीक साधनांचो वापर					
8	फलक वापर					
9	वर्ग वेवस्थापन					

Sl.	Item	उत्कृष्ट (5)	बरें (4)	सरासरी (3)	सरासरी सकयल (2)	उणी (1)
10	विशय प्रभुत्त्व					
11	समापन कृती					
12	चुकांची दुरुस्ती आनी प्रतिसाद					
13	वेळेचे वेवस्थापन					
14	गिन्यान निर्मिती					
15	वेवसायीक वागणूक					
16	प्रोत्साहन					
17	परस्पर संवाद कुशळताय					
18	अश्टपैलुत्व					
19	वितरण शैली					
20	तर्कशक्ती आनी टिकात्मक दृश्टिकोन कौशल्य					

APPENDIX II-C

CONSTRUCTIVISM BASED TEACHING EVALUATION RUBRICS

Samir V. Naik — Research Scholar

Dr. Jojen Mathew — Associate Professor

Department of Education, G.V.M's Dr. Dada Vaidya College of Education

University of Goa, Farmagudi , Ponda-Goa

Instructions

The evaluation rubric is prepared incorporating the components of constructivism and the necessary components of Teacher quality required for a good classroom teaching practice. The Instructor has to strictly go through the behavioral and procedural components of a teacher in each category and provide marks accordingly. There are five classifications under each category namely, Excellent, Good, Average, Below Average and Poor. These will have scores as 5, 4, 3, 2 and 1 respectively. The maximum score for each category is 5 and minimum score is 1. The grand total of all categories is 100 marks and minimum score for the rubric is 20 marks.

Preliminary Details

Name of the Teacher: **Date:**

Name of the School: **Standard:**

Subject: **Division:**

Unit: **Duration:**

Topic:

CONSTRUCTIVISM BASED TEACHING EVALUATION RUBRICS

1. STRUCTURE OF LESSON

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Scor
• Learning outcomes clearly mentioned • Clearly structured body of the lesson plan • Learning activities are properly organized • Tools and strategies clearly mentioned • Included the pre requisites properly • Structure of lesson plan clearly promotes	• Learning outcomes mentioned, but with less clarity • Structured body of the lesson plan • Learning activities are organized • Stated tools and strategies used • Included the pre requisites • Lesson plan altogether follows constructivism • Learning activities	• Lack of clarity in the learning outcomes mentioned • Structure of lesson plan up to an average level • Learning activities are not properly organized • Tools and strategies mentioned were not satisfactory • Pre requisites are not clearly mentioned • Constructivism is not	• Learning outcomes written in a vague way • Lesson plan structure is in an inappropriate way • No continuity between every activity • Tools and strategies mentioned were not satisfying • No pre requisites • Activities are not following constructivism	• Learning outcomes are not mentioned • Lesson plan lacks systematic structure • No continuity between learning activities • Tools and strategies are not mentioned • No pre requisites • Activities are not following constructivism • No proper constructio	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Scor
constructivism • Interesting learning activities which promotes proper knowledge construction	for knowledge construction are there	strictly followed in some of the learning activities • Knowledge construction is taking place at an average level	• Proper knowledge construction is not taking place	n of knowledge taking place	

2. VOCABULARY SKILLS

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Listening to student responses and cues in an outstanding way • Speaking words and ideas fluently and without any delay • Reading the content,	• Listening to student responses and cues in a good way • Speaking words and sentences in correct way • Reading the content in an	• Listening to student responses and cues in an average way • Speaking words and sentences with less clarity • Reading the content with	• Listening to students responses and cues in an inattentive way • Speaking words and sentences in a vague manner	• Never tries to listen student responses • Speaking without any clarity in ideas or words • Reading content without any clarity	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
slides and other materials clearly without any mistakes • Writing the words and ideas on the blackboard in such a manner that students can understand it properly and without any mistakes	appropriate way • Writing the words and ideas in a satisfying manner so as to make students properly understood	words misspelled and less clarity • Writing the words and sentences in little bit confused manner which makes students difficult to understand	• Reading the content in a vague manner • Writing the words and sentences in an unorganized way which creates confusion among students	• Writing the words and sentences without any clarity which makes it difficult for students to understand	

3. COMMUNICATION SKILLS

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Outstanding verbal communication including proper tone of voice, pitch and	• Good verbal communication including voice modulation • Good non verbal communicati	• Average level of verbal communication • Average non verbal	• Voice modulation is only at an average level with no proper voice tone	• No voice modulation, tone and pitch • Gestures and body posture are poor	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
voice modulation • Excellent Non verbal communication including gestures, body language, non verbal cues etc. • Effective visual communication through charts, graphs, models, video clips and demonstrations	on including proper gestures and body posture • Good visual communication including audio visual aids	communication • Visual communication including only concrete objects such as two dimensional and three dimensional models, charts and pictures	• Gestures are not appropriate and bad teacher posture • Visual communication only includes charts, pictures and graphs	• No use of any visual means for communication	

4. LESSON INTRODUCTION

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Highly motivating	• Provides proper	• Introductory activity provides	• Introduction is less motivating	• Not motivating	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
to the whole class • Arousing interest in the student minds • Beautifully linking with the previous knowledge • Presenting the problematic situation in a highly systematic way	motivation to students • Interesting activity • Linking with previous knowledge • Presenting problematic situation	motivation up to an average level • The activity is not much interesting to students • Previous knowledge are checking, but not connecting it with the present topic • Problematic situation is creating in an artificial way	• Activity is not providing interest to students • Previous knowledge is checking only for the sake of purpose • Problematic situation is not created	introductory activity • Activity does not provides any interest to students • No proper checking of previous knowledge • Problematic situation is not created	

5. DEVELOPMENTAL ACTIVITY

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Clear and precise guidelines for group activity • Smooth transaction of the topic • Adoption of learning strategies based on student responses • Spontaneous diagnosis of learning difficulties and remediation • Exploration and elicitation of constructed knowledge	• Providing guidelines for activity • Ensures transaction of concepts • Teacher adopt proper learning strategies • Diagnoses learning difficulties and provides remedies • Students elicit construction of knowledge • Raises thought provoking questions in	• Providing guidelines up to an average level • Transaction of concepts takes place • Teacher adopts learning strategies somewhat suitable to the topic • Teacher diagnoses learning difficulties, but fails to provide remedial measures • Students construct knowledge up to an	• Provides guidelines which lacks clarity • Proper transaction of topic doesn't takes place • Teacher adopts some learning strategies without any logic • Teacher often fails to identify the learning difficulties • Students construct knowledge with partially realized ideas	• Fails to provide proper guidelines for activities • Improper transaction of topic • Teacher adopt only limited strategies according to his interest • Teacher never tries to notice the learning difficulties of students • Proper construction of knowledge doesn't occurs • Teacher rarely ask questions just	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Proper consolidation of ideas • Aptly worded, thought provoking and properly distributed questions	a distributed way	average level • Raises questions in a distributed way	• Teacher asks questions to some specific students and avoids the rest	for the sake of questioning	

6. STUDENT ENGAGEMENT/PARTICIPATION

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Active participation of students in the learning activities • Collaborative and cooperative attitude among students • Students values the ideas and	• Students participates in the learning activities • Cooperative attitude among the students • Students recognizes the responses given by	• Students participation in learning activities is only up to an average level • Students participate in the activities without proper cooperation	• Only some students of groups take part in activities and the others indulge in inappropriate practices • Student cooperation is very low in group activities	• Students are not participating in the learning activities • No proper cooperation between students of a group • Students never tries to value the	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
suggestions given by others in the group • Non participant students are also getting encouraged to participate in the learning activities	other members of the group • Non participating students tries to participate in the learning activities	• Students understands the ideas given by other members but found reluctant to accept it • Non participating students only tries to write the findings from the note books of other members	• Students are not listening to other members of the group and they are all write responses individually • Non participating students remain idle during the time of learning activities	ideas given by other group members • Non participating students indulges in inappropriate behavioral patterns during the time of group activities	

7. USE OF INSTRUCTIONAL TOOLS

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Appropriate use of instructional tools • Effective use of	• Uses instructional tools in a good manner	• Uses instructional tools in the class • Uses teaching	• Uses instructional tools in an unorganized way	• Improper use of instructional tools • Improper use of	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
Teaching aids • Teaching aids are in Neat and visually appealing nature • Effective way of chart reading • Purpose of tools and teaching aids are clearly revealed	• Uses teaching aids systematically • Teaching aids are found to be in good condition • Chart reading is systematic • Teacher uses tools and teaching aids with proper understanding	aids in the class • Teaching aids are up to an average level in appearance • Chart reading is only up to an average level • Teacher uses tools and aids without knowing its significance properly	• Uses teaching aids in an unorganized manner • Chart reading is not found systematic • Teacher uses tools and aids without imparting any idea about its relevance to students	teaching aids • Chart reading is poor • Teacher uses tools and aids but students doesn't get any idea about its relevance or learning purpose	

8. BLACKBOARD USE

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Effective space utilization	• Proper space utilization • Legibility and	• Space utilization is there to some extent	• No proper space utilization • Legibility is not there and	• No space utilization	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Legible and Neat • Correctness • Proper Blackboard summary • Maintaining an angle of 45^0 by the teacher with the blackboard	neatness were good • Correctness • Good blackboard summary • Teacher is maintaining a proper angle with the blackboard while writing	• Legibility and neatness only up to average level • Correctness • Blackboard summary is there, but lacks some clarity • Teacher tries to make the board visible to students while writing	neatness is only average • Partially correct words and sentences • Some of the points are there, but omits some points on the blackboard • Students found difficult to see the words while teacher is writing on the board	• Legibility and neatness is poor • Incorrect words and sentences in blackboard • No blackboard summary • Students engage in other activities while teacher is writing in the blackboard due to their inability to see blackboard because of the physical screening of teacher	

9. CLASS MANAGEMENT

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Highly structured classroom management • Manages class in a student friendly way • Meaningful silence implemented by means of effective learning process • Negative behaviours of students are appropriately noticed • Manages interruptions in the class effectively	• Structured classroom management • Manages class in an interactive way • Meaningful silence as a result of proper learning process • Negative behaviors of students are noticed • Manages interruptions in a good way	• Classroom management was good • Manages class in an average level • Silence is imparted by rules and regulations • Negative behaviours are noticed, but neglects it • Interruptions are noticed by teacher, but manages it at an average level	• Classroom management is not fair • Manages class in authoritative way • Silence is implemented by strict rules and authoritarian methods • Negative behaviours are seldom noticed by the teacher • Interruptions in classes are discarded by the teacher and as a result disturbive classroom environment	• Classroom management is poor • Manages class in highly authoritative way • Silence is implemented strictly without considering the personality of students • Negative behaviours are unnoticed by the teacher • Teacher fails to manage the interruptions occurring in the class	

10. SUBJECT COMPETENCY

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Mastery of content • Proper knowledge about the skills related to the subject • Proper knowledge about the practical applications of the content • Proper connection to Social, environmental and moral values hidden in the subject matter	• Good content knowledge • Good knowledge about the skills related to content • Teacher understands the applications of content • Teacher tries to reveal the values hidden in the content to students	• Content knowledge is up to an average level • Teacher knows some specific skills related to the subject matter • Teacher knows about some of the applications of content matter • Teacher tries to transact the social and moral ideas in an average	• Poor Content knowledge • Teacher rarely knows about the skills related to teaching a particular content • Teacher rarely knows about the possible practical applications of the topic • Teacher never tries to connect the subject matter with social, environmental and moral perspectives	• Poor content knowledge • Teacher never tries to know about the practical skills related to content area • Teacher has poor knowledge about the practical applications about subject matter • Teacher never tries to connect the subject matter with social, environmental and moral perspectives	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
		way to students			

11. CONCLUDING ACTIVITY

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Proper review of the learning concepts • Proper consolidation of the overall idea related to the content • Effective follow up activities for successful knowledge construction	• Reviews the learning concepts • Teacher consolidates the ideas related to the content in a good way • Teacher provides follow up activities related to the content	• Teacher reviews the concepts up to an average level • Teacher consolidates the major ideas • Teacher provides average level of follow up activities related to the content	• Teacher reviews the learning concepts in an unorganized manner • Teacher consolidates the ideas in an incomplete way • Teacher provides follow up activity only for the sake of purpose	• Teacher reviews the concepts in a poor way • Teacher consolidates ideas in a poor way • Teacher fails to provide proper follow up activities	

12.ERROR CORRECTION AND FEEDBACK

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Allows Proper detection of errors made by students themselves • Provides effective remedial measures for rectifying the errors • Immediate feedback providing whenever necessary • Corrective form of feedback rather than criticizing and negative type feedback	• Pupil detects errors by themselves • Teacher provides remedies for rectifying errors • Teacher provides feedback after the completion of activities • Teacher provides positive feedback to students	• Pupil detect errors committed with the scaffolding of teacher • Teacher provides possible remedies for students • Teacher provides feedback after the class • Teacher provides positive and negative feedback to students	• Pupil seldom detect their concept errors • Teacher seldom provides remedies for solving the errors of students • Teacher provides feedback periodically like once in a week or once in a term • Teacher often criticizes students rather than giving them guidelines	• Pupils never detect their concept errors from the classes • Teacher never tries to provide remedial measures to solve the errors • Teacher never tries to give feedback to students • Teacher criticizes and punishes students during instructional hours	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
			and feedback		

13. TIME MANAGEMENT

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Effective time distribution for the whole lesson plan • Meaningful distribution of time for every learning activity • Prioritizing activities according to the allotted time • Proper sequencing of learning activities	• Proper time distribution for the whole class • Proper distribution of time for activities • Tries to give time for each activity according to time available • Teacher presents activities in a continuous manner	• Average time distribution for the whole class • Average distribution of time for activities • Tries to give more time for some activities and least time for other activities • Teacher presents activities in somewhat	• Time distribution for class is poor • More time for one activity and fails to complete the rest of activities within time • Teacher distributes time for activities without any priority • Teacher presents activities in an	• Poor time distribution for the class • Poor distribution of time for activities • Often fails to complete the activities within one instructional hour • Discontinuity between learning activities	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
		organized way	unorganized way		

14. CONSTRUCTION OF KNOWLEDGE

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Knowledge is socially constructed by students in an effective way • Knowledge construction takes place smoothly without the continuous scaffolding of teacher • Meaningful and more correct knowledge construction • Students construct knowledge	• Knowledge is socially constructed in the classroom • Knowledge construction takes place with minimal support from teacher • Knowledge construction takes place correctly • Students construct knowledge based on learning experiences	• Knowledge is cognitively constructed • Knowledge construction occurs through proper scaffolding given by teacher • Knowledge is constructed, but lacks clarity in the ideas • Students construct knowledge based on the concepts	• Proper construction of knowledge doesn't take place • Students learn the concepts only from the explanations given by teacher • Lack of clarity in the ideas so that proper knowledge construction doesn't occurs • Students only regenerates the ideas they	• No construction of knowledge socially • Students are not able to construct knowledge from the explanations of teacher • No meaningful learning takes place • Students failed to imbibe any ideas from the learning experiences	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
with the help of effective learning experiences provided by the teacher		explained by the teacher	obtained from teacher	given by teacher	

15. PROFESSIONAL DEMEANOR

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Proper attitude developed towards teaching • Sufficient confidence developed in the teacher • Proper development of manners as envisaged by the profession • Proper involvement of teacher in	• Positive attitude towards teaching • Teacher is confident • Teacher shows appropriate behavioral patterns • Teacher involves in the learning activities • Teacher leads the	• Teacher shows average level in his or her attitude towards teaching • Teacher is less confident • Teacher shows some problems related to manners as a teacher	• Teacher only teaches the subject as it is his duty rather than as a passion • Teacher confidence is poor • Teacher mannerism is at a poor level • Teacher involvement is only rare	• Teacher has no attitude towards teaching • Teacher shows no confidence in his or class and attire • Poor mannerism as a teacher • Teacher does not tries to involve in	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
the learning activities • Outstanding leadership qualities	group in a better way	• Teacher involvement in activities is contextual • Teacher tries to control the groups rather than leading the group	• Teacher shows passive nature in his leading style	the learning activities • Teacher has no leadership quality	

16. REINFORCEMENT

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Proper positive verbal reinforcement • Proper positive non – verbal reinforcement • Proper positive extra verbal reinforcement	• Positive verbal reinforcement • Positive non verbal reinforcement • Positive extra verbal reinforcement • Proper use of	• Verbal reinforcement given for the sake of purpose • Non Verbal reinforcement given for the sake of purpose • Extra Verbal reinforcement given for the sake of purpose	• Verbal reinforcement is there • No non verbal reinforcement • No extra verbal reinforcement • Teacher uses reinforcement in	• Poor verbal reinforcement • Poor non verbal reinforcement • Poor extra verbal reinforcement • Improper use of	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Appropriate use of reinforcement strategies	reinforcement	• Uses reinforcement at an average level	unwanted situations	reinforcement	

17. INTERPERSONAL SKILLS

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Accurate listening skills are shown by the student teacher • Proper negotiation skills means having the ability to reach an agreement in a professional manner • Proper problem solving ability • Proper decision making skill • Assertiveness – standing for his own or others	• Teacher Shows good listening skills • Good negotiation skills are shown by teacher • Good problem solving ability • Good decision making skills	• Teacher shows average listening skills • Teacher becomes little bit confused while taking a judgment • Teacher shows average problem solving ability • Teacher shows decision making skills • Teacher stands for his own rights in an	• Teacher shows poor listening skills • Teacher shows partiality and bias while taking judgments • Teacher fails to solve the problem properly • Teacher shows poor decision making skills	• Teacher never tries to listen to students • Teacher fails to reach at an agreement in a professional manner • Teacher shows poor problem solving ability • Teacher shows poor decision making skills • Teacher stands at his	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
rights in a calm and positive way • Development of proper patience in the student teacher • Development of empathy in the student teacher	• Teacher shows assertiveness • Teacher shows Good patience level • Teacher develops empathy owards students	argumentative way • Teacher shows average patience level • Teacher shows sympathetic attitude	• Teacher stands for own and others rights in an arrogant way • Teacher is not patient at all • Teacher shows sympathetic attitude	or others' rights in a very negative way • Teacher is impatient • Teacher is neither empathetic nor sympathetic	

18. VERSATILITY

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Vividness in learning activities • Variety of teaching learning aids • Variety of learning experiences	• Provides various learning activities • Provides different types of learning aids • Provides possible	• Provides collective learning activities • Provides specific learning aids • Provides certain	• Provides learning activities at a minimum level • Provides learning aids at a minimal level • Impart consistent	• No proper learning activities are given • Poor use of learning aids • Poor distribution of	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Variety of management strategies • Variety of learning strategies	learning experiences • Impart good management strategies • Uses good learning strategies to students	learning experiences • Implement selected management strategies • Provides specific learning strategies to students	management strategies • Provides fixed learning strategy for students	management strategies • No specific learning strategy for students	

19. STYLE OF DELIVERY

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Obviously Passionate or fascinated by the subject • Exuding personality and interest • Make students visibly captivated	• Obviously enthusiastic • Teacher engaged by the subject • conveying sufficient personality and interest to keep students alert and attentive	• Alert and polished, but not necessarily enthusiastic • Clear delivery but lacking in personality	• Inconsistent or slightly low on energy • Unsure how to make the material interesting	• Very low on energy • Conveying the impression the instructor may be bored, severely fatigued or distracted, or indifferent	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
or highly engaged.				to the audience.	

20. REASONING AND CRITICAL THINKING SKILLS

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
• Proper Analysis of ideas • Proper Interpretation ability • Proper way of Inference making • Appropriate Explanation skills • Good Self – regulation skill • Development of Open mindedness • Development of Creative thinking	• Teacher analyzes ideas • Teacher interprets concepts • Teacher tries to make inferences • Teacher explains in a good way • Teacher is self regulated • Teacher has open mindedness • Teacher shows	• Teacher shows average analyzing ability • Teacher interprets at an average level • Teacher explains concepts in a lucid manner • Teacher is less self – regulated • Teacher found it difficult to accept ideas and	• Teacher partially analyzes the concepts • Teacher interpretation is not sufficient • Teacher explains concepts in a peripheral way only • Teacher is not self regulated • Teacher is not open minded • Teacher shows poor level of	• Poor analyzing skills shown by teacher • Teacher interprets ideas in a vague manner • Teacher explanation of ideas is poor • Teacher is not self regulated • Teacher is not open minded • Teacher shows poor critical thinking ability	

Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)	Score
	creative thinking	things by others • Teacher shows average level in his creative thinking ability	creative thinking ability		

The tool has undergone Expert evaluation and validated as per the suggestions and evaluation of Experts in the field of Education.

APPENDIX III-A

KONKANI LANGUAGE LEARNING PROBLEMS ANALYSIS OPINIONNAIRE FOR STUDENTS

Mr. Samir V. Naik — **Research Scholar**

Dr. Jojen Mathew — **Research Guide**

Research Centre

G.V.M's Dr. Dada Vaidya College of Education

Farmagudi , Ponda-Goa

Name of the Student: ----------

Name of the School: ----------

Standard: ----------

Gender: Male/Female **Locale: Rural/Urban**

Factor	Sl. No.	Question	Yes	No
CLASSROOM ENVIRONMENT	1	Is your classroom a learner-friendly one?		
	2	Does your classroom provide facilities for Konkani learning?		
	3	Does your classroom contain smart board and other ICT equipments for learning Konkani language interactively?		
	4	Is there a classroom library for referring Books related to Konkani language?		

Factor	Sl. No.	Question	Yes	No
	5	Does your classroom contain teaching and learning aids helpful for Konkani language learning?		
VOCABULARY SKILLS	6	Are you able to read Konkani properly?		
	7	Are you able to write Konkani properly?		
	8	Are you able to communicate with others through Konkani effectively?		
	9	Are you able to express your emotions and thoughts successfully in Konkani Language?		
	10	Are you able to understand spoken Konkani language effectively?		
QUALITY OF TEACHER	11	Are you able to understand Konkani effectively through the teaching of the teacher?		
	12	Does your teacher consider you equally important as the other students, while teaching lessons in the classroom?		
	13	Does your teacher provide ample clarification to clear your doubts related to Konkani?		
	14	Does your teacher provide ICT Enabled interactive classes during the teaching- learning process of Konkani language?		

Factor	Sl. No.	Question	Yes	No
	15	Does your teacher use innovative ways for teaching Konkani in the classroom?		
STUDENT CHARACTERISTICS	16	Do you have interest in learning Konkani?		
	17	Are you able to grasp concepts taught in the classroom properly?		
	18	Are you interested in writing stories, poetry, essays etc. in Konkani language?		
	19	Are you interested in doing learning activities, playing Language games etc. related to Konkani language?		
	20	Do you like to read stories, poetry, essays etc. and appreciate the beauty of Konkani language as your mother tongue?		
MOTIVATION	21	Does your teacher motivate you to learn Konkani?		
	22	Are you able to develop self-motivation for learning Konkani language?		
	23	Does the teacher use praises and rewards for your achievements related to Konkani learning?		
	24	Does your peer encourage and help you while confronting with difficulties in Konkani learning?		
	25	Do you get enough motivation from parents in learning Konkani language?		

APPENDIX III-B

KONKANI LANGUAGE LEARNING PROBLEMS ANALYSIS OPINIONNAIRE FOR STUDENTS

Samir V. Naik **Dr. Jojen Mathew**

Research Scholar **Associate Professor**

Department of Education, G.V.M's Dr. Dada Vaidya College of Education, University of Goa, Farmagudi , Ponda-Goa

Name of the Student: ----------

Name of the School: ----------

Standard: ----------

Gender: Male/Female **Locale: Rural/Urban**

घटक	क्र.	प्रश्न	हय	ना
वर्गांतलें वातावरण	1	तुमच्या वर्गांतलें वातावरण शिकपा खातीर अनुकूल आसता?		
	2	तुमच्या वर्गांत कोंकणी शिकपाची सुविधा आसा?		
	3	कोंकणी भास परस्पर संवादात्मक रितीन शिकपा खातीर तुमच्या वर्गांत स्मार्ट बोर्ड आनी हेर आयसीटी (ICT) उपकरणां आसात?		

घटक	क्र.	प्रश्न	हय	ना
	4	कोंकणी भाशेकडेन संबंदीत आशिल्ल्या पुस्तकांच्या संदर्भाखातीर तुमचेकडे खाशेंलें वर्ग- वाचनालय आसा?		
	5	तुमच्या वर्गांत कोंकणी भास शिकपाक उपेगी पडपी शिक्षणीक साधनां आसात?		
शब्दसंग्रहाची कुशळटाय	6	कोंकणी सारकी वाचपाक तुमीं सक्षम आसात?		
	7	कोंकणी सारकी बरोवपाक तुमीं सक्षम आसात?		
	8	कोंकणी वरवीं हेरां कडेन प्रभावीपणान संवाद सादपाक तुमीं सक्षम आसात?		
	9	तुमीं कोंकणी भाशेंत आपल्यो भावना आनी विचार येसस्वीपणान उक्तावपाक सक्षम आसात?		
	10	मौखिक रुपांतली कोंकणी बरे तरेन समजुपाक तुमीं सक्षम आसात?		
शिक्षकाचो दर्जो	11	शिक्षकाच्या शिकोवपा वरवीं तुमीं कोंकणी प्रभावीपणान समजूंक शकतात?		
	12	वर्गांत शिकयतना शिक्षक तुमकां सगळ्यांक समान म्हत्त्व दिता?		

घटक	क्र.	प्रश्न	हय	ना
	13	कोंकणी संबंदीत तुमच्या दुबावांक तुमचो शिक्षक भरपूर स्पश्टीकरण दिता?		
	14	कोंकणी भास शिकयता आसतना शिक्षक तुमकां 'आयसीटी'**चेर** (ICT) आदारित परस्पर संवादात्मक वर्ग दिता?		
	15	वर्गांत कोंकणी शिकोवपा खातीर तुमचो शिक्षक नव्यो आनी अभिनव अश्यो पद्धती आपणायता?		
विद्यार्थ्यांची खाशेलपणां	16	तुमकां कोंकणी शिकपाची आवड आसा?		
	17	वर्गांत शिकयिल्ली संकल्पना तुमीं बरे तरेन समजूपाक शकतात?		
	18	कोंकणी भाशेंत काणयो, कविता, निबंद आनी हेर साहित्य बरोवपाक तुमकां आवडटा?		
	19	कोंकणी भाशेकडेन संबंदीत वेगवेगळ्यो कृती करपाक, भाशीक खेळ खेळपाक तुमकां आवडटा?		
	20	कोंकणी भाशेंत काणयो, कविता, निबंद आनी हेर साहित्य वाचपाक, तांचो आस्वाद घेवपाक तुमकां आवडटा?		

घटक	क्र.	प्रश्न	हय	ना
प्रोत्साहन	21	तुमचो शिक्षक तुमकां कोंकणी शिकपाक प्रेरणा दिता?		
	22	आपूण जावन कोंकणी भास शिकपा इतली प्रेरणा तुमचेभितर विकसीत जाल्या?		
	23	कोंकणी शिकपा संबंदान तुमच्या कामगिरी खातीर शिक्षक तोखणाय आनी इनामां दिता?		
	24	कोंकणी शिकतना येवपी अडचणींक तोंड दितना तुमचे इश्ट तुमकां प्रोत्साहन दितात?		
	25	कोंकणी भास शिकपाक तुमकां तुमच्या पालकांकडल्यान फावो ती प्रेरणा मेळटा?		

APPENDIX IV-A

INTERVIEW SCHEDULE FOR SCHOOL TEACHERS

PRELIMINARY DATA

1. Name of the Teacher: …….

2. Date of Birth: ……

3. Age (in years and months): ---------years……..months

4. Gender: Male ☐ Female ☐ LGBTQ ☐ (Put a √ mark in appropriate box)

5. Locality: Rural ☐Urban ☐ (Put a √ mark in appropriate box)

6. Date of Appointment: -----/-----/--------

7. Name of Post: ----------

8. Teaching Level: Upper Primary ☐ Secondary ☐

9. Subject Handling: ----------

10. Official Address: ----------

----

11. Residential Address: ----------

----

12. E – mail ID: ----------

13. Salary Type: Daily- wage ☐ Contract ☐ Consolidated Pay scale ☐

14. If there is a pay scale, mention the Pay Band: ----------

15. Educational Qualifications: BA ☐ B.Sc ☐ MA ☐ M.Sc ☐ B.Ed ☐

D.El.Ed ☐ BA.Ed ☐ B.Sc. Ed ☐ M.Ed ☐ M.Phil ☐

16. Whether Possess Ph. D: Yes ☐ No ☐

17. If Yes, area of Specialization: ----------

18. Teaching Experience: ----------Years-------Months

19. Socio Economic Status: Lower class/ Lower Middle Class/Upper Middle class/ Higher Class

20. Signature of the Teacher with Date:

INSTRUCTIONS

This is an Interview schedule containing questions related to Problems in the teaching of Konkani Language in the Schools of Goa. Each of the Interviewee has to understand the question clearly and has to express their opinions and suggestions freely. The responses are only used for Research purpose. The Information provided by the participants must be kept confidential.

1. Are you satisfied with the teaching profession? Yes ☐ No ☐

2. If yes, give at least four reasons:

---

3. Are you enjoying teaching of Konkani Language? Yes ☐ No ☐

4. What are the features that make teaching of Konkani distinct?

---

5. What are the difficulties felt while teaching the Konkani language in classrooms?

---

6. What are the changes you are expecting in the student potentialities while learning Konkani?

---

7. What are your suggestions in revising the curriculum for Konkani teaching in schools?

---

8. Is Government providing any professional up gradation programmes in Konkani teaching to teacher community? Yes ☐ No ☐

9. If No, what may be the possible reasons?

---

10. What are the teaching resources and facilities you are suggesting in the schools for strengthening Konkani Language teaching?

---

11. Is ICT Enrichment programmes necessary for Konkani language teachers?

Yes ☐ **No** ☐

12. If yes, what are your reasons for the same?

---

13. What are your suggestions for Government of Goa for the promotion of Konkani language?

---

14. Have you felt any sort of negligence from the part of parents and community towards Konkani language teaching and learning in schools?

Yes ☐ **No** ☐

15. If yes, what may be the possible reasons for this?

---

16. What are your suggestions for providing awareness to parents and community about the importance of Konkani Language teaching in Schools?

---

17. Is there any change required in the Preservice training programme for Konkani language teaching? Yes ☐ No ☐

18. If yes, can you give suggestions for modifying the B. Ed. curriculum for Konkani language teaching?

---

19. Is there any financial support from Government agencies necessary for improving the condition of Konkani language teaching in Schools?

Yes ☐ No ☐

20. Is there any additional Information that you can suggest for improving the quality of Konkani Language teaching in Schools of Goa?

APPENDIX IV-B

INTERVIEW SCHEDULE FOR SCHOOL TEACHERS

PRELIMINARY DATA

1. शिक्षकाचें नांव: …….

2. जल्म तारीख: ……

3. पिराय (वर्सां आनी म्हयन्यांत): ---------वर्सां …….. म्हयने

4. लिंग: दादलो ☐ बायल ☐ हेर ☐ (योग्य पेटींत √ चिन्न घालचें)

5. थळावेंपण: ग्रामीण ☐ नगर ☐ (योग्य पेटींत √ चिन्न घालचें)

6. नेमणूक करपाची तारीख: -----/-----/--------

7. पदाचें नांव: ----------

8. शिकोवपाची पातळी: उच्च प्राथमीक ☐ माध्यमिक ☐

9. हाताळपी विशय : ----------

10. अधिकृत पत्तो: ----------

----

11. निवसी पत्तो: ----------

----

12. ई मेल आयडी: ----------

13. पगार प्रकार: दिसपट्टें पगार ☐ कंत्राट ☐ एकवटीत ☐ वेतनमान ☐

14. वेतन आसल्यार वेतन पट्टेचो उल्लेख करचो: ----------

15. शिक्षणीक पात्रताय: बी. ए. ☐ बी. एस सी ☐ एम.ए ☐ एम. एस सी ☐ बी. एड ☐

डी. एड ☐ बी ए. एड ☐ बी एस्. एड ☐ एम. एड ☐ एम. फिल ☐

16. पी. एच डी धारक: हय ☐ ना ☐

17. हय जाल्यार, विशेशीकरणाचें क्षेत्र : ----------

18. शिकोवपाचो अणभव: ----------वर्सां-------म्हयनें

19. सामाजीक आर्थीक स्थिती: सकयल्लो वर्ग/ सकयल्लो मध्यमवर्गीय /उच्च मध्यमवर्गीय/ उच्च वर्ग

20. शिक्षकाची सय (*तारखे सयत*)

<u>सुचोवण्यो</u>

This is an Interview schedule containing questions related to Problems in the teaching of Konkani Language in the Schools of Goa. Each of the Interviewee has to understand the question clearly and has to express their opinions and suggestions freely. The responses are only used for Research purpose. The Information provided by the participants will be kept confidential.

1. तुमीं शिक्षक वेवसायाबाबत समाधानी आसात? हय ☐ ☐

2. हय जाल्यार, उण्यांत उणीं चार कारणां सांगात:

---

3. तुमकां कोंकणी भास शिकोवपाक मजा येता? हय ☐ ☐

4. खंयच्या खाशेलेपणांखातीर कोंकणी शिकोवप वेगळें थारता?

---

5. वर्गांत कोंकणी भास शिकयतना तुमकां कसल्यो अडचणी जाणवतात?

---

6. कोंकणी भास शिकता आसतना विद्यार्थ्यांच्या क्षमतांभितर कशेतरेचो बदल घडपाची अपेक्षा तुमकां आसा?

---

7. शाळांनी कोंकणी शिकोवपा खातीर अभ्यासक्रम सुदारपाक लागून तुमीं कसली सुचोवणी करतले?

---

8. सरकार प्रशासना कडल्यान कोंकणी भाशेच्या शिक्षकाक तांची वेवसायीक क्षमता अद्ययावत करपा खातीर फावं तशो सेवा प्रशिक्षण कार्यावळी मेळटात?

हय ☐ ना ☐

9. ना जाल्यार, ताचीं कारणां कितें आसूं येतात?

---

10. शाळांनी कोंकणी भास शिकोवप सशक्त आनी बरें करपा खातीर तुमीं खंयची शिक्षणीक साधनां आनी सुविधा सुचयतले ?

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11. तुमच्या मतान कोंकणी भाशा शिक्षकांखातीर आयसीटी (ICT) संवर्धन कार्यावळी गरजेच्यो आसा?

हय ☐ ना ☐

12. हय जाल्यार, कित्याखातीर?

---

13. कोंकणी भास मुखार वचची, तिचो विकास जावचो म्हूण गोंय सरकाराक तुमीं कसली सुचोवणी करतले?

---

14. शाळांनी कोंकणी भास शिकोवपाविशी पालक आनी समाजा कडल्यान कसलेय तरेची उदासिनता वा दुर्लक्ष जाता अशें तुमकां केन्ना जाणवलां?

हय ☐ ना ☐

15. हय जाल्यार, ताची कारणां कितें आसूं येतात?

---

16. शाळांनी कोंकणी भास शिकोवप गरजेची आसा हाचे विशीं पालक आनी समाजाभितर जागृताय हाडपाखातीर तुमीं कसल्यो सुचोवणी करतले?

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17. तुमच्या मतान कोंकणी भास शिकोवपाक सक्षम असो शिक्षक तयार करपाखातीर सेवा पूर्व शिक्षक प्रशिक्षण कार्यावळींत कसलोय बदल/ सुदारणा करपाची गरज आसा?

हय ☐ ना ☐

18. हय जाल्यार, कोंकणी भास शिकोवपा खातीर बी. एड अभ्यासक्रमांत बदल करपा खातीर तुमच्यो सुचोवण्यों कितें?

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19. शाळांनी कोंकणी भास शिकोवपाची स्थिती सुदारपा खातीर सरकारी संस्थांचो फावं असो आर्थीक आदार आसता? हय ☐ ना ☐

20. गोंयच्या शाळांनी कोंकणी भाशेचो आनी भास शिकोवपाचो दर्जो वाडोवपाखातीर तुमीं आनी कसल्यो सुचोवण्यों करतले?

APPENDIX V

LIST OF SUBJECT MATTER EXPERTS FOR CONTENT VALIDITY RATIO

Sr. No	Name	Designation	University/College/ Department/ School
1.	Dr. Jojen Mathew	Principal	GVM's Dr. Dada Vaidya College of Education, Farmagudi Goa
2.	Dr. B.P. Marje	Principal & Professor	SPS College of Education , Sangli Maharashtra
3.	Dr. Prakash Parienkar	Associate Professor	Shenoi Goembab School of Languages and Literature, Goa University
4.	Dr. Anil Thosre	Associate Professor	Vidyaprobodhini College of Education, Porvorim Goa
5.	Dr. Deepa Varghese	Principal	St. Joseph's Training College, Pavaratty, Kerala
6.	Dr. Vinayak More	Assistant Professor	GVM's Dr. Dada Vaidya College of Education, Farmagudi Goa
7.	Mr. Sanjay Govekar	Associate Professor	GVM's Dr. Dada Vaidya College of Education, Farmagudi Goa
8.	Dr. Sachin Salgar	Assistant Professor	PES College of Education, Ponda Goa