APPENDICES
APPENDIX 1A List of pictures for picture naming (Experiment 1):
Concrete Nouns

Bird
Train/Tunnel
Money

Letters
Boy
Books

Lion
Crowd
Sofa
Car
Dog
Magician
Bus
Bread
Tank
Microscope
Syringe
Earth
Plant/Tree
Lighthouse
Sports
(tennis, skiing, rugby)

Ticket
Boat
Windmill
Aeroplane
Cat
APPENDIX 1B List of pictures for picture naming (Experiment 1): Abstract Nouns

- Kindness
- Pleasure/music
- Love
- Friendship
- Success
APPENDIX 2

Stimuli material for Experiment 3b,c

STRUCTURALLY ANOMALOUS SENTENCES

1. Rama works yesterday.
2. He has always dranked to his success.
3. I not smoked, he done it.
4. Why those people waiting on the street?
5. I not founded Ganesh anywhere.
6. Water harvest to techniques done every year save water.
7. Smokes injury to health causes.
8. Hritik cause more harm if he goed like this.
9. The leeward side receive rainfall the windward side.
10. He has gave me the fax tomorrow.
11. The Michael come from large a family.
12. The joining road is narrow so buses not go.
13. I was woke up by a bell rings.
14. The accident serious not he tell.
15. Footstep I hearing.
16. The taxi break down would not took us to airport.
17. Sarah phone me when I speak the meeting.
18. Linda marry American church.
19. Anger people depended on other by everytime they get work.
20. The boxes are too heavy carry.
21. How happened the accident nobody knows.
22. How many quantity should I pay you in money?
23. Are you understanding what I say?
24. There were some in the river swimming some children.
25. Debbie lifted me home after the party.

FUNCTIONALLY ANOMALOUS SENTENCES

1. The woman killed the accident.
2. The car was run over by the rat.
3. The man hung in the rack.
4. Rank fourthed him.
5. The ringing phone picked him up.
6. He was walking on water.
7. Asim killed the knife with the man.
8. The terrorists tubed the bombed network.
10. The penguin flew to catch the kite.
11. Robin Hood robbed the poor to give to the rich.
12. Did you get my letter tomorrow?
13. The injured hospital was taken to the boy.
14. Shiela found a pity as she did not come to the party.
15. The deer ate the tiger.
16. The river flowed up the mountain.
17. Sally ate the zoo to the children.
18. Shyam is married to his husband.
19. Michaelangelo pained the Monalisa.
APPENDIX 3

master wordlist for experiments 2 and 5 (Lexical level)

List of Verbs

1. make
2. think
3. hear
4. believe
5. allow
6. learn
7. expect
8. deny
9. prevent
10. explain
11. realize
12. hear
13. try
14. continue
15. enjoy
16. know
17. mean
18. feel
19. prove
20. decide
21. prevent
22. discuss
23. start
24. say
25. speak
26. see
27. remember
28. understand
29. avoid
30. begin
31. imagine
32. defend
33. describe
34. finish
35. forget
36. find
37. sleeping
38. marry
39. keep
40. running
41. standing
42. walked
43. drinking
44. advertise
45. waiting
46. appealed
47. put
48. looked
49. give
50. ask
51. caught 52. tell 53. bring 54. build 55. buy 56. called 57. boil 58. choose 59. allow 60. grow 61. refuse 62. sell 63. throw 64. write 65. go 66. come 67. appoint 68. shouted 69. teach 70. wash? 71. make 72. pray 73. think 74. solidify 75. solve 76. fertilise 77. tighten 78. liquefy 79. succeed 80. create 81. vacate 82. sing 83. lose 84. enforce 85. dictate 86. save 87. deepen 88. work 89. suggest 90. build 91. draw 92. drive 93. dreaming 94. fall? 95. fight? 96. hang 97. hide? 98. keep 99. kneel 100. leap 101. learn 102. meet 103. playing 104. send 105. delete 106. jumped 107. spend
108. spill?
109. kicked
110. steal
111. swimming
112. wear
113. weep
114. working
115. die
116. dig
117. yearn

Other words - Non-verbs

a) Nouns
   animal
   ashes
   belly
   bird
   mangoes
   paper
   cloud
   day
   earth
   ear
   helmet
   Delhi
   book
   mouse
   feather
   mountain
   pencil
   medicine
   peacock
   mountain
   woman
   snake
   grass
   fruit
   neck
   sea
   three
   water
   sister
   eye
   computer

b) Adverbs
   fairly
   almost
   rather
   quite
   hardly
always
completely
further
rarely
unfortunately
never
frequently

c) Prepositions
here
at
back
behind
under
on
out
near
above
above
across
down
far
over
since
about
through

d) Adjectives
all
bad
sharp
easy
angry
some
old
beautiful
big
dry
false
heavy
interesting
dangerous
difficult
APPENDIX 4

Experiment 4 (neural processes of memory access and retrieval for concept association)

1. slope
   restricted

2. subaerial
   aggradational

3. Clinometer
   Measuring climate

4. Hillslope
   Interfluve

5. Rainwash
   Alluvium

6. Slopes
   Static

-----

1. Slope element
   Straight segment

2. Davis
   Geographical cycle

3. Slope
   Open system

4. British landscape
   Concavo-convex

5. Slope studies
   Fieldwork

6. Energy input
   Slope process

-----

1. Infiltration
   Ions and particles

2. Gravity
   Slope formation

3. Slope erosion
   Two mechanisms

4. Hydraulic slope
   Rapp
5. Form and process
Simple correlation

6. Wood and King
Parallel retreat

-----
1. Mesa
dipslope

2. Landform analysis
Schumm

3. Escarpment
Soil flow

4. quartzite
eluviation

5. Intergranular water
Soil strength

6. Creep
Bent trees

-----
1. Bog burst
Debris

2. Surface detention
waterlogging

3. Overland flow
erosion

4. Vegetation
Soil erosion

5. Runoff
Belt of active erosion

6. Channel capacity
Penck

-----
1. Slope estimation
Mathematical formula

2. Slope history
morphology

3. Solar radiation
Slope formation

4. Slope change
facet

5. Slope evolution
Lithology

6. Slopes
   Submarine topography
APPENDIX 5A

Sentences for set A (e2A)

Grammaticality judgment, detection and silent repair

Conditions
1) S-V agr violation condition
2) Copula (Helping verb) construction violation condition
3) Word order violation condition

Sentence List:

1. Do you has a pen?
2. You have goes to school.
3. They are have a party tomorrow.
4. Will you has some coffee?
5. He was joked.
6. The minister is make a statement tomorrow.
7. I is not a small boy.
8. He live in Delhi.
9. The weather has hot.
10. He is soon fall asleep.
11. Mina arrive at school late.
12. There are a cat in the room.
13. I have sending John a present.
14. Has you get a book?
15. Did he did it?
16. Have he like the girl?
17. He have wented away.
18. Are you believe in ghosts?
19. Mohan done what he wanted to do.
20. Do you know what do he ate?
21. Have you think that I will kill you?
22. She has do well in studies.
23. I will doing my homework.
24. Have you see the movie?
25. What you do for a living?
26. I nothing have done.
27. Peter test passed the.
28. We our work had finished.
29. Worked she in several years the company.
30. I next shall birthday fifty be.
31. He the prize won.
32. Started when the concert had already we reached.
33. Answered had all the letters he.
34. You will hoped that we had visit us.
35. The thief before was he could sell caught the diamonds.
36. Here will the holidays soon be.
APPENDIX 5B

Sentence list (e2B)

Grammaticality judgment and silent repair

Conditions
1) S-V agr violation condition
2) Copula (Helping verb) construction violation condition
3) Word order violation condition

Sentence List:
1. He cannot sing.
2. I don't want to see you.
3. I has explain that to him.
4. He is spend money like water.
5. She tell me about the murder.
7. He is kicking the door hard.
8. She is sell her car.
9. Don't show him the letter.
10. The office was been cleaned.
11. The bridge is build three months ago.
12. Can you found the problem?
13. I are in no hurry for him to started work.
14. He be in an angry mood.
15. What time the train leave yesterday?
16. You work?
17. They not sleep well.
18. We have not any money.
19. I have going to the bank regularly.
20. Have you interest in sports?
21. Has this your bag?
22. What have you buy?
23. I enjoyed been taken to the zoo.
24. Have you your windows cleaned last month?
25. He be to stay here all evening.
26. She is be marry next month.
27. In the rain you will if you go out get wet.
28. The train gets cancelled we shall arrive unless.
29. London are next week we going.
30. Harry for dinner often late arrives.
31. I something burning can smell.
32. Tom and goes to does Maria never concerts neither.
33. Near the boat were safe capsized the shore and all.
34. There in monsoon a few days will all over the country be.
35. In America six months I will be from now in.
36. Grateful I will you will visit my home be if.
# APPENDIX 6

## Trainee’s Lesson Record

<table>
<thead>
<tr>
<th>Class:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td></td>
</tr>
</tbody>
</table>

### Planning

Activities carried out by the teacher trainee

Activities carried out by the pupils

### Observations

### Problem areas

### Analysis

[Signature of Supervisor]
GARGI-SIP
ESL INTERVENTION PROJECT: PROGRESS, IMPACT AND OUTCOME INDICATORS

Logical Framework Analysis

Overall Project Goal: To design, develop and implement an ESL programme in the SIP of pre-service teacher education course

Overall Broad Outcome Indicators (To be gauged by an evaluation study at the end of week 6, 11, 18)

- Design of CALP-based approach for content-integrated teaching in the elementary level ESL course (grades VI-VIII)
- Develop a curriculum plan for content-based language learning
- Review of curriculum and instructional material before and after the programme, opinion and perceptions of the teacher educators and students etc.
- Improvements made in the ESL proficiency of middle school students during the Fourth Year School Internship Programme (SIP) with the curriculum and instructional methods developed during the project
- Improvement in the competence and performance levels of the student teachers enrolled in the B.Ed. programme and linkage with regular in-service teachers
- Assessing the impact of quality interventions on students and teachers of the programme schools
## APPENDIX 7

<table>
<thead>
<tr>
<th>Progress Indicators</th>
<th>Source of Information</th>
<th>Impact Indicators</th>
<th>Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESULT 1: Implementing the elementary ESL programme</td>
<td></td>
<td></td>
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<tr>
<td>Sub Result 1: Undertaking training of innovative ESL pedagogy</td>
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<td></td>
</tr>
<tr>
<td>Quantitative Indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PI1: Number of classes per week</td>
<td>Lecture schedule</td>
<td>IM1: Percentage Of Student Teachers Who undertake the training (Total Enrolled Vs. Those Visiting): COMPULSORY</td>
<td>Partner (Interim)</td>
</tr>
<tr>
<td></td>
<td>(Source of Information-Sol = Partner Document)</td>
<td></td>
<td>(Source of Information-Sol = Enrolment and Participation Records)</td>
</tr>
<tr>
<td>PI2: No. of classes and days of teaching</td>
<td>Programme school records</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Source of Information-Sol = Partner Document)</td>
<td></td>
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</tr>
<tr>
<td>PI3: No. of classes taken by the student teachers in schools run by the organizations (as against regular teachers)</td>
<td>Partner (Interim)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(Source of Information-Sol = Partner Feedback Document)</td>
<td></td>
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</tr>
<tr>
<td>Qualitative Indicator</td>
<td>IM2: Feedback from Students on the training on the following issues: Relook at these issues from time to time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INITIAL PARAMETERS</td>
<td></td>
<td>Partner (Interim)</td>
</tr>
<tr>
<td></td>
<td>- Expectation of student teachers from the training</td>
<td>Sol: Feedback from Students after the school visit</td>
<td></td>
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<tr>
<td></td>
<td>- Extent to which the training provided exposure on identified themes</td>
<td></td>
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<tr>
<td></td>
<td>- New insights for possible implementation in SCP and SIP identified</td>
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<td></td>
<td>- Problems and Limitations faced during visit</td>
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</tbody>
</table>
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<tbody>
<tr>
<td><strong>Sub Result ii: Preparatory phase for Implementation in 1-week School Contact Programme (SCP) and 17-week Internship (SIP)</strong></td>
<td></td>
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<tr>
<td><strong>Quantitative Indicators</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PI4: Developing Institutional profiles</td>
<td>School Visit (Sol: Institutional Profiles)</td>
<td>IM3: No. of Students using institutional profiles, theme papers, teacher case books and other existing reports during preparation for practice teaching</td>
<td>Partner (Interim and Annual) (Sol: Library Information Book)</td>
</tr>
<tr>
<td>COMPULSORY</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PI5: Range of Themes covered in the institutional profiles:</td>
<td>Partners (Annual) (Sol: Institutional Profiles)</td>
<td>IM4: No. of institutional profiles, theme papers, teacher case books and other existing reports used during preparation for practice teaching</td>
<td>Partner (Annual) (Sol: Library Information Book)</td>
</tr>
<tr>
<td>THEMATIC RANGE IN TRAINING</td>
<td></td>
<td>IM5: No. of Working Reports prepared by the teachers (both pre-service and in-service)</td>
<td></td>
</tr>
<tr>
<td>- Development and Usage of Teaching Learning Materials</td>
<td></td>
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<tr>
<td>- Integrated Learnings about classroom management and material development</td>
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<tr>
<td>- Review of curriculum Material In different subjects</td>
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<tr>
<td>- Community Participation (can we think of including parental involvement in specific activities?)</td>
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<tr>
<td>- Multilingualism</td>
<td></td>
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<tr>
<td>- Self Reflective Practices</td>
<td></td>
<td></td>
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<tr>
<td>- Other Themes</td>
<td></td>
<td></td>
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<tr>
<td>Qualitative Indicators: Perception changes among the regular teachers (data from Action Research about perception changes)</td>
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<tr>
<td><strong>Progress indicator</strong></td>
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</tr>
<tr>
<td>PI6: Generate TLMs continuously for the SIP</td>
<td>Workshop on Material Development</td>
<td>IM6: 1. Proportion of use of TLMs in classrooms (subject-wise) 2. Nature and type of TLMs</td>
<td>Sol: Classroom supervision by Teacher trainers &amp; Programme evaluators</td>
</tr>
<tr>
<td>Progress Indicators</td>
<td>Source of Information</td>
<td>Impact Indicators</td>
<td>Source of Information</td>
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<tr>
<td>Sub Result iii: Implementation of Learnings from Workshops on class management, Pedagogy and Classroom Transactions During SCP and SIP</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Quantitative Indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P17: Nature and type of interactions during SIP</td>
<td>Partner (Annual) &lt;br&gt; &lt;code&gt;Sol: Evaluation during supervision and Related Records&lt;/code&gt;</td>
<td>IM7: Percentage Of Student Teachers Applying The Learnings of Workshops and subsequently In their Illrd Year School Contact Program (1st week) and IVth Year Internship Programme (week 2-18) &lt;br&gt; - Academic and Philosophy of NGOs visited &lt;br&gt; - Classroom Management a&amp; Pedagogical skills (special reference to individual children's needs) &lt;br&gt; - Development and Usage of Teaching Learning Materials &lt;br&gt; - Integrated Learnings about classroom management and material development &lt;br&gt; - Curriculum Material In different Subjects &lt;br&gt; - BICS and CALP &lt;br&gt; - Participation of students &lt;br&gt; - Multilingualism &lt;br&gt; - Self Reflective Practices</td>
<td>Partners (Annual) &lt;br&gt; &lt;code&gt;Sol: Supervisors' Assessment Report&lt;/code&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IM8: Percentage Of Student Teachers Integrating Curriculum Management And Material Development Skills Into The Internship Programme</td>
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<tr>
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<td></td>
<td>IM9: Nature and type of TLM developed by student teachers for SCP and SIP &lt;br&gt; List by nature and type to be prepared by consultation with trainers from time to time</td>
<td></td>
</tr>
</tbody>
</table>

Partner (Interim) <br> <code>Sol: Supervisors' Assessment Proforma/Supervisors' Report</code>
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</thead>
<tbody>
<tr>
<td>Qualitative Indicator</td>
<td></td>
<td>IM10: Kinds of instructional approaches practiced/used by the student teachers (by nature and type)</td>
<td>Partner (Interim)  &lt;br&gt; Sol: Instructional Material Developed</td>
</tr>
</tbody>
</table>

**RESULT 2: Dissemination of learnings and sharing of resources with other stakeholders**

**Sub Result I: Sharing of Course Learnings with regular teachers of programme schools**

**Quantitative**

PI8: No. and Type of activities organised by Student Teachers during SIP  
PI9: No. of hours utilised out of total contact hours for sharing activities

**Qualitative**

IM11: Range of activities of teacher educators with regular teachers on activities to be organized  
IM12: Feedback from regular teachers on activities conducted  
Partner (Interim)  <br> Sol: Teacher Educator’s/Programme Evaluator’s Assessment Report  
Partner (Interim)  <br> Sol: Feedback Form

**Sub Result II: Organising Pedagogy/Curriculum Workshop and Educational Fair and Documentation of Learnings Thereof**

**Quantitative**

PI10: % Students writing Theme Papers on selected themes  
Partner (Sol: Theme Papers prepared by Students)  
IM13: No. of teacher educators attending the pedagogy/curriculum workshop/education fair initiating changes in the curriculum in their colleges  
Partners (Interim)  <br> Sol: List of Participants

PI11: Details of workshops, educational fairs organised for teacher educators and students from colleges offering B.Ed.  
PI13: Range of Themes covered during the workshop and education fair (as per identified themes)  
Partner (Annual)  <br> Sol: List of Participants and other Workshop documents  
Partners (Annual)  <br> Sol: Workshop Report
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</tr>
</thead>
</table>
| **Qualitative**     |                       | **IM14:** Feedback of regular teachers of the programme schools, teacher educators/ other student participants on the workshop/education fair attended | Partner (Interim)  
Sol: Teacher Educators/Student Teachers’ Reports |
|                     |                       | **IM15:** Extent to which the curricular issues related SIPs were identified from the workshop | Partners (Interim)  
Sol: Workshop Report |
|                     |                       | **IM16:** Whether learnings during each month are documented for bringing about desired changes in curriculum and range of themes addressed, and if so, to what extent | Partners (Annual)  
Sol: Document Prepared by the trainees |
| **Sub Result iii: Operationalising the Resource Room** |                       | **PI12:** Extent to which the envisaged facilities are available at the Resource centre:  
- Computer Lab (no. of computers) with internet facility  
- Audio Visual Aids (OHP, slide projector, other AV equipment)  
- No. of books, journals, subject kits, charts, psychological test kits etc.  
- No. and type of TLM prepared by students  
- Documents placed for consultation (institutional profiles, theme papers, teacher case books and other related reports) | Partners (Annual)  
Sol: Records (resource room) |
|                     |                       | **PI13:** Usage of the resource rooms (no. of persons using the resource room and their profile, frequency of use) |                       |
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<table>
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<th>Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative</td>
<td></td>
<td>IM17: Perceived utility of the resource room by the users</td>
<td>Partner (Annual) Sol: Partner, Students/Faculty using the resource room</td>
</tr>
</tbody>
</table>

**RESULT 3: Generation of Knowledge base in the area of teacher education specific to the Indian context**

**Sub Result i: Preparation of write-ups on Select Academic Themes**

<table>
<thead>
<tr>
<th>Quantitative</th>
<th></th>
<th>IM18: No. and type of documents prepared at the end of three years for dissemination of learnings generated through interventions-can we address multi lingualism here??</th>
<th>Partners: (At end of 17 week-SIP) Sol: Documents prepared for dissemination among the regular teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI14: No. of teacher casebooks prepared by subjects (Maths, EVS, language teaching-can we address multi lingualism here??)</td>
<td>Partners (Interim) Sol: Teachers Casebooks Progress Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PI15: Range of themes explored in the teacher casebooks</td>
<td>Partners (Annual) Sol: Monographs Progress Reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sub Result ii: Organising Open Houses For Facilitating Parental Involvement**

<table>
<thead>
<tr>
<th>Quantitative</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PI16: No. of open houses organised for facilitating parental involvement</td>
<td>Partner (Annual) Sol: Project Report of Student Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PI17: Nature of parental involvement in open houses</td>
<td>Partner (Annual) Sol: Student Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PI18: No. of meetings with the schools where IV year internship is held for organising open house sessions</td>
<td>Partner (Interim) Sol: Minutes of Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Indicators</td>
<td>Source of Information</td>
<td>Impact Indicators</td>
<td>Source of Information</td>
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</tr>
<tr>
<td>Qualitative</td>
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<td></td>
</tr>
</tbody>
</table>
| PI19: Issues addressed in the open house sessions | Partner (Interim)  
Sol: Minutes of Meetings | IM19: Nature of impact of open houses organised for facilitating parental involvement | Partner (Interim)  
Sol: Case studies reflecting impact/constraints |
|                     |                      | IM20: Outcomes of Meetings with schools where IV year internship is held for organising open house sessions | Partners (Interim)  
Sol: Minutes of Meetings |
| Sub Result iii: Participation of Teacher Educators in Research Activities |                      |                   |                      |
| Quantitative        |                      |                   |                      |
| PI20: No. of research projects undertaken by teacher educators on specific themes related to elementary education on ESL programme | Partner (Interim)  
Sol: Reports of Research Project |                   |                      |
| Qualitative         |                      |                   |                      |
|                     |                      | IM21: Evidence of Research outcomes being used for improving the quality of pre service training | Partner (Interim)  
Sol: Reports of Research Project |
APPENDIX 8
Brodmann Areas
THE ESL FRAMEWORK OF STAGES

The ESL Framework of Stages is set out in Diagram 1 below.

**Diagram 1**

ESL Stages are integrated with mainstream content according to the goals of the program.

- **Upper secondary**: 1L (BEGINNERS & LITERACY) → 1 (BEGINNERS) → 2 → 3 → 4
- **Middle secondary**: 1L (BEGINNERS & LITERACY) → 1 (BEGINNERS) → 2 → 3
- **Junior secondary/Late upper primary**: 1L (BEGINNERS & LITERACY) → 1 (BEGINNERS) → B → 2
- **Upper/middle primary**: BL (BEGINNERS & LITERACY) → B 1 → B 2 → B
- **Junior primary**: AL (BEGINNERS & LITERACY) → A 1 → A 2 → A

*Growth Points*
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Experiment-4 (CONCEP) fMRI single subject analysis
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Inf. Parietal Lobule

Sup. Parietal Lobule

Precentral gyrus

Postcentral gyrus

Paracentral lobule

Inf. O.G.

Sub-gyral, insula, lentiform nuc.

Cerebellum

Brainstem, thalamus, etc.
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<td>SFG</td>
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<td>96 L</td>
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<td>MFG</td>
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<td>64 L</td>
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<td>Medial FG</td>
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<td>28 L</td>
<td>25 R</td>
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<td>Cuneus (BA 7, 18, 19)</td>
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<td>1603 R,L</td>
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<td>Precuneus</td>
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<td>21 R</td>
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<td>Lingual gyrus (BA 18)</td>
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<td>132 L</td>
<td>15 R</td>
<td>1603 R,L</td>
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<td>Post. Cingulate</td>
<td>243 LR</td>
<td>35 R</td>
<td>28 LR</td>
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<td>36 R</td>
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<td>27 L (31)</td>
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<td>21 R</td>
<td>856 L (42)</td>
<td>23 L (21)</td>
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<td>Inf. Parietal Lobule</td>
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<td>143 L</td>
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* with MTG
* with overlap w/ supramarginal
* with overlap w/ ant cing
* with overlap w/ cing gyrus
* with overlap w/ Medial FG
* with overlap w/ Inf. Parietal lobule
* with overlap w/ STG
* with overlap w/ fusiform gyrus
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<th>Sup. Parietal Lobule</th>
<th>6 R</th>
<th>19 R</th>
<th>10 L</th>
<th>*95 R overlap w/ IFG</th>
<th>102 R (6)</th>
<th>8 R (4)</th>
<th>5 R (6)</th>
<th>584 L</th>
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<td>Precentral gyrus</td>
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<td>Postcentral gyrus</td>
<td>33 R</td>
<td>39 R</td>
<td>235 R</td>
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<td>41 L (3/2/1) 6 R (3)</td>
<td>26 R (43) *BA2 with precentral 187 R (40) 157 L (7) 26 R (7) 21 R (40)</td>
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<td>Paracentral lobule</td>
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<td>41 L</td>
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<td>15 R</td>
<td>131 L (19)</td>
<td>19 L (37) 5 R (37)</td>
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