APPENDIX A

INFORMED CONSENT FORM – STUDENTS

I am Vibhasri.R.Gurjal, studying PhD in the Department of Psychology, Bangalore University. I am inviting you to participate in a research study. Involvement in the study is voluntary, so you may choose to participate or not. I am now going to explain the study to you.

I am conducting a research study on the different methods of learning and factors that influence learning of the subjects Mathematics and Sanskrit.

For this purpose, I would be giving few simple questionnaires for you to answer. Altogether, the set of questionnaires would take an hour or so of your time to complete answering.

The information obtained from the study would help us to demonstrate the need for implementation of suitable measures in the system of education. There are no risks to you for participating in this study. If you do not wish to continue, you have the right to withdraw from the study, without penalty, at any time.

The information that you provide will be used only for academic/ research purposes and will be kept confidential and shall not be shared to any external source.

Please feel free to ask any questions that you may have about the research; I will be happy to explain anything in greater detail.

If you are willing to participate, please indicate by signing below. Thank you for the time and co-operation offered.

______________________________  ________________________
Signature of the participant      Date
APPENDIX B

DEMOGRAPHIC DATA SHEET - STUDENTS

1. Name:
2. Age:
3. Gender:
4. Class:
5. School:
6. Please mention your recent academic marks/grades:

<table>
<thead>
<tr>
<th></th>
<th>Marks obtained</th>
<th>Maximum marks</th>
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<tbody>
<tr>
<td>Overall / Aggregate</td>
<td></td>
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<tr>
<td>Sanskrit</td>
<td></td>
<td></td>
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<tr>
<td>Mathematics</td>
<td></td>
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</tbody>
</table>

7. Please rate your rate of liking towards the following:
   a) Languages:
      
      |                      | Not at all | Less than usual | Neutral | More than usual | Very much |
      |----------------------|------------|-----------------|---------|----------------|-----------|
      | Sanskrit             |            |                 |         |                |           |
      | Kannada              |            |                 |         |                |           |
      | English              |            |                 |         |                |           |

   b) Core subjects:
      
      |                      | Not at all | Less than usual | Neutral | More than usual | Very much |
      |----------------------|------------|-----------------|---------|----------------|-----------|
      | Mathematics          |            |                 |         |                |           |
      | Science              |            |                 |         |                |           |
      | Social science       |            |                 |         |                |           |

8. Please rate your rate of interest towards the following:
   a) Sanskrit:
      
      Low  Below Average  Average  Above average  High

   b) Mathematics:
      
      Low  Below Average  Average  Above average  High

9. Do you go for any additional tutorials for the subjects of Mathematics and Sanskrit? Yes/No

10. Contact details:-
    - Phone No:_____________________
    - E-mail id:_____________________

APPENDIX C

TEST OF MATHEMATICS – RBT

- This is a simple test on basic mathematics.
- There are 46 questions mostly in the multiple choice format. This test would usually take about 40 to 50 minutes to completely answer it.
- All questions are to be answered.
- Please go through the questions carefully and indicate the right answer by selecting the appropriate option or providing the appropriate answer.

1. In factorising the trinomial \( 14x^2 - 53xy - 30y^2 \) the middle term is split up as under. Which step is correct?
   
   A. \(-60xy + 7\)  
   B. \(60 - 7xy\)  
   C. \(-60xy + 7xy\)  
   D. \(+60xy - 7xy\)

2. ABC is a triangle. BC = 12 cms, \( \hat{B} = 90^\circ \), AE = EC. ED \( \perp \) BC. BD is equal to?

   \[ \triangle \]

   A. 5 cms  
   B. 6 cms  
   C. 7 cms  
   D. 8 cms

3. The distance between the centres of equal circles each of radius 3 cms is 10 cms. The length of the transverse common tangent is

   A. 4 cms  
   B. 6 cms  
   C. 8 cms  
   D. 10 cm

4. \( ^nC_{15} = ^nC_{11} \). To find the value of \( n \), the first step is converting \(^nC_r \) into \(^nC_{n-r} \). the second step is?

   A. \( n+15 = n+11 \)  
   B. \( 15 = n+11 \)  
   C. \( 15 = n-11 \)  
   D. \( 11 = n-15 \)

5. The arithmetic mean of 8, 6, 12, \( x \), 9 is 10. Then, the value of \( x \) is?

   A. 15  
   B. 16  
   C. 10  
   D. 12

6. A two digit number is such that the products of the digits in 8. When 18 is added to the number, the digits are reversed. The number is?
7. O is the centre of the circle. ACE is a tangent. C is the point of contact. Which of the following relationships is not correct?
   A. \( \text{OCA} = \text{OCE} = 90^\circ \)
   B. \( AC = CE \)
   C. \( OA > OC \)
   D. \( OC < CE \)

8. If the radius of the base of a right circular cylinder is halved, keeping the height constant; the ratio of the volume of the reduced cylinder to that of the original cylinder is
   A. 4:1
   B. 1:2
   C. 1:4
   D. 2:1

9. Which of the following satisfies the relation \(^nC_7 = \(^nC_{n-7}\)?
   A. \(^{10}C_8 = ^{10}C_4\)
   B. \(^{10}C_8 = ^{10}C_2\)
   C. \(^{10}C_8 = ^{10}C_3\)
   D. \(^{10}C_5 = ^{10}C_2\)

10. A copper sphere of radius 6 cms is melted and drawn into a wire of radius 0.06 cms. The length of the wire is?
    A. 600 m
    B. 650 m
    C. 800 m
    D. 825 m

11. The radicand in this surd is \(5\sqrt[6]{19x^7y^6}\) is
    A. 19\(x^7y^6\)
    B. 5
    C. 8
    D. None of these

12. \(\sqrt{2} \times 3\sqrt{6}\) is equal to
    A. \(\sqrt[3]{144}\)
    B. \(\sqrt[6]{288}\)
    C. \(\sqrt[6]{96}\)
    D. \(\sqrt[6]{216}\)

13. Which of the following is not a symmetric matrix?
    A. \[
    \begin{bmatrix}
    0 & 2 & 8 \\
    2 & 0 & 4 \\
    8 & 4 & 6 
    \end{bmatrix}
    \]
    B. \[
    \begin{bmatrix}
    1 & 5 & 9 \\
    5 & 2 & 4 \\
    9 & 4 & 3 
    \end{bmatrix}
    \]
    C. \[
    \begin{bmatrix}
    0 & 1 & -1 \\
    -1 & 0 & 4 \\
    1 & -4 & 0 
    \end{bmatrix}
    \]
    D. \[
    \begin{bmatrix}
    1 & 0 & 0 \\
    0 & 1 & 0 \\
    0 & 0 & 1 
    \end{bmatrix}
    \]

   a) 
   b)
15. The graph of \( y = 3x^2 \) is

A. An asymmetric parabola
B. A parabola symmetric about the x-axis.
C. A parabola symmetric about the y-axis.
D. An inverted parabola.

16. Which of the following is not an A.P?

A. Set of natural numbers
B. Set of prime numbers
C. Set of multiples of 2
D. Set of natural odd numbers

17. Let \( A = \{a, b, c, d, e\} \) and \( B = \{b, c, f, g, h\} \). Draw the Venn diagram for \( A \cup B \). From the diagram, find:

A. Number of elements in \( A \). [That is \( n(A) \)]
B. Number of elements in \( B \). [That is \( n(B) \)]
C. Number of elements in \( A \cup B \). [That is \( n(A \cup B) \)]
D. Number of elements in \( A \cap B \). [That is \( n(A \cap B) \)]

18. Two equal circles of radius ‘\( r \)’ intersect such that each passes through the centre of the other. The length of the common chord is?

A. \( \sqrt{r} \)
B. \( r\sqrt{2} \)
C. \( r\sqrt{3} \)
D. \( \frac{r\sqrt{3}}{2} \)

19. If \( \Sigma x = 150 \) and \( \Sigma D^2 = 130 \) for a set of 10 scores, then the S.D is?

A. 3.8
B. 15
C. 13
D. 3.6
20. The five terms $T_1$, $T_2$, $T_3$, $T_4$ & $T_5$ of a sequence are respectively 4, 7, 10, 1 & 14. Which of the following equalities is not true?

A. $T_1 + T_5 - T_2 = T_4$  
B. $T_3 + T_4 - T_2 = T_5$  
C. $T_5 + T_2 = T_4 + T_1$  
D. $T_5 + T_4 = T_2 + T_5$

21. The tangents in the given circle are:

A. PEQ, xzy, EOD  
B. PEQ, MDL, AB  
C. PEQ, xzy, MDL  
D. MDL, PEQ, CD

22. In the given figure, which segment would you shade to get the smallest minor segment?

A. ABC  
B. ABD  
C. DEF  
D. ACDEF

23. A solid whose surface is completely curved is a

A. Cylinde  
B. Cone.  
C. Sphere.

24. Create three different sequences where the 5th term is the number 13.

i. 
ii. 
iii.

25. $\frac{12}{17}$ is in H.P. The term in A.P is

A. $\frac{12}{17}$  
B. 0.6  
C. $\frac{17}{12}$  
D. $1\frac{5}{17}$

26. $3 \oplus y \equiv 2 \pmod{6}$ is equal to

A. 4  
B. 2  
C. 5  
D. 6

27. Is it possible for a quadrilateral to have only 3 right angles? Why?
28. In the quadratic equation \(5x^2 - 12x = 9\), the discriminant is equal to

A. \((-12)^2 - 4(5)(9)\)  C. \((-9)^2 - 4(-12)(9)\)
B. \((-12)^2 - 4(5)(9)\)  D. \((-9)^2 - 4(-12)(5)\)

29. The roots of the equation \(x^2 + 2x - 35 = 0\) are

A. 5, 7  B. -5, -7  C. -5, 7  D. 5, -7

30. \((p+6)(5p-2)\) are the factors of

A. \(5p^2 - 4p - 12\)  C. \(5p^2 - 28p - 12\)
B. \(5p^2 + 28p - 12\)  D. \(5p^2 + 4p - 1\)

31. If \(X = \{x: x \text{ is a prime number less than } 12\}\),
\(Y = \{x: x \text{ is an even number less than } 12\}\),
\(Z = \{x: x \text{ is an odd number less than } 12\}\).

Show that
i) Union of sets is distributive over intersection of sets
ii) Intersection of sets is distributive over union of sets.
32. Which of the following is a sequence?
   A.  5,10,15,20,26
   B.  2,6,18,54,162
   C.  \(\frac{1}{2}, \frac{1}{5}, \frac{1}{8}, \frac{1}{11}, \frac{1}{15}\)
   D.  8,6,4,2,0,-3

33. If the radius of a circle is 3.4 cms, then a chord of length 6.8 cms –
   A.  Passes through the centre
   B.  Is far away from the centre
   C.  Is very near to the centre
   D.  Is nearest to the centre

34. Give an example of a set of four even numbers where -
   a)  The sum of which is a multiple of four
   b)  The sum of which is not a multiple of four.
   a) 
   b) 

35. Given \(5 + 2 \times 3 = 21\). State whether the answer is right or wrong. Why?

36. Justify the statement –
   “\(2^3\) does not give the same answer as \(2 \times 3\), but \(2^2\) is the same as \(2 \times 2\).”

37. \(xy + yz + zx\) can be written as
   \[\sum_{x,y,z} xy + \sum_{x,y,z} x + y + \sum_{x,y,z} x - y + \sum_{x,y,z} xyz\]

38. If \(x^4 + \frac{1}{x^4} = 322\), the value of \(\left(x - \frac{1}{x}\right)\) is ?
   A.  4
   B.  6
   C.  8
   D.  \(\sqrt[3]{2}\)

39. If \(U = \{0,1,2,3,4\}\), \(P = \{0,3\}\) then find \((P')'\)
40. “Union of sets is distributive over intersection of sets.” Write the symbolic representation of the statement.

41. Standard deviation refers to
   A. The square root of variance.  
   B. The variance.  
   C. The square of variance.  
   D. Half of variance.

42. The circumference of the base of a hollow cylinder is 44cms. Its length is 20 cms. Its surface area is calculated as
   A. (44×20) cm²  
   B. (4.4×20) cm²  
   C. \(\left(\frac{44}{7} \times 20\right)\) cm²  
   D. \(\left(\frac{44}{100} \times 20\right)\) cm²

43. If \(\frac{x}{2} = 2\), then \(x^3 + \frac{1}{x^3} = \)
   A. 64  
   B. 14  
   C. 8  
   D. 2

44. A sphere is placed inside a right circular cylinder so as to touch the top base and the lateral surface of the cylinder. If the radius of the sphere is ‘r’, the volume of the cylinder is?
   A. \(4\pi R^3\)  
   B. \(\frac{8}{3}\pi R^3\)  
   C. \(2\pi R^3\)  
   D. \(8\pi R^3\)

45. In a given permutation of nPr, the last term in the expansion is –
   A. (n+r-1)  
   B. (n-r+1)  
   C. (n+1+r)  
   D. n-1-r

46. The value of \((a+b)^2 - (a-b)^2\) is
   A. 4ab  
   B. \(a^2 + 2b^2\)  
   C. -4ab  
   D. 2ab
APPENDIX D

TEST OF Sanskrit – RBT

- This is a simple test on Sanskrit grammar. There are 26 questions mostly in the multiple choice format.
- This test would usually take about 40 to 50 minutes to completely answer it.
- All questions are to be answered.
- Please go through the questions carefully and indicate the right answer by selecting the appropriate option or providing the appropriate answer.

1. Provide the appropriate synonym of the underlined word in the following sentence –
   “परिष्रमेण यज्ञ: लभते।”

   Ans –

2. गौरस्त्र, युनिस्त्र, बालस्त्र, रामक्ष: – Explain why the word “रामक्षः” forms the odd word of this group.

3. “सम्पूर्ण कुम्भो न करेति शब्दम्” –
   a) This sentence is the best example of _______________ वर्तमान।
   b) Explain how?

4. Using the appropriate प्रत्ययः for the प-धातु complete the following sentence –
   रम: क्षीरः __________ झालां गच्छति।

5. a) How are the words अन्तच्छ: and अन्तुच्छ: different based on their grammatical structure?
   b) Create 2 new examples of words based on their grammatical structure.

   a) 

   b)
6. Identify the a) लघु (०) गुरु (−) and b) the गण: of the following word – सवेषाः।

a)  

b)  

7. a) When the word “भवत्” is used in a sentence, the verb will be in __________
    पुरुषः according to पाणिनि सूत्रम्।

b) Construct a sentence using the word भवत्
    Ans:  

8. a) On what 2 grammatical principles can the words वारीशः and चुंकोदरः be differentiated?  
    b) Write the words as per the identified grammatical rule.
    Ans: a)  

b)  

9. Choose the correct option of the following that completes the analogy –
    करण्यंसार श्रमाः : महाराजः :: अव्यर्थी बाह्य समासः:______________

   A. यथाविधिः  
   B. निर्जनः  
   C. चुंकोदरः  
   D. त्रिलोचनः  

10. a) Convert the following विग्रहवाच्य to a समास – “सस्पेक्य योगयोगम्।”
    b) Identify and Quote the relevant rules of the said समास।
    Ans: a)  

b)  

11. Use the word बाणः in तृतीय विभक्ति: in and construct a sentence.

12. a) Identify the incorrect statement among the following:
   A. वायुः विना मानवः न जीविति।
   B. वायुः विना मानवः न जीविति।
   C. वायो विना मानवः न जीविति।
   D. वायो विना मानवः न जीविति।

b) Justify your answer. –
13. The कर्तीर प्रयोगः of the following sentence - मया भवान् किष्किदत् पुष्चवते is
   A. अहं भवतः किष्किदत् पुष्चवति
   B. अहं भवतः किष्किदृत् पुष्चवति
   C. अहं भवतः किष्किद्यत् पुष्चवति
   D. अहं भवति किष्किदत् पुष्चवति

14. Identify the उपमान्, उपमेय, साधारण धर्मः and the उपमावचक in the following sentence –
   “तस्या गुरूं कन्चुः इव सुन्दरम् अस्ति।”
   A. उपमान् –
   B. उपमेय –
   C. साधारण धर्मः –
   D. उपमावचक –

15. a) Identify the कण्डन्यपद्ध in this sentence “अहं विद्यायं प्रविशय गुरूं प्रणममि” and
   b) Write the name of its प्रत्ययः।
   a) कण्डन्यपद्ध – __________
   b) __________ प्रत्ययः।

16. Mention the माहेश्वर सूक्ताणि।

17. Identify the odd word among the following
   A. तदन्तरम्
   B. एतदाक्षर्यं
   C. तद्धर्षणय
   D. एक्षापि

18. a) Identify the लिङ्गविभिन्निकवचनम् of the word “जीवने” –
   b) Using the same लिङ्गविभिन्निकवचनम् of the above word, give an example of another word from the “फल्”- प्रतिपदिकम्।
   a) __________
   b) __________

19. Give the other two वचन forms of the word “कविनाम्”
   i)
ii)

20. a) Identify and correct the error in the following sentence – “बालक् पाठं पठल्लि ।”
   b) Give reasons for your answer.
   a) 
   b) 

21. “चक्रे पाणी सर्व स: वृक्षस्य समीपम् विग्रहिति।”
   Rewrite the above sentence in fewer words.
   Ans:

22. “यद्य मेघः गर्जति तदा वृक्षः: भवति।” – Construct another sentence using the same नित्यसम्बन्धिशब्दः as in the given sentence.

23. जगद् + इश्व: = जगदीशः। – a) Identify & correct the error in this सन्धि विभ्रमणम् and
   b) Name the सन्धि:
   a) 
   b) 

24. a) Which is the सूत्राणि which helps to easily find out the गुरु and लघु syllables and the अक्षरणणा: easily?
   b) Explain any 2 अक्षरणणा: using the सूत्राणि |
   a) 
   b) 

25. a) Provide an example of बहुव्रीहि समास: and
   b) Justify how it is an example of the same.
26. The ________________ प्रत्ययः is used to denote the purpose of aim.

A. तूमन्त्र प्रत्ययः
B. कत्वा प्रत्ययः
C. ल्याप प्रत्ययः
D. कत प्रत्ययः
APPENDIX E

LEARNING STYLES (VARK)

This test consists of simple questions to find out about your preferred learning method. Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception.

1. You are helping someone who wants to go to your airport, the centre of town or railway station. You would:
   a) Go with her.
   b) Tell her the directions.
   c) Write down the directions.
   d) Draw, or show her a map, or give her a map.

2. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:
   a) Seeing the diagrams.
   b) Listening.
   c) Reading the words.
   d) Watching the actions.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   a) Describe some of the highlights they will experience.
   b) Use a map to show them the places.
   c) Give them a copy of the printed itinerary.
   d) Phone, text or email them.

4. You are going to cook something as a special treat. You would:
   a) Cook something you know without the need for instructions.
   b) Ask friends for suggestions.
   c) Look on the Internet or in some cookbooks for ideas from the pictures.
   d) Use a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   a) Talk about, or arrange a talk for them about parks or wildlife reserves.
   b) Show them maps and internet pictures.
   c) Take them to a park or wildlife reserve and walk with them.
   d) Give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   a) Trying or testing it.
b) Reading the details or checking its features online.
c) It is a modern design and looks good.
d) The salesperson telling me about its features.

7. Remember a time when you learned how to do something new (not a physical skill such as riding a bike). You learned best by:
a) Watching a demonstration.
b) Listening to somebody explaining it and asking questions.
c) Diagrams, maps, and charts - visual clues.
d) Written instructions – e.g. a manual or book.

8. You have a problem with your heart. You would prefer that the doctor:
a) Gave you something to read to explain what was wrong.
b) Used a plastic model to show what was wrong.
c) Described what was wrong.
d) Showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:
a) Read the written instructions that came with the program.
b) Talk with people who know about the program.
c) Use the controls or keyboard.
d) Follow the diagrams in the book that came with it.

10. I like websites that have:
a) Things I can click on, shift or try.
b) Interesting design and visual features.
c) Interesting written descriptions, lists and explanations.
d) Audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?
a) The way it looks is appealing.
b) Quickly reading parts of it.
c) A friend talks about it and recommends it.
d) It has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
a) A chance to ask questions and talk about the camera and its features.
b) Clear written instructions with lists and bullet points about what to do.
c) Diagrams showing the camera and what each part does.
d) Many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:
a) Demonstrations, models or practical sessions.
b) Question and answer, talk, group discussion, or guest speakers.
c) Handouts, books, or readings.
d) Diagrams, charts or graphs.
14. You have finished a competition or test and would like some feedback. You would like to have feedback:
   a) Using examples from what you have done.
   b) Using a written description of your results.
   c) From somebody who talks it through with you.
   d) Using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:
    a) Choose something that you have had there before.
    b) Listen to the waiter or ask friends to recommend choices.
    c) Choose from the descriptions in the menu.
    d) Look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:
    a) Make diagrams or get graphs to help explain things.
    b) Write a few key words and practice saying your speech over and over.
    c) Write out your speech and learn from reading it over several times.
    d) Gather many examples and stories to make the talk real and practical.
APPENDIX F

DEMOGRAPHIC DATA SHEET - TEACHERS

Name:

Gender: Male ___ Female ____

Your age range is:

___21-25 years ___26-30 years ___31-35 years ___36-40 years ___41-45 years

___46-50 years ___51-55 years ___56-60 years ___60+ years

Current subject area taught: Mathematics ___ Sanskrit ___

If other, please specify ____________

Current grade taught: ________________

Education Level (check all that apply):

___ Bachelor’s Degree ___ Master’s Degree

___ Doctoral Degree ___ Other Please specify

____________________________

How many years have you been teaching?

___1-3 years ___4-10 years ___11-15 years ___16-20 years

___21-25 years ___26-30 years ___30+ years
APPENDIX G
UNDERSTANDING AND IMPLEMENTATION OF
DIFFERENTIATED INSTRUCTION

Section A: Understanding of Differentiated Instruction

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<tr>
<td>1.</td>
<td>I know individual student interest and can relate it to instruction.</td>
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<td>2.</td>
<td>I know individual student culture and expectations and can relate to instruction.</td>
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<td>3.</td>
<td>I know individual student life situations and how it may impact their learning.</td>
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<td>4.</td>
<td>I am aware of student's learning disabilities and handicaps and how to address them in lessons so as not to impair their learning.</td>
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**Assessment**

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<td>5.</td>
<td>I pre-assess students before instructing.</td>
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<td>6.</td>
<td>I pre-assess readiness to adjust the lesson.</td>
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<td>7.</td>
<td>I assess during the unit to gauge understanding.</td>
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<td>8.</td>
<td>I assess at the end of the lesson to determine knowledge acquisition.</td>
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<td>9.</td>
<td>I determine student’s learning styles.</td>
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**Lesson Planning**

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<td>10.</td>
<td>I teach up by assuring each student works towards their highest potential.</td>
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<td>11.</td>
<td>Materials are varied to adjust to students’ reading/interest abilities</td>
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<td>12.</td>
<td>Learners play a role in designing/selecting learning activities.</td>
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<td>13.</td>
<td>I adjust for diverse learner needs with scaffolding, tiering instruction &amp; provide student choice in learning activities.</td>
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<td>14.</td>
<td>I provide tasks that require students to apply and extend understanding.</td>
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**Content**

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<td>15.</td>
<td>The curriculum is based on major concepts and generalizations</td>
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<td>16.</td>
<td>I clearly articulate what I want students to know, understand and be able to do.</td>
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<td>17.</td>
<td>I use variety of materials other than the standard text.</td>
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<td>18.</td>
<td>I provide a variety of support strategies (organizers, study guides, study buddies).</td>
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**Process**

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<td>19.</td>
<td>The pace of instruction varies based on individual learner needs.</td>
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<td>20.</td>
<td>I use learner preference groups and/or learning preference centers</td>
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<td>21.</td>
<td>I group students for learning activities based on readiness, interests, and/or learning preferences.</td>
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<td>22.</td>
<td>The classroom environment is structured to support a variety of activities including group and/or individual work.</td>
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**Product**

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<td>23.</td>
<td>I provide multiple modes of expression in the final product.</td>
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<td>24.</td>
<td>I provide students with the choice to work alone, in pairs or small group.</td>
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<td>25.</td>
<td>The product connects with student interest.</td>
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<td>26.</td>
<td>I provide variety of assessment tasks.</td>
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Section B: Implementation of Differentiated Instruction

(1) Hardly ever/Never do this  (2) Sometimes/Have used on a few occasions  
(3) Frequently use this  (4) Use intentionally and often

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<td>25.</td>
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<td>26.</td>
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APPENDIX H

SEMI-STRUCTURED INTERVIEW SCHEDULE

Name:

Name of the institution:

Subject of expertise:

Years of experience:

Qualification:

1. Which is the subject you are teaching and how long?
2. While learning the subject you are teaching how much the process of memory is important?
3. If so how learning is ensured in your teaching methodology?
4. What according to you are the salient features of your teaching methodology?
5. What are the basic prerequisites to acquire and use these memory improvement techniques?
   a. On the part of the student:
   b. On the part of the teachers:
6. Tell me about the student constitution of your classroom.
   a. Average age of the class –
   b. Strength of the class –
   c. Gender ratio –
7. Does the student strength influence this learning process?
8. Tell me about some difficulties that might be experienced by the students for learning the same.
9. What makes one student more successful academically over another?
10. What are the strategies you use to motivate slow learners?
11. What measures according to you can be taken to enhance a below average student’s ability to function in an academic setup?
12. Please give your opinion on the extension of the methods of learning used in this field of study to different subjects in other fields of education?
APPENDIX I

ITEM-WISE SCORES OF SANSKRIT TEACHERS ON THE
SUBDIMENSIONS OF DIFFERENTIATED INSTRUCTION

Table 4.20 a)

shows the item-wise scores of the Sanskrit teachers of the ancient as well as the
modern schooling system on the sub dimensions of student interest and assessment of
the understanding and implementation differentiated instruction

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Table 4.20 b)  

*shows the item-wise scores of the Sanskrit teachers of the ancient as well as the modern schooling system on the sub dimensions of lesson planning and content of the understanding and implementation differentiated instruction*

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Table 4.20c)

*Shows the item wise scores of the Sanskrit teachers of the ancient as well as the modern schooling system on the sub dimensions of process and product of the understanding and implementation differentiated instruction*

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APPENDIX J

ITEM-WISE SCORES OF MATHEMATICS TEACHERS ON THE SUBDIMENSIONS OF DIFFERENTIATED INSTRUCTION

Table 4.21a)

*Shows the item-wise scores of the Mathematics teachers of the ancient as well as the modern schooling system on the sub dimensions of student interest, assessment of the understanding and implementation differentiated instruction*

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Table 4.21b)

*Shows the item wise scores of the mathematics teachers of the ancient as well as the modern schooling system on the sub dimensions of lesson planning, content of the understanding and implementation differentiated instruction*

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*Shows the item wise scores of the mathematics teachers of the ancient as well as the modern schooling system on the sub dimensions of process and product understanding and implementation differentiated instruction*

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