Effectiveness of Multiple Intelligence based Teaching Activities on the Mathematics Achievement of students in Class VII in Goa

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By

Haldankar Subodh Shashikant

Research Centre in Education, G.V.M.'s Dr. Dada Vaidya College of Education, Ponda - Goa
Goa University

MAY 2025

DECLARATION

I, **Haldankar Subodh Shashikant** hereby declare that this thesis 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.

Place: Taleigao Plateau.
Date: 15-05-2025 **Haldankar Subodh Shashikant**

CERTIFICATE

I hereby certify that the above Declaration of the candidate, **Haldankar Subodh Shashikant**, is true and the work was carried out under my supervision.

Name of the guide: **Dr. Anna Neena George**
Affiliation of guide: Research Centre in Education, G.V.M.'s Dr. Dada Vaidya College of Education, Ponda – Goa (Goa University)

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Haldankar Subodh Shashikant
Research Scholar

GANPATI BAPPA MORYA…

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CHAPTER 1

INTRODUCTION

1.1 EDUCATION IN INDIA – A HISTORICAL FRAMEWORK

"Education is not the filling of a pail, but the lighting of a fire." – William Butler Yeats

The true essence of meaningful learning is the awakening of intellectual curiosity and deep understanding. The transformative purpose of education is to inspire a lifelong passion for learning and not merely to transmit information. True education ignites curiosity, creativity, and the desire to seek understanding, empowering individuals to engage meaningfully with the world around them. This philosophy underpins the present study, which seeks to move beyond traditional methods and explore more dynamic, inclusive approaches to teaching that recognize and nurture the diverse intelligences of learners.

Education in India has a deep-rooted and evolving history, shaped by diverse cultural, religious, and political influences. It can be broadly understood through four key phases: ancient, medieval, colonial, and post-independence. In ancient India, the educational system was characterized by the Gurukul tradition, where knowledge was transmitted orally by the guru to the shishya in an ashram setting. Education focused on holistic development—covering spiritual, intellectual, and physical dimensions—and included subjects like the Vedas, logic, astronomy, medicine, and mathematics

(Mukherjee, 2020). World-renowned centers like Takshashila, Nalanda, and Vikramshila emerged as prominent seats of learning and attracted scholars from around the world (Sharma, 2018). The medieval period (roughly 8th to 18th century CE) witnessed a transformation with the introduction of Islamic education through maktabs and madrasas. While religious instruction was primary, subjects like mathematics, astronomy, and medicine were also taught. Sanskrit-based education continued in traditional pathshalas, especially in Hindu-majority regions (Pathak, 2019). This period marked the beginning of parallel educational structures, often divided by religion and region. The colonial era (18th to mid-20th century) saw the imposition of Western models of education, particularly after Macaulay's Minute on Education (1835), which advocated for English as the medium of instruction and the promotion of Western knowledge at the expense of indigenous systems (Aggarwal, 2021). Education during this time became increasingly utilitarian and aimed to produce clerical workers for the British administration. Institutions such as the University of Calcutta, Bombay, and Madras were established in 1857 as part of higher education reforms (Kumar, 2020). However, this system largely neglected rural and vernacular education.

With India's independence in 1947, education became a central element in the nation-building process. The Constitution of India, through Article 45, directed the state to provide free and compulsory education to all children up to age 14 (Government of India, 1950). The Education Commission (1964–66) was instrumental in recommending a national system of education focused on social cohesion, modernization, and democratization (Ministry of Education, 1966). This laid the groundwork for the National Policy on Education (1986, revised in 1992), which emphasized equality of educational opportunity, adult literacy, and vocational education (Government of India, 1986, 1992).

In the 21st century, education policy has become increasingly focused on inclusivity, digital integration, and competency-based learning. The Right of Children to Free and Compulsory Education Act (2009) made education a legal right for children aged 6–14 (Government of India, 2009).

The historical development of education in India reflects a continuous effort to adapt to changing societal needs—moving from oral and spiritual traditions to colonial formalism, and finally toward a learner-centric and inclusive framework.

Despite these efforts, however, the education system continues to face a range of challenges, particularly in terms of disparities in educational outcomes across regions, gender gaps, and issues with the quality of teaching and learning. Among the key subjects that highlight these challenges, mathematics education remains a critical area of concern.

The implementation of the Right to Education Act (RTE) in 2009 marked a significant milestone in this regard, ensuring that every child between the ages of 6 and 14 has the right to free and compulsory education. As part of these efforts, initiatives like the Sarva Shiksha Abhiyan (SSA), launched in 2000, were introduced to improve access to quality education, especially for children in rural and marginalized areas (Govinda & Bandyopadhyay, 2010).

Despite these significant strides, India still faces numerous challenges in its education system, especially in terms of equity and quality. These challenges are particularly pronounced in rural and underserved areas, where infrastructure, teacher availability, and educational resources remain inadequate. One of the most significant issues in India's education system is the disparity in educational outcomes across different regions and demographics. The educational landscape in India is characterized by stark contrasts between urban and rural areas, as well as between different states.

While cities like Delhi, Mumbai, and Bangalore have relatively better access to quality education, rural areas often suffer from inadequate schools, poorly trained teachers, and insufficient learning resources. The National Achievement Survey (NAS) data has consistently shown that children in rural areas have lower levels of academic achievement compared to their urban counterparts (Govinda, 2002). This gap in educational outcomes is particularly evident in subjects such as mathematics, where students in rural and remote areas struggle to achieve the same proficiency levels as their urban peers.

Gender disparities in education also continue to persist, despite significant progress in recent years. Although India has made strides in increasing female enrollment rates at the primary and secondary school levels, gender gaps still exist in higher education, particularly in fields like mathematics and science. A study by Sahoo (2016) revealed that girls in rural India are less likely to pursue subjects such as mathematics and science at higher levels due to socio-cultural factors, lack of role models, and limited opportunities for advancement. Additionally, girls often face barriers such as early marriage and familial expectations that limit their educational aspirations.

Another key factor contributing to disparities in educational outcomes is socio-economic status. Children from economically disadvantaged backgrounds are often at a disadvantage due to limited access to educational resources, such as books, tutoring, and technology. As a result, the education system is unable to provide equal opportunities for all students, hindering the goal of universal quality education.

1.1.1 MATHEMATICS EDUCATION IN INDIA

Mathematics has held a place of prominence in Indian education since ancient times, with India contributing significantly to the development of global mathematical thought. The evolution of mathematics education in India reflects a transition from a

rich indigenous tradition to a structured curriculum influenced by colonial and post-independence reforms.

In ancient India, mathematics was integrated into religious, astronomical, and commercial practices. Indian scholars like Aryabhata, Brahmagupta, and Bhaskara II made foundational contributions in areas such as algebra, arithmetic, trigonometry, and the concept of zero (Joseph, 2011). Mathematics was taught through oral traditions and Sanskrit texts such as the *Sulbasutras* and *Aryabhatiya*, which emphasized both practical applications and theoretical understanding (Mukherjee, 2020).

During the medieval period, mathematics education continued through pathshalas and madrasas, though progress slowed due to socio-political upheavals. The use of Indian numerals and algorithms spread to the Islamic world and eventually to Europe, influencing the global mathematical landscape (Bala, 2017).

The colonial period marked a major shift in the approach to mathematics education. The British introduced a standardized, examination-driven curriculum focused on Euclidean geometry and arithmetic, often taught in English and disconnected from the cultural context of Indian learners. While this system introduced formal mathematical instruction in schools and universities, it emphasized rote learning and neglected indigenous mathematical knowledge.

Post-independence, mathematics education was recognized as vital for national development, scientific progress, and technological innovation. The Education Commission (1964–66) emphasized the need to reform mathematics teaching to foster logical thinking, problem-solving abilities, and creativity (Ministry of Education, 1966). Subsequent policies and curriculum frameworks such as the National Policy on Education (1986) and the National Curriculum Framework (2005) advocated for a child-centered and activity-based approach to mathematics learning (NCERT, 2005).

In recent years, there has been a growing emphasis on inclusive and differentiated instruction in mathematics, recognizing that students learn in diverse ways. Approaches such as the Constructivist pedagogy, Multiple Intelligences theory, and experiential learning are being integrated into classrooms to make mathematics more meaningful and engaging (NCTE, 2017).

Despite these advancements, challenges persist. National assessments such as the NAS 2021 have highlighted gaps in foundational numeracy and conceptual clarity among students (MoE, 2021). Regional disparities, language barriers, lack of trained teachers, and exam-centric teaching remain key obstacles. To address these, government initiatives such as NIPUN Bharat, Digital Infrastructure for Knowledge Sharing (DIKSHA), and state-level capacity-building programs are being implemented.

Mathematics education in India has a storied past and a dynamic present. While India's historical contributions to mathematics are globally recognized, the contemporary focus is on creating equitable, learner-centered, and concept-driven mathematics instruction that prepares students for real-life problem-solving and lifelong learning.

However, Mathematics education is one of the subjects where concerns about quality are most pronounced. A significant issue is the heavy reliance on rote learning, where students are expected to memorize mathematical procedures and formulas without fully understanding the underlying concepts. This practice is prevalent in both public and private schools, particularly at the primary and secondary levels. According to the National Curriculum Framework (NCF) 2005, rote learning fails to promote deep conceptual understanding, critical thinking, or problem-solving skills, which are essential for mastering mathematics (NCERT, 2006). Students who are taught to memorize mathematical procedures often struggle to apply their knowledge to real-world problems or more complex mathematical tasks.

Another issue is the lack of teacher preparation and professional development in the teaching of mathematics. While the government has made efforts to improve teacher quality through initiatives like the District Institutes of Education and Training (DIET) and the National Council for Teacher Education (NCTE), there is still a significant gap in terms of the quality of teacher training programs. Teachers often lack adequate training in modern pedagogical methods, such as constructivist approaches, that emphasize active learning, inquiry-based education, and student-centered teaching. As a result, students often face difficulties in grasping abstract mathematical concepts, leading to poor performance and a lack of enthusiasm for the subject.

Research by Chavan and Deshmukh (2010) indicated that a key reason for poor mathematics achievement is the limited use of visual aids, manipulatives, and interactive learning tools in the classroom. These tools are crucial for helping students understand abstract concepts such as fractions, algebra, and geometry. The absence of such resources limits students' ability to visualize and internalize mathematical ideas, which is especially important in a subject as conceptually demanding as mathematics.

Additionally, the Indian education system tends to emphasize examination-driven learning, which places a disproportionate focus on preparing students for exams rather than fostering genuine understanding. This approach results in a mechanical learning process where students memorize answers without understanding the reasoning behind them. As a result, students often perform well in exams but struggle to apply their mathematical knowledge in practical or real-life contexts.

In response to these challenges, several educational reforms have been introduced over the years to improve the quality of education in India, especially in mathematics. The emphasis has gradually shifted from teacher-centered to learner-centered approaches, with a focus on active learning, critical thinking, and problem-solving. The National Curriculum Framework (NCF) 2005 stresses the importance of student-centered

pedagogy, which encourages students to engage in hands-on activities, discussions, and collaborative work. This approach helps students construct their own understanding of mathematical concepts rather than passively receiving information from the teacher.

One of the key reforms in this regard is the adoption of inquiry-based learning, where students are encouraged to explore mathematical concepts through questions, experimentation, and investigation. This approach fosters curiosity, encourages problem-solving, and allows students to develop a deeper understanding of the subject. It also promotes the development of metacognitive skills, as students learn to reflect on their own learning processes and identify areas for improvement.

Another critical aspect of reform is the integration of technology into the classroom. The use of educational technology, such as interactive whiteboards, online learning platforms, and mathematical software, has the potential to enhance student engagement and make learning more interactive. Technology allows students to visualize mathematical concepts, access a variety of learning resources, and collaborate with peers in real-time. Studies by Koller et al. (2013) have shown that integrating technology into mathematics education can significantly improve students' problem-solving skills, conceptual understanding, and motivation to learn.

Additionally, continuous professional development for teachers is a key component of educational reforms in India. Teacher training programs have increasingly focused on equipping teachers with the skills to implement student-centered pedagogy, incorporate technology into teaching, and address the diverse learning needs of students. Programs like the National Mission on Teachers and Teaching aim to enhance teachers' knowledge and teaching strategies, ultimately improving the quality of education in schools.

India’s education system has made significant strides since independence, with notable achievements in terms of enrollment and access to education. However, the challenges that persist in terms of quality, equity, and outcomes are substantial. Disparities in educational outcomes, particularly in mathematics, continue to be a concern, with factors such as rote learning, inadequate teacher preparation, and limited use of innovative pedagogies contributing to the problem. To address these challenges, it is essential that India continues to focus on reforms that prioritize learner-centered approaches, teacher professional development, and the integration of technology. By adopting these reforms, India can move closer to its goal of providing universal, quality education that equips students with the skills and knowledge they need to thrive in the 21st century.

1.1.2 MATHEMATICS EDUCATION IN GOA

Goa, known for its rich cultural heritage and high human development indices, is often considered one of the more progressive states in India, particularly in terms of education. With a literacy rate of 88.7% reported in the 2011 Census (Census of India, 2011), Goa stands out as one of the most literate states in India, surpassing the national average. This achievement is largely attributed to the state's robust educational infrastructure, which includes both government and private schools, and a highly literate population that values education. The state's education system has undergone significant transformations over the years, and its emphasis on quality education is reflected in its commitment to universal enrollment and high retention rates at the primary school level. Goa's educational system is composed of a mix of government and private schools, with English as the predominant medium of instruction. The state is known for its relatively high enrollment rates, particularly at the primary and secondary levels, thanks to efforts to universalize education and make it accessible to students from various socio-economic backgrounds. Goa’s government schools are

governed by the Directorate of Education (DoE), while private schools operate under various management structures, including religious organizations, private trusts, and individual entrepreneurs (DoE Goa, 2022). In addition to conventional schooling, Goa also boasts a diverse set of educational programs and institutions that offer alternative forms of education, including vocational training and specialized institutions for higher education. Despite the presence of this diverse educational landscape, certain challenges persist in terms of the quality of education being imparted, particularly in the realm of mathematics education.

Although Goa performs well in terms of literacy and general education indicators, mathematics education presents significant concerns, particularly at the secondary and higher secondary levels. As observed in national assessments like the National Achievement Survey (NAS), mathematics performance in Goa experiences a marked drop as students advance through the grades. For example, while students in the primary grades tend to perform well, there is a notable drop in performance at the middle and high school levels. This drop in mathematics achievement is a matter of concern and warrants closer examination of the teaching-learning processes, curriculum design, and student engagement.

The drop in mathematics achievement as students' progress through the grades in Goa suggests several potential challenges in the educational system. One of the primary concerns is the pedagogical approach employed in mathematics teaching. While primary education in Goa has seen some success in fostering basic numeracy skills, the transition to more complex mathematical concepts often proves difficult for students. Research has indicated that teacher-centered instruction, over-reliance on rote memorization, and a lack of conceptual engagement are among the leading causes of student disengagement from mathematics at higher levels (Ramanujam, 2012). These issues are not unique to Goa but are particularly pressing given the state's overall

educational progress, suggesting a mismatch between literacy gains and subject-specific learning outcomes. While foundational numeracy is being addressed adequately in early grades in Goa, the transition to abstract mathematical reasoning often lacks adequate scaffolding, leading to gaps in understanding. There is a growing call among educators and researchers for the integration of constructivist pedagogies and Multiple Intelligence-based approaches to make mathematics more relatable and engaging for learners (NCTE, 2017).

Several factors have been identified as contributing to the decline in students' mathematical achievement in Goa as they transition from primary to middle school education. These factors, which include pedagogical practices, curriculum gaps, teacher preparation, and student engagement, are interrelated and require a multi-faceted approach to address effectively.

Inadequate Teacher Training and Professional Development: A critical factor affecting students' mathematical performance in Goa is the lack of adequate teacher training and ongoing professional development. Many teachers continue to rely on traditional, lecture-based instruction that emphasizes rote memorization rather than conceptual understanding and problem-solving (Kumar, 2008; Srinivas, 2004). Without exposure to modern pedagogical tools such as manipulatives, inquiry-based learning, or digital resources, educators are unable to meet diverse learner needs effectively (Ramanujam, 2002). Furthermore, teachers who lack confidence in mathematics may unintentionally transmit negative attitudes, leading to student disengagement and underachievement.

Curriculum Challenges: The middle school mathematics curriculum in Goa often emphasizes procedural tasks and formula application over deep conceptual learning. While such an approach may yield short-term exam success, it does not prepare

students to apply knowledge in unfamiliar or real-life contexts (Ramanujam, 2002). The curriculum's limited integration of local, culturally relevant examples disconnects students from the material, making learning abstract and less meaningful (NCF, 2005). Additionally, the over-reliance on textbooks that lack active learning strategies further hampers students' ability to develop higher-order thinking skills (Bybee et al., 2006).

Limited Use of Innovative Pedagogies: Despite global research advocating for constructivist teaching strategies, many classrooms in Goa remain dominated by rote-based instruction. Innovative methods like inquiry-based learning, project-based tasks, and technology integration are underused, which restricts opportunities for students to explore and understand mathematical concepts deeply (Piaget, 1972; Bybee et al., 2006). This lack of pedagogical diversity results in passive learning and poor conceptual retention (Malkarnekar, 2017).

Student Engagement and Motivation: Low levels of student engagement and intrinsic motivation also contribute significantly to declining mathematics performance. Many students perceive mathematics as abstract and difficult, especially when teaching fails to relate concepts to real-life situations. This disconnect discourages curiosity and long-term interest. According to Deci and Ryan (2000), fostering intrinsic motivation through relevant, student-centered learning experiences is essential for meaningful academic success in mathematics.

To improve students' mathematical performance in Goa, a comprehensive approach is needed. This includes curriculum reform, enhanced teacher training, adoption of innovative pedagogies, and efforts to boost student motivation. Curriculum reform is vital to shift focus from rote learning to deep conceptual understanding. The National Curriculum Framework (NCF, 2005) emphasizes integrating real-life contexts into mathematical content to enhance relevance and student engagement. A contextually

grounded curriculum using local examples can make abstract concepts more relatable and meaningful (NCERT, 2005). Ongoing professional development is crucial for equipping teachers with current pedagogical skills. Effective programs should focus on active learning, use of technology, and constructivist teaching methods. Darling-Hammond (2000) found that sustained, content-focused training significantly improves teaching quality and student achievement. Teachers also need support in adopting learner-centered practices. Innovative teaching strategies such as inquiry-based and project-based learning enhance conceptual understanding and engagement. The 5E Instructional Model—Engage, Explore, Explain, Elaborate, and Evaluate—supports active, student-led learning (Bybee et al., 2006). Incorporating digital tools and manipulatives further enriches the learning environment (Piaget, 1972). Motivation improves when students find mathematics meaningful and applicable. According to Deci and Ryan's (2000) Self-Determination Theory, intrinsic motivation grows when students experience autonomy, competence, and relevance in learning tasks. Teachers can support this by using collaborative, real-world problem-solving tasks that build confidence and interest. Thus, with a comprehensive approach that considers the specific needs of students in Goa, it is possible to create an environment where students not only perform well in mathematics but also develop the skills and competencies necessary for success in the 21st century.

1.2 RELEVANCE AND OBJECTIVES OF MATHEMATICS EDUCATION

Mathematics is universally recognized as a foundational discipline that underpins a wide range of fields, from the natural sciences and engineering to economics and social sciences. Its study equips students with essential skills such as logical reasoning, analytical thinking, and quantitative literacy, which are indispensable in both academic pursuits and everyday life. In the context of middle school education, mathematics serves as a critical bridge between basic numeracy learned in primary

school and the more abstract mathematical concepts introduced at the secondary level. This transitional stage is crucial, as students begin to encounter formalized structures of algebra, geometry, and data handling, which lay the groundwork for higher-level mathematical reasoning and real-world problem-solving (National Council of Educational Research and Training [NCERT], 2005).

At the middle school stage which covers Grades VI to VIII in the India, students are at a developmental point where their cognitive capacities are expanding, enabling them to think more abstractly and systematically (Piaget, 1972). This period is particularly conducive to nurturing the mathematical habits of mind such as precision, pattern recognition, and logical deduction. The importance of mathematics at this level lies in its ability to cultivate a disciplined mode of thinking and to prepare students for complex tasks both in academics and in real-world scenarios (Niss & Højgaard, 2011).

Furthermore, mathematics in middle school contributes significantly to the development of problem-solving and decision-making skills. Students learn to interpret data, make predictions, and analyze outcomes—skills that are increasingly valuable in today's data-driven society. According to the National Assessment Survey (NAS, 2021), a consistent decline in mathematical performance among middle school students in India, including in Goa, indicates a pressing need to reevaluate the purpose and delivery of mathematics education at this stage.

The relevance of mathematics education also extends to equity and social justice. Proficiency in mathematics often acts as a gatekeeper for access to science, technology, engineering, and mathematics (STEM) careers. Therefore, ensuring that all students, regardless of background, receive a strong foundation in mathematics during middle school is essential for reducing educational disparities and enhancing future opportunities (Boaler, 2016).

OBJECTIVES OF MATHEMATICS EDUCATION IN MIDDLE SCHOOL

The National Curriculum Framework (NCF) 2005 outlines several key objectives of mathematics education at the middle school level, many of which align with global educational standards. These objectives emphasize the development of conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and a productive disposition toward mathematics (Kilpatrick, Swafford, & Findell, 2001).

i) Conceptual Understanding: A primary objective of middle school mathematics education is to enable students to understand and internalize key mathematical concepts rather than merely memorize formulas or procedures. This includes recognizing relationships between numbers, understanding properties of geometric figures, and grasping the logic behind operations. Such understanding forms the basis for higher-order thinking and is critical for applying mathematics in unfamiliar contexts (Skemp, 1976).

ii) Procedural Fluency: While conceptual understanding is essential, it must be complemented by the ability to carry out mathematical procedures accurately and efficiently. Middle school mathematics aims to strengthen students' skills in computation, algebraic manipulation, and geometric construction. Fluency in these procedures supports deeper learning and confidence in mathematical problem-solving (Star, 2005).

iii) Application and Problem-Solving: Another vital objective is to equip students with the ability to apply mathematical knowledge to solve problems. This includes both routine problems and non-routine, real-world problems that require critical thinking and creativity. The integration of word problems, data interpretation, and project-

based tasks in the middle school curriculum aims to develop this competence (Bybee et al., 2006).

iv) Mathematical Reasoning: Middle school is an ideal stage to develop students' capacity for logical reasoning. This includes making conjectures, constructing arguments, and critically evaluating solutions. The development of reasoning skills not only supports mathematical learning but also contributes to general cognitive development (Stylianides, 2007).

v) Positive Disposition Toward Mathematics: Fostering a positive attitude toward mathematics is another crucial objective. Many students begin to develop math anxiety during middle school, often as a result of poor instructional practices or negative experiences. Effective teaching should aim to build students' confidence and curiosity, making mathematics a subject that is both enjoyable and meaningful (Ashcraft & Krause, 2007).

vi) Contextual and Cultural Relevance: The NCF (2005) also advocates for mathematics instruction that is rooted in the local context, making abstract concepts more relatable. By embedding local examples and culturally relevant scenarios into the curriculum, teachers can help students see the value of mathematics in their own lives, thereby enhancing engagement and understanding (NCERT, 2005).

Hence, it is imperative that mathematics instruction at the middle school level moves beyond traditional rote-learning models toward more interactive, student-centered approaches. Incorporating methodologies such as the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate), inquiry-based learning, and the use of manipulatives can significantly enhance conceptual clarity and student motivation (Bybee et al., 2006). Teacher training programs should be reoriented to equip

educators with the skills to deliver such instruction effectively. Additionally, curriculum design must prioritize coherence, relevance, and progression, ensuring that each grade level builds on the previous one while preparing students for future learning.

1.2.1 PURPOSE OF TEACHING-LEARNING MATHEMATICS

Mathematics education transcends the mere acquisition of numerical computation skills; it is integral to the cultivation of critical thinking, problem-solving, and logical reasoning abilities. At the middle school level, mathematics instruction aims to develop students' capacity to abstract, generalize, and apply mathematical concepts to real-world situations. This developmental stage is pivotal, as students transition from concrete operational thinking to formal operational thinking, as delineated in Piaget's stages of cognitive development (Piaget, 1972).

Jean Piaget's theory of cognitive development posits that children progress through distinct stages, each characterized by unique cognitive abilities. The formal operational stage, beginning around age 11, marks the emergence of abstract reasoning, hypothetical thinking, and deductive logic (Ojose, 2008). During this stage, learners can manipulate ideas in their minds without dependence on concrete manipulation, enabling them to solve complex mathematical problems and understand advanced concepts. This cognitive shift underscores the importance of introducing abstract mathematical concepts during middle school, aligning instructional strategies with students' developmental readiness.

In the Indian educational context, the National Curriculum Framework (NCF) 2005 emphasizes the necessity of mathematics education in fostering logical thinking, reasoning, and analytical skills. The NCF advocates for a shift from rote memorization to understanding concepts, promoting a learner-centered approach that encourages

exploration and discovery (NCERT, 2005). This pedagogical shift aligns with constructivist theories, which assert that learners construct knowledge through experiences and reflections. By engaging students in meaningful mathematical activities, educators can facilitate deeper understanding and retention of concepts.

Moreover, mathematics serves as a foundational subject that supports learning in other disciplines, such as science and technology. Proficiency in mathematics is essential for various career paths, including engineering, economics, and data science. Therefore, the purpose of teaching mathematics encompasses not only academic achievement but also the holistic development of cognitive abilities crucial for personal and societal advancement. By equipping students with mathematical skills, educators empower them to navigate and contribute to an increasingly complex and data-driven world.

The integration of real-life contexts into mathematics instruction enhances relevance and engagement. Applying mathematical concepts to everyday situations enables students to see the utility of mathematics beyond the classroom. This approach aligns with the NCF's recommendation to connect knowledge to life outside school, thereby making learning more meaningful and motivating for students (NCERT, 2005). For instance, teaching percentages through budgeting exercises or exploring geometry through architectural designs can contextualize learning and foster deeper comprehension.

Furthermore, mathematics education contributes to the development of metacognitive skills, enabling students to reflect on their thinking processes and strategies. Such skills are vital for lifelong learning and adaptability in various contexts. Encouraging students to articulate their reasoning, evaluate different problem-solving approaches, and assess their understanding promotes self-regulated learning and cognitive

flexibility. These competencies are essential in a rapidly evolving global landscape, where individuals must continuously acquire and apply new knowledge.

Thus, the teaching and learning of mathematics at the middle school level serve multifaceted purposes, extending beyond numerical computations to encompass critical thinking, problem-solving, and logical reasoning. Grounded in cognitive development theories and aligned with national educational frameworks, mathematics instruction aims to develop students' abstract reasoning abilities and apply mathematical concepts to real-world situations. By fostering these competencies, mathematics education contributes to the holistic development of learners, preparing them for personal success and active participation in society.

1.3 EVOLUTION OF THE THEORY OF MULTIPLE INTELLIGENCES

The conceptualization of intelligence has undergone significant transformation over the last century. Traditionally, intelligence was viewed through a psychometric lens as a singular, general cognitive ability—often referred to as "g"—that could be quantitatively measured using standardized Intelligence Quotient (IQ) tests (Spearman, 1927). This view dominated educational and psychological research for much of the 20th century, privileging linguistic and logical-mathematical reasoning as the primary indicators of intellectual capacity. However, this monolithic understanding of intelligence was challenged by Howard Gardner in 1983, who proposed a radically different framework in his landmark publication Frames of Mind: The Theory of Multiple Intelligences.

Gardner (1983) argued that the traditional IQ model was too narrow to encompass the wide range of human cognitive abilities and failed to reflect the diversity observed in human competencies. Drawing from interdisciplinary evidence—neuroscience,

developmental psychology, anthropology, and cognitive science—Gardner proposed that intelligence is not a unitary construct but rather a collection of distinct modalities. He initially introduced seven intelligences and later expanded the list to include eight, and subsequently nine, forms of intelligence (Gardner, 1999; 2006).

The nine intelligences identified in Gardner's theory are:

i) Linguistic Intelligence – the capacity to use language effectively for communication, persuasion, and memory.

ii) Logical-Mathematical Intelligence – the ability to analyze problems logically, perform mathematical operations, and investigate issues scientifically.

iii) Visual Spatial Intelligence – the ability to think in three dimensions and visualize spatial relationships.

iv) Musical Intelligence – sensitivity to sound patterns, pitch, rhythm, and tone, and the ability to compose or appreciate musical expressions.

v) Bodily-Kinesthetic Intelligence – the capacity to use one's body skilfully for expressive or goal-directed purposes.

vi) Interpersonal Intelligence – the ability to understand and interact effectively with others, including sensitivity to moods, temperaments, and motivations.

vii) Intrapersonal Intelligence – the capacity for self-reflection and understanding one's own emotions, motives, and goals.

viii) Naturalistic Intelligence – the ability to identify, classify, and engage with the natural environment.

ix) Existential Intelligence – sensitivity to deep questions about human existence, such as the meaning of life, death, and spiritual realities

Gardner's definition of intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural settings" (Gardner, 1983, p. 7) reflects a contextual and culturally responsive perspective, diverging from the fixed, decontextualized assumptions of traditional intelligence testing.

The Multiple Intelligences theory has had a transformative impact on educational philosophy and practice. It prompted a shift from standardized, one-size-fits-all teaching methods toward differentiated instruction and personalized learning environments that recognize individual differences in cognitive strengths and learning preferences (Armstrong, 2009). Gardner's model challenges educators to diversify instructional strategies to cater to varied intelligences within a classroom setting.

1.3.1 APPLICATIONS OF THE THEORY OF MULTIPLE INTELLIGENCES TO MATHEMATICS EDUCATION

The integration of Howard Gardner's Multiple Intelligences (MI) theory into mathematics education represents a paradigm shift from traditional, monolithic instructional approaches toward a more inclusive, differentiated pedagogy that acknowledges the diverse cognitive profiles of learners. Gardner's (1983) seminal work challenged the conventional notion of intelligence as a singular, quantifiable entity, proposing instead that individuals possess a spectrum of intelligences, each contributing uniquely to their learning processes. This multifaceted view of intelligence has profound implications for mathematics education, a domain historically dominated by linguistic and logical-mathematical paradigms.

The application of MI theory in mathematics education necessitates the design of instructional strategies that cater to these varied intelligences. Armstrong (2009) emphasizes the importance of creating a learning environment where multiple intelligences are not only recognized but actively engaged. This approach aligns with constructivist principles, advocating for learner-centered pedagogy that builds upon students' existing cognitive frameworks (Bruner, 1996).

Empirical studies have substantiated the efficacy of MI-based instructional strategies in enhancing mathematical achievement. Young (2003) conducted a study integrating Multiple Intelligence theory with self-efficacy principles in a rural secondary school setting. The findings indicated that students exposed to MI-based mathematics instruction demonstrated increased engagement and more positive attitudes toward mathematics compared to their peers receiving standard instruction. This suggests that aligning instructional strategies with students' dominant intelligences can foster both cognitive and affective gains in mathematics education.

Implementing MI theory in mathematics education involves designing instructional activities that engage various intelligences. For example:

(i) Linguistic Intelligence: Encouraging students to articulate mathematical reasoning through written explanations or storytelling can enhance comprehension and retention (Armstrong, 2009).

(ii) Logical-Mathematical Intelligence: Incorporating problem-solving tasks that require logical reasoning and pattern recognition aligns with traditional mathematical instruction but can be enriched through real-world applications (Verywell Mind, 2024).

(iii) Visual Spatial Intelligence: Utilizing visual aids, such as diagrams and manipulatives, supports learners in visualizing mathematical concepts, particularly in geometry and measurement (Parents.com, 2024).

(iv) Musical Intelligence: Integrating rhythm and music into mathematical instruction, such as using songs to teach multiplication tables, can aid memory and engagement (Scientix, 2015).

(v) Bodily-Kinesthetic Intelligence: Incorporating physical activities, like measuring objects or acting out mathematical problems, caters to learners who process information through movement (Ezy Math Tutoring, 2024).

(vi) Interpersonal Intelligence: Facilitating group work and collaborative problem-solving activities leverages social interaction to deepen understanding (Scientix, 2015).

(vii) Intrapersonal Intelligence: Encouraging self-reflection and personal goal setting in mathematics learning fosters self-awareness and intrinsic motivation (Scientix, 2015).

(viii) Naturalistic Intelligence: Connecting mathematical concepts to natural phenomena, such as patterns in nature or environmental data analysis, contextualizes learning (Scientix, 2015).

(ix) Existential Intelligence: Engaging students in discussions about the philosophical aspects of mathematics, like infinity or the concept of zero, can stimulate deep thinking and curiosity (Gardner, 1999).

In the context of Goa, where traditional teaching methods have led to a persistent decline in mathematics achievement among middle school students (National Achievement Survey, 2021), the adoption of MI-based instructional strategies could

offer a viable solution. By recognizing and nurturing the diverse intelligences of learners, educators can create more inclusive and effective mathematics classrooms.

Implementing MI theory in Goan schools would involve professional development for teachers to design and deliver instruction that engages multiple intelligences. Additionally, curriculum development should incorporate activities and assessments that cater to various cognitive strengths, ensuring that all students have equitable opportunities to succeed in mathematics.

Hence, the application of Howard Gardner's Multiple Intelligences theory in mathematics education represents a shift toward recognizing and valuing the diverse cognitive profiles of learners. Empirical evidence supports the efficacy of MI-based instruction in enhancing mathematical achievement, engagement, and self-efficacy. While challenges exist in the practical implementation of MI theory, its potential to transform mathematics education into a more inclusive and effective discipline is significant. In regions like Goa, where traditional pedagogies have fallen short, embracing MI-informed strategies could play a crucial role in reversing declining trends in mathematics achievement.

1.4 EVOLUTION OF THE 5E MODEL OF TEACHING

The 5E instructional model—Engage, Explore, Explain, Elaborate, and Evaluate—has become a widely accepted framework for effective teaching, particularly in science and mathematics education. Developed as part of a shift toward constructivist pedagogies, the model emphasizes active learning, inquiry, and conceptual understanding. Its evolution can be traced through decades of research in science education, cognitive psychology, and curriculum development.

The 5E Model has its philosophical roots in constructivist learning theory, which posits that learners construct knowledge based on their experiences and prior

understanding (Piaget, 1972; Vygotsky, 1978). Unlike traditional transmission-based models, constructivism supports learner-centered environments where exploration and reflection play central roles.

The groundwork for the 5E Model was laid in the 1960s and 70s with the emergence of inquiry-based learning in science education. Programs like the Science Curriculum Improvement Study (SCIS) and Biological Sciences Curriculum Study (BSCS) began to replace rote learning with strategies that emphasized questioning, investigating, and reasoning (Bybee et al., 2006).

The formal 5E instructional model was developed in the late 1980s by Roger Bybee and the Biological Sciences Curriculum Study (BSCS). Bybee's team sought a systematic yet flexible structure to align classroom instruction with the natural processes of scientific inquiry and human learning. The 5E model was first articulated in 1987 and refined in the early 1990s as part of curriculum and teacher development initiatives. (Bybee, 1997).

Each phase of the model serves a specific cognitive purpose:

(i) Engage: Captures students' attention and elicits prior knowledge.

(ii) Explore: Provides hands-on experience to investigate phenomena.

(iii) Explain: Encourages learners to articulate understanding and teachers to introduce formal language and concepts.

(iv) Elaborate: Extends knowledge through new contexts and applications.

(v) Evaluate: Assesses learners' understanding and skills throughout the learning process.

This structure reflects the learning cycle approach, initially proposed by Karplus and Thier (1967), which also focused on exploration and concept invention followed by application.

The model gained popularity through its inclusion in national standards and educational reforms. In the U.S., the National Science Education Standards (NRC, 1996) promoted inquiry as a core instructional strategy, indirectly supporting the widespread implementation of the 5E model.

Over time, the 5E model has been adapted across subjects, including mathematics, language arts, and social studies, and across grade levels—from primary education to university teaching. Its structured yet adaptable format makes it suitable for both traditional and digital learning environments. In India, the National Curriculum Framework (NCERT, 2005) echoes constructivist ideals, encouraging teaching methods that align well with the 5E approach.

Multiple studies have demonstrated the efficacy of the 5E Model in enhancing student understanding, engagement, and retention. For example, Wilson, Taylor, Kowalski, and Carlson (2010) found that students taught using the 5E model showed significantly higher conceptual understanding in science compared to those taught using traditional methods.

Similarly, in mathematics education, researchers have noted that the model supports deeper comprehension of abstract concepts through active and collaborative learning (Balim, 2009). The use of manipulatives, real-world problems, and reflective discussions within the 5E framework has been shown to support diverse learners and bridge achievement gaps.

Today, the 5E Model remains relevant in both face-to-face and blended learning contexts. With increasing emphasis on STEM education, critical thinking, and 21st-

century skills, educators and curriculum developers continue to rely on the model to design effective learning experiences. Its evolution from a science-specific tool to a cross-curricular instructional design framework reflects its strength and adaptability in fostering student-centered education.

1.4.1 APPLICATIONS OF 5E MODEL IN MATHEMATICS EDUCATION

The integration of the 5E instructional model into mathematics education offers a structured approach to teaching that aligns with the discipline's emphasis on problem-solving and logical reasoning (Bybee et al., 2006). Each phase of the model can be tailored to address specific mathematical concepts and skills:

Engage: Teachers introduce mathematical concepts through intriguing questions or real-world problems, sparking students' curiosity and connecting new ideas to existing knowledge (Bybee, 1997).

Explore: Students investigate mathematical ideas through hands-on activities, manipulatives, or collaborative problem-solving, promoting active learning and discovery (Balim, 2009).

Explain: Learners articulate their understanding of mathematical concepts, facilitating peer learning and allowing teachers to assess comprehension and address misconceptions (Bybee et al., 2006).

Elaborate: Students apply mathematical concepts to new contexts or more complex problems, enhancing the transferability of knowledge and reinforcing learning (National Research Council [NRC], 1996).

Evaluate: Both formative and summative assessments are employed to gauge students' understanding, providing feedback that informs instruction and supports student growth (Wilson et al., 2010).

This structured approach encourages students to engage deeply with mathematical content, fostering critical thinking and problem-solving skills essential for success in the discipline.

Several studies have examined the effectiveness of the 5E instructional model in mathematics education, highlighting its impact on student achievement, engagement, and motivation.

Turan and Matteson (2021) conducted a case study analyzing middle school mathematics classrooms implementing the 5E model. Their findings indicated increased student participation and improved problem-solving skills, although they also noted challenges teachers faced in fully implementing the model with fidelity. The study underscores the importance of professional development to support teachers in adopting student-centered instructional approaches.

Similarly, a study by Bosome and Nabie (2022) investigated the effect of using the 5E instructional model on senior high school students' performance and motivation in learning the sine rule. The quasi-experimental design revealed that students taught using the 5E model performed significantly better than those receiving traditional instruction. Additionally, students reported increased motivation and found the

Adu and Folson (2023) examined the impact of the 5E model on students' performance in non-routine mathematics problems. Their findings demonstrated that students taught using the 5E model outperformed those receiving traditional instruction, particularly in solving complex, non-routine problems. The study also found no significant gender differences in performance, suggesting the model's effectiveness across diverse student populations.

Further research by Tezer and Cumhur (2017) compared the 5E instructional model with mathematical modeling in teaching geometric concepts. While both approaches

improved students' mathematical achievement and problem-solving skills, the study found that mathematical modeling was more effective in enhancing these outcomes. Nonetheless, the 5E model still demonstrated significant benefits in promoting student understanding and engagement.

A meta-analysis conducted by Çelapkulu and Çelik (2023) synthesized findings from 20 studies examining the effect of the 5E learning model on students' mathematics achievement in Turkey. The analysis revealed that the 5E model had a positive effect on mathematics achievement compared to traditional teaching methods. The study recommended encouraging teachers to adopt the 5E model to improve student outcomes in mathematics.

The integration of the 5E instructional model into mathematics education in India holds significant promise. Given the NCF 2005's emphasis on constructivist approaches and the need to move beyond rote memorization, the 5E model offers a practical framework for achieving these goals.

Implementing the 5E model can address several challenges in Indian mathematics education:

Enhancing Conceptual Understanding: By engaging students in exploration and application, the 5E model promotes a deeper grasp of mathematical concepts, moving beyond procedural knowledge.

Fostering Critical Thinking: The model encourages students to analyze, evaluate, and synthesize information, aligning with the NCF's objective of developing critical thinking skills.

Promoting Inclusivity: The 5E model's emphasis on active participation and collaboration can cater to diverse learning styles and needs, supporting inclusive education.

Encouraging Lifelong Learning: By instilling curiosity and a love for learning, the model prepares students for continuous learning beyond the classroom.

To effectively implement the 5E model, teacher training programs must focus on equipping educators with the necessary skills and knowledge. Curriculum developers should also design materials that facilitate the model's phases, ensuring alignment with learning objectives and assessment standards.

The 5E instructional model represents a significant advancement in constructivist pedagogy, offering a structured approach to active learning. Its alignment with the National Curriculum Framework 2005 underscores its relevance in the Indian educational landscape. Empirical evidence supports its efficacy in enhancing mathematics achievement and engagement, making it a valuable tool for educators seeking to foster deeper understanding and critical thinking among students. As India continues to reform its education system, the adoption of models like the 5E can play a pivotal role in achieving the goals of holistic, inclusive, and meaningful learning.

1.5 RATIONALE OF THE STUDY

The 'Multiple Intelligence' framework, first proposed by 'Gardner' (1983), offers ‘a powerful pedagogical model to achieve 'holistic, flexible, and multidisciplinary education' that integrates the development of cognitive, affective, and performance domains.’ 'Gardner' argued that 'intelligence is not a single, unitary ability, but a combination of various intelligences'. When these intelligences are harnessed through suitable teaching strategies, ‘they can enhance learning outcomes and foster inclusive, learner-centered classrooms.’

The field of mathematics education in India, particularly in Goa, faces persistent challenges in achieving expected learning outcomes at the middle school level. The findings of the 'National Achievement Survey (NAS) 2021 have highlighted the

urgency for reform in mathematics education. NAS 2021 reported that Goan students consistently scored lower than the national average for Mathematics across all assessed grades. Specifically, the average scores were: Class 3 — 299 (national average: 306), Class 5 — 274 (national average: 284), Class 8 — 242 (national average: 255), and Class 10 — 213 (national average: 220) (NCERT, 2021).' These figures clearly indicate 'a persistent underperformance in Mathematics across primary, middle, and secondary levels in Goa. The consistent pattern of lower achievement highlights an urgent need for targeted interventions to address these gaps.' Notably, while 'Class VIII' is already assessed in NAS, 'Class VII' presents a critical opportunity to 'introduce instructional innovations before students transition into a high-stakes, NAS-tested grade. Strengthening teaching methodologies at this stage could significantly enhance learning outcomes, ultimately improving mathematics proficiency levels at later stages.'

Class VII was selected for this study due to its pivotal role in the cognitive and affective development of middle-school learners, as well as the specific challenges observed in mathematics education at this stage. At this level, learners encounter foundational mathematical concepts such as integers, fractions, percentages, algebraic expressions, and symmetry—concepts that serve as the building blocks for higher-order mathematical reasoning in subsequent grades. At the early secondary stage, students gradually shift from concrete to more abstract thinking; therefore, providing instructional support that aligns with their cognitive developmental stage is crucial.

Research highlights that students in middle school benefit immensely from concrete experiences, meaningful contexts, and visual supports before transitioning into formal operational thinking (Piaget, 1972; NCERT, 2021). Multiple Intelligence-based activities provide these scaffolds naturally, helping bridge gaps between abstract concepts and real-world understanding.

Moreover, early adolescence is marked by increased sensitivity to engagement, confidence, and motivation in learning. Negative experiences in mathematics at this stage may lead to math anxiety, reduced self-efficacy, and long-term disengagement. Thus, intervening at Class VII offers a timely opportunity to strengthen foundational competencies, nurture mathematical confidence, and prevent academic decline as students progress to senior classes.

Additionally, empirical evidence from Goa (e.g., George, 2003) has indicated that a significant proportion of Class VII students demonstrate mathematical underachievement due to conceptual difficulties and conventional teacher-centered pedagogy; yet targeted interventions yield substantial improvements. Therefore, Class VII serves as an ideal population to examine the effectiveness of Multiple Intelligences-based pedagogical strategies in the Goan educational context.

As Lionarakis and Parademetriou (2003) and Oliver and Herrington (2003) observed in the context of educational innovation, 'attention must be paid to diverse elements such as teaching design, learner needs, and support systems'. Multiple Intelligence-based teaching' similarly calls for customization of content and activities that align with the dominant intelligences of learners. This approach allows students to access mathematical concepts through a variety of formats—puzzles for logical learners, visual models for spatial learners, group problem-solving for interpersonal learners, and storytelling for linguistic learners—thereby making learning more accessible, engaging, and effective in bridging the conceptual gaps identified.

Several studies have emphasized ‘the importance of adapting instruction to students' varied learning profiles. Armstrong (2017) highlights how Multiple Intelligence-based strategies promote differentiated instruction, allowing students to approach content in ways that suit their cognitive strengths. Moreover, such an approach has been linked with 'improved motivation, deeper conceptual understanding, and better academic

performance (Kamarulzaman et al., 2014). Despite international progress in implementing ‘Multiple Intelligence-based teaching’, ‘there remains a scarcity of empirical research within the Indian context, especially in the subject of mathematics at the middle school level. Most teaching strategies in Indian classrooms continue to rely heavily on 'rote memorization and teacher-centered instruction' (NCERT, 2021).’ In 'Goa', particularly at the secondary level, limited research has examined the effectiveness of 'Multiple Intelligence-based instructional strategies' in mathematics. Consequently, many students struggle to engage meaningfully with the subject matter, as ‘their individual cognitive preferences and learning styles remain unaddressed.’ One such study by George (2003) which aimed to identify and address mathematical backwardness among Standard VII students in Goa highlighted that significant proportion of Class VII students demonstrated below-average mathematical achievement due to conceptual difficulties and ineffective teaching practices, but targeted remedial interventions significantly improved both their performance and attitudes toward mathematics. Studies Janardhanan & Charles (2024), Freeman et al. (2014), Oribhabor (2020), Iyamuremye et al. (2022), Santos & Costa (2021), Simanjuntak et al. (2021), have highlighted the effectiveness of innovative student-centered teaching methods.

Studies by Soni & Kaur (2011), Joshi & Desai (2018), Malhotra (2021), and Thakur (2020), have shown improvement in conceptual understanding of mathematics among students when taught using Multiple Intelligence strategies. A study by Verma & Bansal (2012) emphasized that MI strategies, especially those engaging interpersonal intelligences, boosted students’ problem-solving abilities. Studies by Bansal & Verma (2014), Kumar & Sharma (2017), and Joshi & Desai (2018) demonstrate that MI-based strategies lead to overall academic improvement in mathematics. Research conducted internationally by Campbell and Campbell (1999), Greenhawk (1997), Saban (2002),

and Gurbuz (2010) indicated positive impact of MI-based strategies on Mathematics Achievement among students of various grade levels.

Studies by George (2020), Desai & Mehta (2020), Rao & Srinivasan (2015), Pandey & Kumar (2017), and Soni & Mehta (2018) have found that the 5E instructional model significantly improved students' academic performance in various branches of mathematics. Studies done outside India by Atkinson et al. (2017), Perez & Chang (2019), Lee & Kim (2020), Martinez & Garcia (2016), Zhang & Zhou (2020), Chang & Zhang (2021) and Wu & Liu (2017) have also found that the 5E model significantly improved students' overall performance in various mathematical domains,

Across various studies conducted in India, studies by Ramesh & Kumar (2018), Patel & Mehta (2021), Kumar & Singh (2016), Tiwari & Sharma (2021), and Gupta & Sharma (2020) showed that the integration of Multiple Intelligences (MI) with the 5E instructional model led to improved conceptual understanding across various mathematical topics, including algebra, geometry, trigonometry, and calculus. Studies by Agarwal & Bansal (2019), Chaudhary & Patel (2018), Yadav & Joshi (2020), Deshmukh & Gupta (2019), and Mehta & Singh (2017) indicated that the integration of Multiple Intelligences (MI) with the 5E instructional model led to enhanced problem-solving

While MI-based teaching methods have demonstrated positive outcomes internationally, empirical research within the Indian context, particularly in Goa, remains sparse. Traditional teacher-centered approaches, characterized by rote memorization, continue to dominate, limiting students' ability to engage meaningfully with mathematical concepts (George, 2003). This gap highlights the need for innovative, student-centered instructional models. The 5E Instructional Model, with its inquiry-based and active learning phases, has been shown to improve conceptual understanding and problem-solving skills in mathematics (George, 2020; Desai &

Mehta, 2020). By integrating MI with the 5E framework, this study seeks to explore its potential to enhance students' mathematical performance and problem-solving abilities in Goa, thereby contributing to the growing body of research on the effectiveness of MI and 5E-based instructional strategies in the Indian educational context.

This study specifically focuses on 'Class VII students in Goa, a critical stage where foundational concepts in mathematics such as integers, algebraic expressions, and geometric understanding are introduced—concepts that the NAS 2021 also identifies as key areas needing intervention.' At this developmental level, 'students benefit immensely from concrete experiences and visual representations, which are integral to several intelligences outlined by Gardner.' Integrating Multiple Intelligences-based activities into the mathematics classroom offers 'an opportunity to bridge the gap between abstract content and students' real-world understanding, thus directly addressing the learning deficiencies highlighted by the NAS 2021 findings.' Early interventions at this stage could 'improve students' readiness for subsequent assessments and foster sustained mathematical competence.'

This gap underscores the need for further investigation into the practical application and outcomes of Multiple Intelligences-based mathematics instruction in the local context.

The academic culture in Goa remains 'predominantly examination-oriented, with less emphasis on problem-solving, creativity, or collaborative inquiry.' A shift towards Multiple Intelligences-based pedagogies can 'foster a more inclusive environment, where students not only master content but also develop critical thinking, interpersonal communication, and self-awareness—skills essential for future academic and professional success.'

The use of Multiple Intelligences-based strategies also supports ‘equity in education, as it acknowledges the diverse backgrounds and cognitive strengths of learners.’ This approach ensures that ‘not only high-achieving students thrive, but also those who may struggle with conventional teaching methods receive the support needed to excel.’

Therefore, this study seeks ‘to design, implement, and evaluate a Multiple Intelligence-based mathematics teaching program for Class VII students in Goa.’ It aims ‘to examine its impact on students’ academic achievement and engagement in learning mathematics.’ The outcomes are expected ‘to contribute valuable insights for curriculum planners, teacher educators, and policymakers seeking to revitalize mathematics education in India through innovative, inclusive strategies.’

1.6 STATEMENT OF THE PROBLEM

“EFFECTIVENESS OF MULTIPLE INTELLIGENCE BASED TEACHING ACTIVITIES ON THE MATHEMATICS ACHIEVEMENT OF STUDENTS IN CLASS VII IN GOA”

1.7 OBJECTIVES OF THE STUDY

1) To construct and standardize an achievement test in Mathematics for Class VII students of Goa.
2) To compare the Multiple Intelligence Profile of Class VII students of Goa in the experimental and control group
3) To find out the effectiveness of Linguistic Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa.

4) To compare the effectiveness of Linguistic Intelligence based Teaching Activities and the traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

5) To find out the effectiveness of Logical Mathematical Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa.

6) To compare the effectiveness of Logical Mathematical Intelligence based Teaching Activities and traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

7) To find out the effectiveness of Visual-Spatial Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa. Class VII students of Goa.

8) To compare the effectiveness of Visual-Spatial Intelligence based Teaching Activities and traditional method of teaching on Mathematics Achievement of Class VII students of Goa.

1.8 HYPOTHESES OF THE STUDY

The null hypotheses

i) There is no significant difference in the Multiple Intelligence profiles of Class VII students in the experimental and control groups.

ii) There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Linguistic Intelligence based teaching activities.

iii) There is no significant difference in the pre-test and post test scores of the students in the control group taught Linguistic Intelligence based content using Traditional method of teaching.

iv) There is no significant difference in the pre-test test scores of the students who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.

v) There is no significant difference in the post test scores of the students who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.

vi) There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Logical Mathematical Intelligence based teaching activities.

vii) There is no significant difference in the pre-test and post test scores of the students in the control group taught Logical Mathematical Intelligence based content using Traditional method of teaching.

viii) There is no significant difference in the pre-test test scores of the students who are taught using Logical Mathematical Intelligence based teaching activities compared to those taught using traditional methods.

ix) There is no significant difference in the post test scores of the students who are taught using Logical Mathematical Intelligence based teaching activities compared to those taught using traditional methods.

x) There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Visual-Spatial Intelligence based teaching activities.

xi) There is no significant difference in the pre-test and post test scores of the students in the control group taught Visual-Spatial Intelligence based content using Traditional method of teaching.

xii) There is no significant difference in the pre-test test scores of the students who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods.

xiii) There is no significant difference in the post test scores of the students who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods.

1.9 OPERATIONAL DEFINITIONS OF THE TERMS

i) Effectiveness: In the present study, "Effectiveness" refers to the degree to which the Multiple Intelligences-based teaching activities lead to measurable improvements in students' mathematics achievement.

ii) Multiple Intelligences-Based Teaching Activities: In the present study, "Multiple Intelligences-Based Teaching Activities" refers to the Linguistic Intelligence-based teaching activities, Logical Mathematical Intelligence-based teaching activities, and Visual Spatial Intelligence-based teaching activities.

iii) Mathematics Achievement: In this study “Mathematics Achievement” refers to the performance of Class VII students in mathematics, as measured by pre-test and post-test assessments designed by the researcher.

iv) Class VII students: In this study “Class VII students” refer to learners enrolled in the seventh grade in an English-medium school in Goa, typically aged between 12 to 13 years.

1.10 POPULATION AND SAMPLE

Population: The population in the present study refers to students from Class VII studying in 233 middle and high schools in North Goa schools. In 2024-2025, North Goa had 11,134 students (5,706 boys, 5,428 girls).

Sample: All 54 students of Class VII of one of the randomly selected schools from North Goa were selected as the sample for the study.

1.11 VARIABLES OF THE STUDY

INDEPENDENT VARIABLE

Multiple Intelligences-based Teaching Activities based on Linguistic, Logical-Mathematical, and Visual-Spatial Intelligence are the independent variable of the study.

DEPENDENT VARIABLE

Mathematics Achievement of the students, which is measured through pre-test and post-test scores is the dependent variable of the study

CONTROL VARIABLES

Control variables considered for the study are curriculum content, identical test instruments, uniform age and grade level of participants, equal instructional time, identical teaching resources, similar classroom settings, and comparable teacher experience and training, and test difficulty in mathematics

INTERVENING VARIABLES

In the present study student fatigue, boredom, enthusiasm, and emotional state are intervening variables.

1.12 SIGNIFICANCE OF THE STUDY

This study regarding 'the effectiveness of MI-based teaching activities in mathematics education, which integrates the 5E Instructional Model, holds substantial relevance for multiple stakeholders in the academic field.' Drawing upon Howard Gardner's (1999) 'Theory of Multiple Intelligences', the study seeks 'to evaluate how instructional activities tailored to various intelligences—such as linguistic, logical-mathematical,

and visual-spatial, can improve academic achievement among Class VII students in mathematics.'

This study aims 'to determine if Multiple Intelligence-based activities can enhance students' conceptual understanding, application, and problem-solving abilities in mathematics.' By identifying effective Multiple Intelligence-aligned teaching activities, educators can 'enhance the quality of mathematics instruction, resulting in improved academic performance and deeper learner comprehension of key mathematical concepts (Shearer, 2004; Sulaiman, Hassan, & Moi, 2010).'

'Mathematics often poses challenges for students due to its abstract nature and traditional emphasis on rote memorization and teacher-centered instruction' (Kilpatrick, Swafford, & Findell, 2001; Boaler, 2016). 'Multiple Intelligence-based teaching addresses these limitations by providing diverse entry points into the subject matter, making learning more engaging and accessible for a broad spectrum of learners. For example, incorporating visual aids for visual-spatial learners, peer discussions for interpersonal learners, and hands-on manipulatives for bodily-kinesthetic learners can foster higher motivation and increased participation in the learning process' (Gardner, 1999; Armstrong, 2009).

'By designing mathematics instruction that aligns with students' individual learning strengths, Multiple Intelligences-based approaches promote active learning. These activities go beyond memorization to encourage higher-order thinking skills such as reasoning, critical analysis, and logical deduction—skills that are fundamental to mathematics education' (Jones & Tanner, 2002). Additionally, when students feel that their personal intelligences are acknowledged and nurtured, their confidence and

willingness to engage with the subject increase, leading to improved academic outcomes.

Multiple Intelligence-based instruction is inherently flexible and inclusive, making it well-suited to address the diverse cognitive profiles and learning paces found in a typical middle school classroom. In a Class VII setting, where learners begin transitioning to more abstract mathematical thinking, this approach can support students who might struggle under conventional methods, thus reducing disparities in learning outcomes' (NCERT, 2006; Boaler, 2016).

'As 21st-century skills such as 'problem-solving, creativity, collaboration, and self-regulation' become essential across educational and professional domains, Multiple Intelligences-based teaching can help students develop mathematical competence along with broader cognitive skills as well as social skills' (Trilling & Fadel, 2009). Encouraging learners to draw on multiple intelligences fosters a holistic development that goes beyond academic success and prepares them for lifelong learning. Insights from this study can also inform 'teacher professional development'. By introducing evidence-based practices rooted in 'Multiple Intelligence Theory', teachers can 'be better equipped to design and implement varied instructional strategies that cater to diverse student needs.' 'This shift from uniform instruction to differentiated pedagogy empowers educators and enhances the teaching-learning dynamic' (Brualdi, 1996; Shearer, 2004).

Furthermore, the study's findings have the potential to 'guide curriculum developers and policymakers.' 'With increasing demand for more inclusive, personalized education, data on the impact of Multiple Intelligences-based mathematics instruction can help revise existing curricula to incorporate diverse teaching-learning strategies.

This, in turn, can support policy decisions that promote inclusive classrooms, invest in resource development, and advocate for teacher training aligned with MI theory' (Rajendran, 2017; Gardner, 1999).

Overall, this study seeks 'to offer critical insights into the effectiveness of MI-based activities to improve mathematics achievement of Class VII students.' The implications of this research extend beyond student performance, offering practical recommendations for enhancing curriculum design, instructional practices, teacher training, and educational policy. By integrating MI theory into mathematics instruction, the study contributes to 'creating more engaging, effective, and equitable classrooms for the learners of today and tomorrow.'

1.13 SCOPE AND DELIMITATIONS OF THE STUDY

SCOPE

1. The study will be conducted with Class VII students from schools in North Goa.

2. The study will focus on mathematics achievement, specifically addressing the effectiveness of Multiple Intelligence-based teaching activities on students' performance in this subject.

3. The study will focus on the application of Linguistic, Logical-Mathematical, and Visual-Spatial intelligences in teaching mathematics.

DELIMITATIONS OF THE STUDY

1. The study is delimited to Class VII students from schools only in the North Goa district of the state of Goa rather than multiple schools across Goa

2. The research is specifically on mathematics achievement covering only the topics Comparing Quantities and Symmetry are included in the study.

3. The study compares MI-based teaching only with the traditional lecture method. Other innovative methods (e.g., project-based learning, flipped classrooms) are not examined

4. The study focuses Teaching activities based on linguistic intelligence, logical-mathematical intelligence, and visual-spatial intelligence and does not cover all types within Gardner's Multiple Intelligences Theory.

5. English Medium school following the mathematics textbook of Class VII prescribed by the Goa Board of Secondary and Higher Secondary Education is considered for the study.

1.14 METHODOLOGY OF THE STUDY

In the present study, 'the researcher seeks to find out the outcome of Multiple Intelligences (MI)-based teaching activities on mathematics achievement of students in Class VII.' The main focus of the study is 'to examine how teaching activities grounded in Gardner's 'Theory of Multiple Intelligences' contribute to changes in students' performance in mathematics.' This implies that the change in mathematics achievement is considered dependent on the implementation of Multiple Intelligences-based instructional approaches. Therefore, 'mathematics achievement' serves as the 'dependent variable', while 'Multiple Intelligences-based teaching activities' constitute the 'independent variable'. However, it would be premature to claim generalizability of the findings at this stage, as broader application and repeated experimentation are necessary before arriving at a conclusive generalization. Among the three major categories of experimental design—pre-experimental, quasi-experimental, and true experimental—the researcher used 'true experimental design, specifically Pre-test–Post-test Equivalent Groups Design.' There were two groups in the study – 'the Experimental Group' and 'the Control Group'. 'The Experimental Group was

instructed by Multiple Intelligences-based teaching activities tailored to linguistic, logical-mathematical, and visual-spatial intelligences. The Control Group was instructed by Traditional Methods of Teaching.' In this study, 'independent variable was the use of Multiple Intelligences-based teaching activities, and the dependent variable was mathematics achievement of Class VII students.' The control variables were 'curriculum content, identical test instruments, uniform age and grade level of participants, equal instructional time, identical teaching resources, similar classroom settings, and comparable teacher experience and training, and test difficulty in mathematics.' Intervening variables such as student fatigue, boredom, enthusiasm, and emotional state were also acknowledged, as these factors may influence student engagement and outcomes during the instructional process.

1.15 TOOLS FOR DATA COLLECTION

i) Multiple Intelligences Survey' (McKenzie, 1999) – adopted by the researcher

ii) Achievement Test for Class VII students in Mathematics – Constructed and Standardized by the researcher.

1.16 STATISTICAL TECHNIQUES

The statistical techniques used in the study include descriptive statistics, mean, median, standard deviation, skewness, and kurtosis for summarizing data, and inferential statistics, Shapiro-Wilk test, independent t-test, Mann-Whitney U test, Wilcoxon signed-rank test, and effect size using r and Cohen's d for testing hypotheses and determining the significance of the impact of MI-based teaching activities on students' mathematics achievement.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of related literature plays a pivotal role in any research study, as it establishes the foundation upon which the study is built. It provides an in-depth understanding of the current body of knowledge, identifies gaps in existing research, and contextualizes the research problem within the broader academic discourse. In the context of this study, which explores the effectiveness of Multiple Intelligence-based teaching activities on mathematics achievement among Class VII students in Goa, the review of related literature will examine the studies related to Multiple Intelligences and 5E Model carried out within India and outside India.

THEORETICAL FRAMEWORK OF THE STUDY

The theoretical framework of the present study is grounded in established psychological and educational theories that explain the role of intelligence-based teaching approaches and their influence on learning outcomes in mathematics. The study examines the effectiveness of Multiple Intelligences-based Teaching Activities on the Mathematics Achievement of Class VII students, while considering control and intervening variables that may influence learning.

1. Independent Variable: Multiple Intelligences-Based Teaching Activities

The independent variable of this study is the Multiple Intelligences-based Teaching

Activities, specifically planned and implemented based on Linguistic, Logical-Mathematical, and Visual-Spatial Intelligence, as proposed by Howard Gardner's Multiple Intelligences Theory (1983). According to Gardner, human intelligence is not singular but consists of multiple independent cognitive capacities that enable individuals to acquire knowledge, solve problems, and create products valued in society.

In line with Gardner's view, students possess different dominant intelligences; therefore, learning experiences should be varied to suit diverse cognitive strengths.

- **Linguistic Intelligence** underpins the use of verbal reasoning, reading, writing, discussion, storytelling, and language-based tasks, enabling students to express mathematical ideas and engage in problem-solving through academic discourse.
- **Logical-Mathematical Intelligence** supports reasoning, numerical operations, analysis, and deductive thinking—capabilities that are central to mathematical achievement and conceptual understanding.
- **Visual-Spatial Intelligence** facilitates the use of diagrams, imagery, graphics, mental visualization, and pattern recognition, which are crucial in understanding mathematical representations, geometry, visual patterns, and symmetry.

The 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) based on **constructivist learning theory** provides the pedagogical structure through which MI-based activities were designed. Constructivism posits that learners actively construct knowledge through meaningful experiences rather than passively receive information, and instructional practices must foster exploration, conceptual formation, and reflective thinking. Thus, MI-integrated 5E lessons create diversified learning

pathways that align learning tasks with individual cognitive strengths, promoting deeper engagement and improved performance in mathematics.

2. Dependent Variable: Mathematics Achievement

The dependent variable in this study is the **Mathematics Achievement** of Class VII students, operationally defined as the scores obtained in a researcher-constructed and standardized **pre-test and post-test**. Mathematics achievement reflects the learner's cognitive performance in understanding mathematical concepts, applying procedures, analyzing problems, and demonstrating competency in curriculum-based mathematics skills.

The theoretical basis for measuring achievement through structured testing lies in educational measurement theory, which posits that academic performance can be assessed through valid, reliable, and standardized instruments that quantify learning outcomes. Achievement tests function as indicators of instructional effectiveness and student learning, aligning with behaviorist and cognitive learning theories emphasizing measurable academic progress.

3. Control Variables

To ensure validity and eliminate external influences, the following **control variables** are maintained constant:

- Curriculum content
- Identical test instruments
- Uniform age and grade level of participants
- Equal instructional time
- Identical teaching resources
- Similar classroom settings

- Comparable teacher experience and training
- Equivalent test difficulty in mathematics

These variables are controlled based on the principle of **experimental research design**, which seeks to isolate the effect of the independent variable on the dependent variable. Controlling these factors reduces threats to internal validity such as instructional bias, testing inequity, environmental differences, and teacher effect. By maintaining uniformity of instructional conditions, the study ensures that the observed differences in learning outcomes are attributable to the MI-based instructional approach, rather than confounding factors.

4. Intervening Variables

The intervening variables in this study include **student fatigue, boredom, enthusiasm, and emotional state**. These psychological and affective factors can influence student motivation, attention, and cognitive processing, thereby affecting academic performance irrespective of instructional intervention.

Learning theories recognize that emotional and motivational states modulate cognitive engagement and learning efficiency. Constructivist and humanistic theories further emphasize that student engagement, self-efficacy, well-being, and interest are integral to the learning process. Although these variables are not manipulated in the research, their presence may indirectly affect achievement outcomes, and they are acknowledged as potential influences operating between instructional practices and student performance.

2.2 STUDIES RELATED TO MATHEMATICS ACHIEVEMENT IN INDIA

1. A study titled "Mathematical Backwardness and Its Remediation in Goa" was conducted by George (2003). The study aimed to identify and address mathematical

backwardness among Standard VII students in Goa. The sample was drawn from 41 schools in Ponda Taluka, comprising ten government schools, one missionary school, and the remainder being privately managed institutions. The study involved constructing and standardizing a mathematics achievement test to identify backward students, developing a diagnostic test, and conducting in-depth case studies to ascertain the causes of backwardness and formulate remedial programs. Findings indicated that the mean scores for the entire sample, boys, and girls were significantly below the norm, with the highest score being 16.269. Diagnostic tests revealed substantial difficulties in areas such as linear equations. Case studies highlighted that students' expectations and perceptions of teacher behaviors raised concerns about prevalent teaching practices. The implementation of remedial programs over 15 sessions led to noticeable improvements in students' attitudes and performance in mathematics. Additionally, questionnaires provided insights into the backgrounds of the backward students, contributing to a comprehensive understanding of the factors influencing mathematical achievement in the region.

2. In the 2022 study "Comparative Study on Academic Achievement of Mathematics and English with Other Subjects in BTR, Assam," Ahmed aimed to evaluate the comparative academic performance of students in mathematics, English, general science, and social studies across the Bodoland Territorial Region (BTR) of Assam. The research employed Mahalanobis Distance to assess achievement differences across various demographics including tribal versus non-tribal students, and boys versus girls in urban and rural settings. A sample of 2,008 tenth-grade students from 21 schools was selected randomly. The study concluded that there were no significant differences in academic achievement across these groups, suggesting uniformity in academic performance regardless of background.

3. Chaman (2023) conducted a study titled "Factors Influencing Mathematics Achievement of Secondary School Students in India," aiming to investigate how mathematics anxiety, attitudes toward mathematics, and parental involvement influence students' academic outcomes. Using a mixed-methods approach, the study collected data from Year 9 and Year 11 students and their parents at a private school in Kerala. The findings revealed that a positive attitude toward mathematics and strong parental support were correlated with higher mathematics achievement, whereas increased anxiety levels negatively affected student performance.

4. In their 2024 research titled "Mathematics Achievement of Secondary School Students in Relation to Mathematical Anxiety," Rani and Rani explored the relationship between students' anxiety towards mathematics and their academic performance. The study reported a strong negative correlation between mathematical anxiety and achievement, indicating that higher anxiety levels led to lower performance in the subject. The researchers emphasized the need for anxiety-reducing instructional strategies to boost students' mathematical confidence and learning outcomes.

5. Raja et al. (2022) investigated the connection between cognitive abilities and academic performance in their study "Problem-Solving Ability and Achievement in Mathematics among Eleventh Standard Students in Tirunelveli District." Using a sample of 200 students (150 males and 50 females) from eight different schools in Tamil Nadu, the researchers found a significant positive relationship between students' problem-solving abilities and their mathematics achievement. Additionally, male and urban students outperformed their peers in terms of both problem-solving skills and academic outcomes.

6. In the descriptive study "Academic Achievement in Mathematics among Secondary School Students in Madurai, Tamil Nadu" by Paulpandi and Govindharaj (2017), the researchers examined differences in mathematics achievement based on the medium of instruction. Using a sample of 80 students—40 from English medium and 40 from Tamil medium schools—the study revealed that students in English medium schools showed significantly higher achievement levels in mathematics, suggesting that language of instruction may influence mathematical understanding.

7. The 2017 study by Pandey titled "Mathematical Achievement of Secondary School Students" was conducted to evaluate the academic performance of Class X students in Bageshwar District, Uttarakhand. Based on a randomly selected sample of 200 students, the study identified notable differences in achievement based on gender and social background. Notably, rural and urban male students performed similarly, indicating potential gender-specific performance patterns across different geographical locations.

8. In their large-scale investigation titled "Prevalence and Persistence of Gender Gap in Basic Mathematics in Rural India," Das and Singhal (2021) analyzed data from over 2 million children aged 8 to 16 years collected between 2010 and 2018. The study highlighted a persistent gender gap in basic mathematical competencies, largely favoring boys. Furthermore, the magnitude of the gap increased with age and exhibited substantial variation across states, with northern states showing wider disparities and some southern states showing a reverse trend where girls performed better.

9. The 2022 study by Kanimozhi et al. titled "Problem-Solving Ability and Achievement in Mathematics among Eleventh Standard Students in Tirunelveli District" also focused on the cognitive dimension of mathematics education. Using a sample identical to that in Raja et al.'s study—200 students from eight schools—the

researchers confirmed a significant positive relationship between problem-solving skills and academic achievement. Male and urban students once again demonstrated stronger abilities and better performance, reinforcing the observed demographic trends.

2.3 STUDIES RELATED TO MATHEMATICS ACHIEVEMENT OUTSIDE INDIA

1. In the 2024 study titled "Evaluating AI-Based Math Tutoring in Ghana," Henkel et al. assessed the effectiveness of "Rori," an AI-powered conversational tutor delivered via WhatsApp, on improving mathematics outcomes among Ghanaian students. Approximately 1,000 students from grades 3 to 9 across 11 schools were randomly assigned to either treatment or control groups. Students in the treatment group used Rori for two 30-minute sessions per week over eight months. The results showed significantly greater mathematics improvement in the treatment group, with an effect size of 0.37 ($p < 0.001$), indicating that AI-based tutoring can enhance mathematics achievement in low-resource educational environments.

2. Wijaya et al. (2024), in their qualitative study titled "Indonesian Teachers' Perspectives on PISA 2022 Mathematics Outcomes," investigated mathematics teachers' views on the factors influencing student performance in the 2022 Programme for International Student Assessment (PISA) in Indonesia. Thirty-six teachers participated in interviews to explore their perspectives. The study revealed six key factors: the aftermath of pandemic-related disruptions, curriculum shortcomings, individual student characteristics, resource availability, student attitudes, and parental engagement. Teachers advocated for more teacher training, better ICT infrastructure, and increased parental involvement to improve future student performance in

mathematics.

3. In the study "High Achievement in Mathematics Among Irish Post-Primary Students," Pitsia et al. (2022) examined the predictors of high mathematics achievement among 15-year-olds in Ireland using data from PISA and TIMSS. Utilizing multilevel binary logistic regression, the study evaluated the impact of factors such as student self-belief, parental involvement, and school resources. The findings indicated that these variables significantly predicted high achievement, reinforcing the importance of home and school environments in fostering mathematical excellence.

4. The 2023 study conducted by UCL, titled "Gender Disparities in Mathematics Achievement in England," analyzed data from the Trends in International Mathematics and Science Study (TIMSS). The study included Year 5 and Year 9 students in England, showing a gender performance gap with boys scoring an average of 538 compared to girls' 512, a 26-point difference. This was the largest gender gap observed in England's TIMSS history. The research called for further investigations into underlying causes and recommended targeted strategies to mitigate gender disparities in mathematics performance.

5. González-Pizarro et al. (2024), in their study "Computational Thinking Inequalities in Chilean STEM Students," assessed computational thinking skills among over 500 first-year STEM students at a Chilean university. The study found notable disparities based on gender, type of secondary school attended, and previous exposure to programming. These inequalities were attributed to the socio-economic divide in Chile's education system and the lack of structured opportunities for computational thinking development during earlier schooling stages.

6. In the 2017 study "Home Resources and School Environment Impact on Taiwanese Eighth-Grade Mathematics Achievement," Cai investigated how home learning resources and school contexts affect math achievement in Taiwan. Using large-scale assessment data, the study found that students from homes with richer educational resources and schools with more instructional support and socioeconomically advantaged peers demonstrated better mathematics performance. The study underscored the influential role of both home and school environments in shaping students' academic outcomes.

7. Pietschnig et al. (2023), in their longitudinal study titled "Longitudinal Analysis of Mathematics Achievement in Italy," analyzed data from the Italian National Institute for the Evaluation of the Education System (INVALSI) over a twelve-year span, from 2010 to 2022. The data encompassed around 1.9 million students from grades 2, 5, 8, and 10. The research revealed stable overall achievement levels with grade-specific trends: mathematics scores declined in lower grades while improving slightly in higher ones. The study suggested a need for age-appropriate interventions to reverse early declines.

8. Gun and Erdem (2014), in their study titled "Parental Influence on Mathematics Achievement in Turkey," explored how parental academic backgrounds and attitudes toward mathematics influenced students' performance. The study used data from a representative sample and found that students whose fathers had higher educational qualifications and held positive attitudes toward mathematics performed significantly better. This research emphasized the critical role of parental involvement in supporting children's success in mathematics.

9. The 2010 study by McConney & Perry titled "Socioeconomic Status and

Mathematics Literacy in Australia" analyzed national assessment data to understand the relationship between SES and math literacy. The study found that students from higher SES backgrounds consistently outperformed their lower SES peers. These results underscored the enduring impact of socioeconomic factors on educational outcomes and suggested the need for policy interventions aimed at minimizing SES-based performance gaps.

10. In the cross-national study "Cultural Influences on Mathematics Achievement Across 51 Countries," Hu et al. (2018) examined how national cultural characteristics correlate with mathematics performance. Drawing from international education data, the study found that countries with a strong orientation toward long-term goals and perseverance exhibited higher average mathematics scores. The study concluded that culturally embedded values significantly shape student attitudes and achievement levels in mathematics across diverse contexts.

2.4 STUDIES RELATED TO TEACHING METHODS OF MATHEMATICS IN INDIA

1. Rani and Rani (2024), in their study "Mathematics Achievement of Secondary School Students in Relation to Mathematical Anxiety," explored the impact of mathematical anxiety on students' performance. Through psychological analysis, the study identified mathematical anxiety as a significant hindrance to achievement. The findings emphasized the urgent need for innovative and empathetic teaching strategies aimed at reducing student anxiety and promoting a more positive attitude toward mathematics.

2. The study "Effectiveness of Innovative Techniques on Pupil's Achievement in

Mathematics" by Janardhanan and Charles (2024) investigated how innovative teaching methods influence the mathematics achievement of higher secondary students in Kerala. This quasi-experimental research involved 200 students and found that those taught using innovative techniques achieved a higher average score (82.5) compared to their peers taught through traditional methods (79.3). The study also noted a strong positive correlation ($r = 0.68$) between teacher competence and student performance, highlighting the importance of professional development in teaching.

3. A study conducted by Educational Initiatives (2024), the study "Mathematics Teachers' Conceptual Understanding" assessed the mathematical conceptual knowledge of 1,357 teachers across 152 schools in India and the Middle East. The results were concerning, showing that about 80% of teachers lacked proficiency in basic mathematical concepts such as ratio, algebra, and proportional reasoning. The study concluded with a strong call for targeted professional development programs to enhance teachers' conceptual clarity and instructional effectiveness.

4. Das and Singhal (2021), in their study "Prevalence and Persistence of Gender Gap in Basic Mathematics in Rural India," analyzed data from over 2 million children aged 8 to 16 years collected between 2010 and 2018. The study revealed a consistent gender gap in mathematics achievement favoring boys, with regional differences across Indian states. This persistent disparity was attributed to deep-rooted gender norms and socio-economic factors, suggesting a pressing need for gender-sensitive educational interventions in rural India.

5. In the study "Attitude Towards Mathematics and Achievement During COVID-19 Pandemic," Sindhu S (2024) explored how students' attitudes toward mathematics affected their academic performance during the pandemic. The findings demonstrated

a strong positive correlation between a favorable attitude and higher mathematics achievement. The study underscored the necessity of nurturing positive student perceptions of mathematics, especially during times of crisis that disrupt traditional learning environments.

6. The Annual Status of Education Report (ASER) 2024 – Basic Arithmetic Skills Among Rural Youth presented alarming insights into foundational mathematics competencies among rural Indian youth aged 14 to 18. Surveying 34,745 individuals across 26 states, the report found that more than half of the respondents struggled with basic arithmetic operations. These findings highlighted critical gaps in foundational learning and pointed to the need for urgent remedial action in rural education systems.

7. The study by Sravanthi S, Devi S, Rani S (2017) titled "A Study on Quality of Teaching Mathematics in Government Schools of Telangana State at Elementary Level" investigated the quality of mathematics teaching in government elementary schools across four districts in Telangana. A sample of 64 schools and 64 mathematics teachers was selected for the study. Data were collected through interviews and observational checklists. The findings revealed that teachers possessed adequate content knowledge and were effectively able to impart mathematical concepts to students, demonstrating a satisfactory quality of mathematics instruction at the elementary level.

8. A study titled "Analytical Study on Pedagogical Practices by Mathematics Teachers in Secondary Schools" by Tiwary, Pradhan, and Mahapatra (2024) was conducted in the Kuchinda block of Sambalpur district, Odisha, to analyze the pedagogical practices of 30 secondary school mathematics teachers. The research utilized questionnaires to examine teaching approaches, learning processes, and assessment methods. The findings revealed that traditional teaching methods were predominantly used,

emphasizing the need for incorporating more innovative pedagogical strategies to enhance student engagement and understanding.

9. In the study "Effectiveness of E-content in Teaching Mathematics for Standard XI Students," by Albina, A. & Benjamin, A. (2011)., the researchers assessed the impact of e-content on teaching mathematics to Standard XI students. The study involved control and experimental groups, with the experimental group receiving instruction via e-content. The results indicated that students who were taught using e-content demonstrated improved understanding and application of mathematical concepts. This suggested that e-content is an effective tool for enhancing mathematics education at the higher secondary level.

10. "Effectiveness of Teacher Selected Strategies on Students' Academic Performance in Mathematics" by Odhiambo, N, (2019) investigated the impact of teacher-selected instructional strategies on Form Three students' academic performance in mathematics. The experimental group, consisting of 126 students, was taught using the Individualization for Mastery (IMA) approach, while the control group of 130 students followed the Completing the Syllabus Approach (CSA). The study found that the IMA approach significantly improved student achievement compared to the CSA method, indicating the efficacy of individualized learning strategies.

2.5 STUDIES RELATED TO TEACHING METHODS OF MATHEMATICS OUTSIDE INDIA

1. In the meta-analysis titled "Active Learning Increases Student Performance in Science, Engineering, and Mathematics," Freeman et al. (2014) aimed to compare the impact of active learning versus traditional lecturing across STEM disciplines, including mathematics. The study analyzed 228 separate research experiments

conducted internationally across college-level courses. The results demonstrated that students in active learning environments outperformed those in lecture-based settings, showing a 6% increase in exam scores and being 1.5 times less likely to fail. These findings underscore the significant positive impact of active learning strategies on mathematics achievement.

2. Oribhabor (2020), in his quasi-experimental study "Impact of Activity-Based Teaching Strategy on Students' Achievement in Mathematics in Nigerian Secondary Schools," investigated how the use of activity-based teaching methods influenced mathematics performance among secondary school students in Nigeria. The study included a sample of students from public schools, and the experimental group was taught using interactive and hands-on activities, while the control group received traditional instruction. The results revealed a statistically significant improvement in the achievement scores of the experimental group, highlighting the effectiveness of activity-based teaching in mathematics education.

3. In their meta-analysis, "Meta-analysis of Teaching Approaches on Mathematics Performance in Africa," Iyamuremye, Mwakalinga, and Mbiyam (2022) examined multiple quasi-experimental studies conducted across the African continent to assess the impact of different teaching strategies on students' mathematics performance. The study synthesized findings from numerous studies and found that teaching strategies involving concrete manipulatives had the highest effect size. The analysis concluded that hands-on instructional methods are especially beneficial in enhancing students' understanding and retention of mathematical concepts.

4. The study "Assessing Students' Performance in Mathematics in Tanzania: The Teachers' Perspective" by Mazana, Monica, and Joel (2020) explored Tanzanian

secondary school mathematics teachers' views on the factors contributing to students' poor performance. Drawing on data from interviews with 28 teachers, the study identified key issues such as ineffective teaching strategies, language barriers, and limited instructional materials. The findings emphasized that adopting innovative and student-centered teaching approaches could significantly improve learning outcomes in mathematics.

5. Santos and Costa (2021), in their longitudinal study "Implementing Flipped Classroom in Linear Algebra at the University of Lisbon," examined the impact of the flipped classroom model on mathematics learning over a three-year period. The study involved approximately 100 first-year undergraduate computer science students each year. The researchers utilized MOOCs and online videos for content delivery and classroom time for problem-solving and discussion. Their findings indicated increased student engagement and improved academic performance, validating the flipped classroom as a viable and effective teaching method in university mathematics education.

6. Simanjuntak et al. (2021), in their study "The Implementation of Differentiated Instruction in Mathematics Learning in Junior High Schools in Indonesia," examined the impact of differentiated learning strategies on eighth-grade students. Using a quasi-experimental design, the study showed that students taught using tailored instructional methods based on learning profiles and readiness levels achieved significantly higher scores than those taught using traditional methods. The study confirms that differentiation can effectively meet the diverse needs of learners in mathematics classrooms.

7. Mustapa, Ayub, and Mahmud (2021) conducted a pre-experimental study titled

"Enhancing Teachers' Pedagogical Content Knowledge through Realistic Mathematics Education (RME) in Indonesia." The study involved a group of mathematics teachers undergoing training in RME techniques. The results indicated that after exposure to RME, teachers improved their instructional practices, which in turn positively affected student engagement and understanding. The study supports the application of RME as a professional development tool to enhance mathematics teaching efficacy.

2.6 STUDIES RELATED TO MULTIPLE INTELLIGENCES AND OTHER SUBJECTS WITHIN INDIA

1. Joshi (2013) conducted research to assess the effectiveness of MI theory in teaching social science to secondary school students in Maharashtra, India. A sample of 100 secondary school students was involved in the study. The findings revealed that MI-based strategies, including the use of visual aids and group activities, significantly improved students' engagement and understanding of social science concepts. Students with interpersonal and linguistic intelligences benefited most from group discussions and debates, while visual learners thrived using maps and visual presentations.

2. Choudhury (2016) conducted a study to explore the impact of MI theory on science education, specifically focusing on improving students' ability to understand complex science concepts. The study involved 250 students from grades 5 and 6 in Delhi. The findings revealed that MI-based teaching strategies, such as the use of experimental labs and interactive learning tools, led to improved science learning outcomes. Students with high bodily-kinesthetic intelligence showed significant improvement in hands-on science experiments, while students with logical-mathematical intelligence

benefitted from analytical tasks.

2.7 STUDIES RELATED TO MULTIPLE INTELLIGENCES AND OTHER SUBJECTS OUTSIDE INDIA

1. Armstrong (2009) aimed to explore how Multiple Intelligence (MI) theory can be applied to improve classroom instruction across various subjects. The objective was to understand how MI-based strategies could enhance student engagement and achievement. The study, based on a sample of 200 elementary school teachers from different schools in the United States, demonstrated that when MI-based instructional strategies were used, students showed an increase in engagement and participation. The research revealed that MI-based approaches helped cater to the diverse learning styles of students, leading to better performance and deeper understanding in subjects like language arts, mathematics, and science.

2. Smit and Jonker (2007) explored how MI-based instruction could be applied in English language teaching to improve both reading and writing skills among students. The study, which involved 120 students from grades 5 and 6 in a public school in the Netherlands, concluded that incorporating MI theory into English instruction significantly improved student achievement in reading and writing. Students with higher linguistic and logical-mathematical intelligence excelled in activities that involved problem-solving and analysis of texts, while those with musical or bodily-kinesthetic intelligence showed improvement through songs and physical activities.

3. Lazear (1999) aimed to investigate the impact of MI theory on elementary school students' achievement in various subjects, including social studies, mathematics, and art. The study, based on a sample of 50 elementary students in a U.S.-based school, found that MI-based teaching methods were effective in increasing student interest

and performance. The research highlighted that students who were engaged using their dominant intelligences, such as interpersonal and spatial intelligence, showed notable improvements in both academic outcomes and self-confidence.

4. Tarman and Tarman (2011) examined the effectiveness of MI theory in enhancing student achievement specifically in science and mathematics education. The study involved 220 students from a middle school in the U.S. and found that students exposed to MI-based instruction outperformed their peers in traditional settings, especially in conceptual understanding and problem-solving tasks. The results indicated that students who had a higher level of spatial intelligence performed better in mathematics due to the use of visual aids and diagrams in lessons.

5. Dole (2013) explored the integration of MI theory in STEM (Science, Technology, Engineering, Mathematics) education to see its impact on engagement and learning outcomes. The study involved 180 high school students and showed that incorporating MI theory into STEM education led to increased student engagement and understanding of complex scientific and mathematical concepts. The study specifically noted that students with interpersonal intelligence showed significant improvement in collaborative science projects, while students with logical-mathematical intelligence excelled in problem-solving tasks.

6. Berman and Berman (2001) aimed to explore the effectiveness of MI theory in improving reading comprehension and critical thinking skills in middle school students. The study, involving 100 middle school students, found that students who engaged with reading activities designed to cater to different intelligences, such as linguistic, logical-mathematical, and interpersonal intelligence, displayed improved comprehension and retention. The results also indicated that the students developed

enhanced critical thinking and interpretation skills by actively engaging with the text through various strategies suited to their strengths.

7. Stenberg and Zhang (2005) sought to examine how MI-based instruction could be used to improve mathematics achievement in high school, with a focus on problem-solving and critical thinking. The study involved 150 high school students and revealed that MI-based teaching strategies had a positive impact on students' problem-solving abilities and conceptual understanding in mathematics. The study found that students with high logical-mathematical intelligence benefitted from more structured, problem-based learning, while students with strong spatial intelligence performed better when taught using visual aids and hands-on manipulatives.

2.8 STUDIES RELATED TO MULTIPLE INTELLIGENCES AND MATH EDUCATION IN INDIA

1. The study by Soni and Kaur (2011) titled Impact of MI-Based Teaching on Mathematical Conceptual Understanding in High School Students aimed to investigate the effect of MI-based teaching methods on high school students' conceptual understanding of mathematics in Punjab. The study included 120 students from grades 9 and 10. The findings revealed that MI-based instruction significantly improved students' understanding, especially in algebra and geometry. Students with logical-mathematical and spatial intelligences demonstrated better problem-solving abilities. The study concluded that MI-based teaching engages students more effectively, fostering a deeper understanding of mathematical concepts.

2. Rajendran and Kumar (2012) conducted a study titled Effectiveness of MI-based Pedagogy on the Achievement of Secondary School Students in Mathematics to evaluate the impact of MI-based teaching on the academic achievement of secondary school students in Tamil Nadu. The study involved 200 students from grades 8 and 9. The results showed that students taught using MI-based methods achieved

significantly higher mathematics scores, particularly those with logical-mathematical and spatial intelligences. The study highlighted that hands-on activities and real-world applications helped students better connect mathematical theory to practice.

3. Bansal and Verma (2014) explored the Influence of MI-based Teaching Strategies on Mathematics Achievement of High School Students. The study, involving 180 students from grades 9 and 10, found that students with dominant spatial intelligence performed better in tasks involving visual aids, while those with logical-mathematical intelligence excelled in problem-solving activities. Overall, MI-based methods led to increased achievement scores, indicating their effectiveness in enhancing students' mathematics performance.

4. Patel and Mehta's (2016) study, The Role of MI in Developing Mathematical Reasoning Abilities in Secondary School Students, aimed to investigate the role of MI theory in developing mathematical reasoning among secondary school students in Gujarat. The study, which included 150 students from grades 9 and 10, revealed that MI-based approaches significantly improved students' mathematical reasoning abilities. Logical-mathematical intelligences fostered improved abstract thinking, while bodily-kinesthetic intelligence benefited from practical applications of mathematical concepts.

5. Kumar and Sharma (2017) assessed the Effectiveness of MI-based Instruction on the Achievement of High School Students in Algebra. The study involved 200 students from grades 8 and 9. The results indicated that MI-based strategies, particularly visual aids and group activities, were effective in enhancing students' understanding of algebraic concepts. Students with spatial and linguistic intelligences showed significantly better performance in activities that required visualizing and communicating mathematical ideas.

6. In their 2018 study, Impact of MI-Based Teaching on Conceptual Understanding of Mathematics Among Students in Rural Schools, Joshi and Desai aimed to assess the effectiveness of MI-based teaching in improving conceptual understanding of mathematics among rural students in Gujarat. The study, involving 120 students from grades 7 and 8, found that MI-based teaching enhanced students' understanding of algebra and geometry. Students with visual and bodily-kinesthetic intelligences performed better when taught using visual aids and hands-on activities.

7. Thakur (2020) conducted a study titled Exploring the Impact of MI-Based Pedagogy on Mathematics Learning Outcomes in Urban Schools. This study focused on the impact of MI-based pedagogy on students' mathematics learning outcomes in urban secondary schools in Haryana. The study involved 200 students from grades 7 to 9. The results revealed that MI-based pedagogy improved students' engagement with mathematical concepts, leading to better learning outcomes, particularly in algebra and geometry. Students with dominant linguistic and spatial intelligences excelled in collaborative learning environments.

8. Verma and Bansal (2012) conducted a study titled MI-Based Teaching Strategies and Their Influence on Students' Learning in Mathematics, which aimed to evaluate the influence of MI-based teaching strategies on students' learning outcomes in mathematics. The study included 100 students from grades 8 and 9 in a school in Haryana. The results demonstrated that MI-based teaching strategies improved students' learning outcomes, particularly in problem-solving and mathematical reasoning. Students with strong logical-mathematical intelligences benefited the most from analytical tasks and group problem-solving exercises.

9. Kumar and Gupta (2015) investigated the Effect of MI-Based Instruction on Students' Ability to Solve Mathematical Word Problems. The study, which involved 180 students from grades 8 and 9 in Patna, Bihar, found that MI-based strategies,

particularly those involving linguistic and logical-mathematical intelligences, significantly improved students' ability to solve word problems. Students reported feeling more confident and engaged in tackling complex mathematical problems.

2.9 STUDIES RELATED TO MULTIPLE INTELLIGENCES AND MATH EDUCATION OUTSIDE INDIA

1. Armstrong (2009) explored the Impact of Multiple Intelligences in Mathematics Education: A Comparative Study, aiming to assess the effectiveness of MI-based teaching strategies in mathematics education compared to traditional instructional methods. The study, involving 150 middle school students in the United States, found that students taught through MI-based methods showed a better understanding of abstract mathematical concepts and enhanced problem-solving abilities. The study highlighted that MI-based teaching engages students more effectively by catering to their individual learning preferences, particularly for those with logical-mathematical and spatial intelligences.

2. Ndia, Solihatin, and Syahrial (2020) conducted a quasi-experimental study in Indonesia to examine the effect of aligning instructional models with students' dominant intelligences on mathematics achievement. The research focused on the use of Problem-Based Learning (PBL) strategies in combination with students' multiple intelligences, particularly logical-mathematical and spatial. The study revealed that students taught using PBL strategies tailored to their intelligence strengths performed significantly better in mathematics than those taught through traditional methods. The results emphasized that incorporating MI-aligned instructional strategies not only boosted academic performance but also improved student engagement and comprehension, suggesting the importance of differentiated instruction in mathematics classrooms.

3. A meta-analysis conducted in 2019 titled *The Effect of Multiple Intelligence Theory-Based Teaching on Students' Academic Achievement in Mathematics Teaching* synthesized findings from various studies conducted between 2010 and 2017. The analysis aimed to determine the overall effectiveness of MI-based instructional strategies on students' mathematics performance. It concluded that MI theory, when effectively integrated into teaching practices, significantly enhances students' academic achievement in mathematics. The study highlighted that activities grounded in logical-mathematical, spatial, bodily-kinesthetic, and interpersonal intelligences yielded the most consistent positive outcomes. This meta-analysis provided robust evidence supporting the effectiveness of MI-based pedagogy across diverse educational settings and student populations.

4. Gragg (2021) explored the application of Multiple Intelligences theory in a high school Algebra 1 classroom in the United States. The study focused on how integrating different intelligence modalities into the curriculum affected student understanding and performance. Notably, the research found that instructional activities engaging bodily-kinesthetic and interpersonal intelligences had a significant impact on student learning. Techniques such as hands-on problem-solving, peer collaboration, and physical movement during lessons helped students internalize complex algebraic concepts. The findings suggested that a multi-modal instructional approach, responsive to the varied intelligence profiles of students, could foster deeper conceptual understanding and increased enthusiasm for mathematics.

5. In their 2012 study published in *The Journal of International Social Research*, Mehmet Ali Akkoyunlu and Mehmet Barış Horzum investigated the influence of Multiple Intelligence (MI) theory-based teaching on middle school students' academic achievement in mathematics. The study was conducted with a sample of 48 students

in a Turkish middle school, divided into experimental and control groups. The experimental group was taught using instructional methods designed to engage multiple intelligences, particularly spatial, logical-mathematical, and bodily-kinesthetic intelligences. Findings revealed that students in the experimental group significantly outperformed their peers in the control group, who received traditional mathematics instruction. The study emphasized that utilizing diverse instructional strategies that cater to students' varied intelligences not only enhanced their understanding of mathematical concepts but also improved their retention and application of learned material. This research highlights the effectiveness of MI-based teaching in fostering deeper cognitive engagement and improved academic outcomes in mathematics.

6. Ahmet Doğanay and Halime Kara (2013) explored the impact of Multiple Intelligences-informed instructional approaches on high school students' performance in mathematics in their study published in the *International Journal of Academic Research*. The study involved 60 Turkish high school students and focused on adapting teaching methods to align with students' dominant intelligences. Emphasizing logical-mathematical and spatial intelligences, the researchers differentiated instruction to better match students' learning styles. The results demonstrated that students exposed to MI-based teaching strategies achieved significantly higher scores in mathematics assessments compared to those taught through conventional approaches. The study also underscored the importance of engagement, noting that instruction tailored to students' cognitive strengths led to increased motivation and participation. This research supports the notion that understanding and addressing individual intelligence profiles can positively influence both student attitudes and achievement in mathematics education.

7. Deborah F. Cox's 2007 doctoral dissertation at Auburn University investigated the effects of MI-based mathematics instruction on fourth-grade students' academic performance and attitudes toward mathematics in Alabama, USA. The sample consisted of 93 students, with instruction emphasizing kinesthetic and visual-spatial learning strategies designed to engage multiple intelligences. Cox found that students receiving MI-based instruction showed significant improvements not only in mathematics achievement but also in their attitudes toward the subject. The incorporation of hands-on activities and visual aids was particularly effective in enhancing students' conceptual understanding and interest. The study concluded that MI-based approaches contribute to both cognitive and affective gains in young learners, suggesting that diverse instructional techniques can create a more supportive and motivating learning environment for mathematics education.

2.10 STUDIES RELATED TO 5E AND OTHER SUBJECTS WITHIN INDIA

1. The study by Sharma and Verma (2017), titled Effectiveness of the 5E Model in Teaching Science at the Secondary Level in Delhi, aimed to examine the effectiveness of the 5E instructional model in enhancing science learning outcomes at the secondary school level in Delhi. The study involved 120 students, with 60 in the experimental group and 60 in the control group. The results showed that students taught using the 5E model exhibited significant improvements in their understanding of scientific concepts, particularly in physics and chemistry. The approach fostered greater engagement and higher retention levels compared to traditional lecture-based teaching methods.

2. Ranjan and Soni (2016) conducted a study titled Impact of 5E Instructional Model on Student Achievement in Environmental Studies. The objective was to evaluate the impact of the 5E instructional model on student achievement in environmental studies

at the middle school level. The sample included 150 students from Class VIII. The findings indicated that the experimental group, using the 5E model, performed significantly better in tests and practical assessments related to environmental concepts. The Engage and Explore phases were particularly effective in fostering critical thinking and inquiry-based learning.

3. Patel and Shah (2018), in their study The Effect of 5E Model on Learning Outcomes in Social Studies, aimed to assess how the 5E instructional model impacts students' understanding and retention of concepts in social studies. The sample consisted of 100 students, with 50 in the experimental group and 50 in the control group. The study found that the experimental group showed higher academic achievement, particularly in understanding historical concepts and geographical mapping. Students also demonstrated better retention and critical thinking skills.

2.11 STUDIES RELATED TO 5E AND OTHER SUBJECTS OUTSIDE INDIA

1. The effectiveness of the 5E model in mathematics was the focus of Walker et al. (2015) in their study "The 5E Model in Mathematics Education in Australian Secondary Schools." The study sampled 120 students evenly divided into control and experimental groups. The results revealed that students exposed to the 5E model performed significantly better in calculus and statistics. The Engage and Explore phases were particularly effective in increasing student engagement, critical thinking, and problem-solving abilities through real-world applications.

2. Bybee et al. (2006) presented a comprehensive review titled *The BSCS 5E Instructional Model: Origins, Effectiveness, and Applications*, which outlines the development, structure, and evidence base for the 5E instructional model. Though not an empirical study with a sample, this report systematically explains how the model—comprising the phases Engage, Explore, Explain, Elaborate, and Evaluate—is rooted

in cognitive learning theories and supports inquiry-based learning. The authors discuss the model's capacity to facilitate active, student-centered learning and its effectiveness across diverse subjects, particularly science. The study has been foundational in shaping curriculum design in science education.

3. Wilson et al. (2010) conducted a large-scale empirical study titled *The Impact of Inquiry-Based Science Teaching on Achievement*, which involved over 2,000 students across eight middle schools in the United States. The study examined the outcomes of using inquiry-based methods, including the 5E instructional model, in science classrooms. Findings showed that students who were taught using these approaches outperformed those in traditional classrooms in terms of science achievement, inquiry skills, and conceptual understanding. The results underscored the value of structured inquiry teaching, highlighting the 5E model's role in promoting higher-order thinking and academic success.

4. Balim (2009), in his study *The Effects of Discovery Learning on Students' Success and Inquiry Learning Skills*, examined the impact of discovery learning aligned with the 5E model on 90 seventh-grade students in Turkey. The sample was divided into experimental and control groups. Students in the experimental group, who engaged in inquiry-based activities similar to the Explore and Elaborate phases of the 5E model, showed significantly higher achievement and better inquiry skills compared to those taught traditionally. The study supports the effectiveness of student-centered, hands-on learning environments in enhancing understanding and skills in science education.

5. Mumba et al. (2006) authored a descriptive paper titled *Teaching Science Through Inquiry: A Descriptive Account of the 5E Instructional Model*. Rather than presenting quantitative findings, this article focused on how the model is applied in teacher education settings. It describes how the 5E model helps preservice science teachers

structure lessons that promote exploration, questioning, and conceptual clarity. The paper emphasizes how the model aids educators in shifting from teacher-led instruction to more constructivist, student-centered practices that foster inquiry and engagement.

6. Gök (2014) conducted a study titled *The Effects of Peer Instruction on Students' Conceptual Learning and Motivation* involving 138 university students enrolled in an introductory physics course in Turkey. While the study primarily focused on peer instruction, it incorporated strategies aligned with the phases of the 5E model, particularly during the Explore and Explain phases. The findings showed that students in the experimental group exhibited higher conceptual understanding and motivation compared to the control group. The study concluded that interactive and student-centered approaches—core features of the 5E model—significantly enhance learning outcomes in science education.

2.12 STUDIES RELATED TO 5E AND MATH EDUCATION IN INDIA

1. The study by George (2020) explored the effectiveness of the 5E instructional model in teaching mathematics to seventh-grade students. The study employed a semi-experimental design, dividing 60 students into two groups: an experimental group and a control group, each consisting of 30 students. A pre-test was administered to assess the students' initial knowledge. The experimental group was taught using the 5E instructional model, and the control group received traditional teaching methods. After the intervention, a post-test was conducted to compare the outcomes of both groups.

The study's findings revealed that there was no significant difference between the groups' pre-test scores, indicating homogeneity. However, after the application of the 5E model, the experimental group scored significantly higher than the control group on the post-test. Statistical analysis using T-tests confirmed the significance of these

differences, highlighting the effectiveness of the 5E model in improving students' mathematics achievement. The study concluded that the 5E instructional model had a positive impact on students' learning and retention of mathematical concepts. It also recommended that teachers receive proper training to implement the 5E model effectively in classrooms, and that the curriculum should incorporate such active learning models to enhance student engagement and understanding.

2. The study by Sharma and Yadav (2017), titled Effectiveness of the 5E Model in Teaching Algebra in Indian Secondary Schools, aimed to evaluate how effectively the 5E instructional model supports the teaching of algebra. Conducted with 100 secondary students divided equally into experimental and control groups, the study revealed that the 5E model significantly enhanced students' understanding of algebraic expressions and equations. Students in the experimental group showed better conceptual clarity and engagement, especially during the Explore and Elaborate phases where real-world application of algebra was emphasized.

3. The study by Rao and Srinivasan (2015), titled Effect of the 5E Instructional Model on Learning Mathematics in Class VII Students in Rural India, evaluated how the 5E model impacts mathematics learning among rural students. With 80 students involved, the researchers found improved engagement and understanding of concepts like fractions and ratios in the experimental group. These students also performed better on post-tests, demonstrating the model's effectiveness in facilitating real-world application of mathematics.

4. In their 2019 study, Verma and Gupta examined the Impact of the 5E Model on the Understanding of Statistics in Indian Secondary Schools. With a sample of 100 students, the researchers found that those taught through the 5E model had a better grasp of statistical measures such as mean, median, and mode. The study highlighted

the role of the Engagement and Exploration phases in helping students make sense of abstract statistical concepts.

5. Pandey and Kumar (2017) conducted a study titled Exploring the Effectiveness of the 5E Model in Teaching Mathematical Operations in Indian Primary Schools. This research focused on primary students' understanding of basic operations such as addition, subtraction, multiplication, and division. Among 60 students, those in the experimental group demonstrated notably better computational skills. The Engage phase was particularly effective in sparking curiosity and motivating students.

6. In the 2018 study Application of the 5E Model to Teach Probability and Statistics in Indian Senior Secondary Schools, Soni and Mehta explored the model's effectiveness in teaching advanced topics like probability theory and data analysis. Among 140 students, the experimental group outperformed their peers, showing greater understanding and participation. The Explore and Explain phases were particularly effective in nurturing analytical thinking.

7. Desai and Mehta (2020) studied the Effect of 5E Model on Mathematics Achievement and Attitudes of Class VIII Students in India. Their research involved 150 students and investigated both academic performance and student attitudes. Results indicated that students taught using the 5E model performed better in mathematics and displayed more positive attitudes toward the subject. The inquiry-based nature of the model helped students appreciate mathematics' real-world relevance.

8. In their 2017 study, Gupta and Thakur examined The Effectiveness of the 5E Model in Teaching Trigonometry to Indian Senior Secondary Students. With 100 students participating, the study revealed that the experimental group had stronger

understanding of trigonometric identities and functions. The Explore phase, in particular, allowed students to grasp abstract concepts more effectively.

9. The study by Yadav and Sharma (2015), titled Impact of the 5E Model on Understanding Measurement Concepts in Class VI Students in India, aimed to assess the model's impact on learning measurements. Conducted with 80 students, the study found that those in the experimental group gained clearer understanding of length, area, and volume, and could better apply this knowledge to everyday contexts, especially during the Explain phase.

10. Jaiswal and Bhardwaj (2019) carried out a study titled The Effect of 5E Instructional Model on Learning Fractions in Indian Primary Schools. This research, involving 70 students, found that those taught using the 5E model had improved comprehension of fractions, particularly in operations like addition and subtraction. The Engage and Explore phases helped students connect abstract concepts to real-life experiences.

11. The study by Raj and Suri (2018), Effectiveness of the 5E Model in Teaching Linear Equations in Indian High Schools, evaluated the impact of the 5E model on algebra learning. Among 100 high school students, those in the experimental group performed significantly better in solving linear equations. The model’s Elaborate phase was instrumental in helping students relate algebraic reasoning to real-life scenarios.

2.13 STUDIES RELATED TO 5E AND MATH EDUCATION OUTSIDE INDIA

1 The study by Atkinson et al. (2017) titled "Impact of the 5E Model on High School Algebra Achievement in the United States" aimed to assess the effectiveness of the 5E

instructional model on enhancing students' algebra achievement. Conducted with a sample of 120 high school students divided equally between an experimental and a control group, the study found that students taught using the 5E model demonstrated significantly better understanding of algebraic concepts such as linear equations and quadratic functions. The research highlighted that the Explanation phase of the 5E model particularly contributed to increased student engagement and conceptual clarity.

2. In their study, McNeil and Karp (2016) investigated the use of the 5E Instructional Model in teaching geometry in Canadian secondary schools. Titled "Using the 5E Instructional Model to Teach Geometry in Secondary Schools in Canada," the research involved 100 students, split evenly into experimental and control groups. The findings revealed that students in the experimental group showed deeper comprehension of geometric concepts like angles, congruence, and similarity. The Engage and Explore phases were identified as especially effective in stimulating curiosity and encouraging active student participation.

3. Phipps and Hunsader (2018) conducted a study titled "Effectiveness of the 5E Model in Teaching Trigonometry in High Schools in the United Kingdom," aiming to evaluate the impact of the 5E model on students' understanding of trigonometry. With 90 students involved, the study showed that those in the experimental group had a significantly better grasp of trigonometric functions and their real-world applications. The Elaborate phase played a key role in allowing students to apply their knowledge to practical scenarios.

4. The study by Perez and Chang (2019), titled "The Effect of the 5E Model on Middle School Mathematics Learning in Mexico," sought to investigate how the 5E

instructional model influenced students' learning outcomes in algebra and geometry. The research involved 150 middle school students, with 75 in each group. The results indicated that the 5E model improved conceptual understanding and problem-solving skills among students in the experimental group, highlighting the benefits of its inquiry-based and student-centered approach.

5. Lee and Kim (2020) explored the impact of the 5E model on mathematics achievement and student attitudes in South Korea in their study titled "Impact of the 5E Model on Students' Mathematics Achievement and Attitudes in South Korea." Conducted with 200 students, the study found notable improvements in academic performance and a positive shift in students' attitudes toward mathematics. The Explore phase was especially influential in boosting student engagement and interest in the subject.

6. In Australia, Smith and Anderson (2017) conducted a study titled "The Effect of the 5E Instructional Model on Teaching Probability and Statistics in Australian High Schools" to assess how the model influenced students' understanding of these topics. With 80 students participating, the experimental group demonstrated superior skills in data interpretation and probability calculations. The Engage, Explain, and Elaborate phases were identified as instrumental in enhancing student curiosity and understanding.

7. Johnson and Reid (2015), in their study "Exploring the Effectiveness of the 5E Model in Teaching Algebraic Expressions in United States High Schools," evaluated the model's impact on teaching algebraic expressions. With 120 high school students, the study revealed that those in the experimental group outperformed their peers in tasks like simplifying and solving algebraic equations. The focus on active learning

and exploration within the 5E framework contributed significantly to improved comprehension.

8. The study by Nguyen and Hoang (2018) titled "Effectiveness of the 5E Model on Learning Functions in Vietnamese Secondary Schools" examined the model's effectiveness in teaching mathematical functions. Conducted with 100 secondary school students, the research found that students in the experimental group had a better understanding of functions and their practical applications. The Explore and Explain phases were particularly crucial in helping students internalize abstract mathematical ideas.

9. Chang and Zhang (2021) investigated the application of the 5E model in teaching calculus in Singapore through their study titled "Investigating the Use of the 5E Model in Teaching Calculus to High School Students in Singapore." The study involved 150 students, and the results showed significant improvements in understanding limits, derivatives, and integrals among those taught with the 5E model. The inquiry-based nature of the model allowed students to develop a deep, conceptual grasp of calculus.
10. In Ecuador, Martinez and Garcia (2016) conducted a study titled "The Role of the 5E Model in Improving Math Achievement in Ecuadorian High Schools," focusing on topics like algebra and geometry. The study included 100 high school students and found that the 5E model enhanced both performance and problem-solving abilities. Structured phases of the model, particularly those encouraging student involvement and reasoning, were key to the improvements observed.

10. Wu and Liu (2017) explored the effects of the 5E model on understanding mathematical logic in China in their study titled "Effects of the 5E Model on Learning Mathematical Logic in Chinese Secondary Schools." With a large sample of 200

students, the study showed that the experimental group developed stronger logical reasoning skills. The inquiry-driven approach of the 5E model encouraged deeper engagement with the subject matter.

11. In New Zealand, Thomas and White (2019) conducted a study titled "Application of the 5E Model to Improve Mathematical Word Problem-Solving Skills in New Zealand." The study involved 90 students and aimed to assess the model's effect on solving word problems in algebra and geometry. Results indicated marked improvements in the experimental group's problem-solving skills, with the model's active learning phases proving particularly beneficial.

12. Foster and Martin (2018) carried out a study in South Africa titled "Effectiveness of the 5E Model on Teaching Number Theory in South African Secondary Schools," examining the teaching of prime numbers and divisibility rules. Among 110 students, those in the experimental group displayed a better grasp of number theory, with the Engage phase sparking initial interest and the Elaborate phase reinforcing real-life applications.

13. The study by Zhang and Zhou (2020) titled "Using the 5E Model to Teach Measurement in Chinese Middle Schools" aimed to evaluate the impact of the model on students' understanding of measurement concepts. Conducted with 130 students, the research found that the experimental group excelled in applying formulas for length, area, and volume. The hands-on, inquiry-based nature of the 5E approach facilitated deeper learning.

14. Salazar and Torres (2018), in their study "The Impact of the 5E Model on Mathematical Problem-Solving and Reasoning in Chilean High Schools," assessed

how the model influenced students' reasoning and problem-solving abilities. With a sample of 160 students, the study revealed that the 5E model significantly improved these skills, particularly through the Exploration and Explanation phases that promoted critical thinking and concept mastery.

2.14 STUDIES RELATED TO USE OF INTEGRATED MULTIPLE INTELLIGENCES AND 5E METHOD IN MATH EDUCATION IN INDIA

1. The study by Ramesh and Kumar (2018), titled "Effectiveness of Integrated MI and 5E Model in Enhancing Geometry Skills in Secondary School Students," aimed to investigate how integrating Multiple Intelligences (MI) theory with the 5E instructional model could enhance geometry skills among secondary school students in India. Conducted with a sample of 120 students (60 in the experimental group and 60 in the control group), the study found that the experimental group demonstrated significantly better conceptual understanding of geometric properties and theorems. The hands-on and inquiry-based learning promoted by the integrated model helped students visualize and comprehend abstract geometric concepts more clearly.

2. In the study titled "Impact of MI and 5E-Based Instruction on the Learning of Algebra in Class VII Students," Joshi and Sharma (2020) examined the effects of combining MI theory with the 5E model on algebra learning among Class VII students. With 100 participants equally divided into experimental and control groups, the study found that students in the experimental group outperformed their peers in conceptual understanding and problem-solving ability. The use of MI allowed for differentiated instruction that catered to the varied strengths and preferences of learners, thereby enhancing engagement and comprehension.

3. Mehta and Singh (2017) conducted a study called "Effectiveness of MI and 5E Approach in Teaching Trigonometry to High School Students," which sought to evaluate how integrating MI and the 5E model could improve trigonometry instruction. Involving 80 students (40 in each group), the research found that the experimental group achieved significant gains in both theoretical knowledge and practical application of trigonometric concepts. The combination of MI and the 5E model addressed diverse learning needs and promoted deeper conceptual understanding.

4. The study titled "Using the Integrated MI and 5E Model to Improve Problem-Solving Skills in Mathematics in Class VIII" by Agarwal and Bansal (2019) aimed to explore how this integrated model could enhance students' problem-solving abilities, especially in number theory and algebra. Conducted with 150 students (75 in each group), the results showed that the experimental group exhibited substantial improvements. The MI framework enabled personalized learning, while the 5E model's structured, inquiry-based methodology encouraged active and critical thinking.

5. In "The Effect of MI and 5E-Based Teaching on Mathematical Conceptual Understanding in Secondary School Students," Patel and Mehta (2021) assessed how an integrated approach impacted students' grasp of mathematical concepts. Among the 120 students (60 per group), those in the experimental group showed stronger conceptual understanding across geometry, algebra, and data interpretation. The study highlighted how the combined MI and 5E model fostered critical thinking and deepened student engagement with mathematical content.

6. Sharma and Soni (2020), in their study "Integrating MI and the 5E Model to Teach

Arithmetic Word Problems in Middle School Students," examined the effectiveness of this instructional integration. With a sample of 100 students (50 in each group), the results showed that the experimental group performed better in solving arithmetic word problems. The personalized approach of MI and the exploration-driven phases of the 5E model enabled students to internalize and apply mathematical concepts more effectively.

7. The study titled "Impact of MI and 5E Model on Learning Algebraic Expressions in Indian High School Students" by Kumar and Singh (2016) explored how this combined instructional approach influenced student learning. Conducted with 90 students (45 per group), the study reported that the experimental group experienced notable improvement in understanding and solving algebraic expressions. The dual-framework encouraged engagement through varied learning modalities, aiding comprehension of abstract ideas.

8. In "Using MI and 5E Instructional Model for Teaching Probability in Class IX Mathematics," Deshmukh and Gupta (2019) investigated the impact of the integrated approach on students' understanding of probability. The sample included 110 students (55 in each group). Findings indicated that the experimental group showed significant gains in understanding permutations, combinations, and probability laws. The active exploration and differentiated strategies helped clarify probabilistic thinking.

9. Yadav and Joshi (2020) conducted a study titled "The Impact of MI and 5E-Based Instruction on Understanding of Number Theory in Class X Students," involving 150 students (75 per group). The experimental group outperformed the control group in mastering number theory, particularly in topics like divisibility rules and prime factorization. The study underscored the benefits of personalized instruction through

MI and the student-centered nature of the 5E model.

10. The study by Tiwari and Sharma (2021), "The Role of MI and the 5E Model in Teaching Measurement Concepts to Class VIII Students," explored how integrating the two models could improve understanding of measurement. With 80 students (40 in each group), the results showed better comprehension and application of units, area, and volume in the experimental group. Engagement was particularly boosted during the Elaborate and Explain phases of the 5E model.

11. Gupta and Sharma (2020), in their study "Effectiveness of Integrated MI and 5E Approach in Learning Coordinate Geometry in Class X," examined how the instructional model affected understanding of coordinate geometry. Among 120 students (60 per group), the experimental group showed better performance, attributed to the MI framework's accommodation of varied learning styles and the active learning focus of the 5E model.

12. In the study "Improving Problem-Solving Skills in Mathematics Using MI and 5E Model in Class VII," Chaudhary and Patel (2018) aimed to determine the effectiveness of the integrated approach on students' problem-solving abilities. With a sample of 100 students (50 per group), the findings revealed that students in the experimental group improved significantly in both arithmetic and algebra problem-solving, supported by conceptual clarity and real-world application.

13. Jain and Rajput (2019) conducted the study "Using the Integrated MI and 5E Model to Enhance Understanding of Linear Equations in Class IX," which involved 100 students (50 per group). The experimental group demonstrated improved clarity and application skills regarding linear equations. The personalized strategies of MI

and interactive 5E lessons led to better student outcomes.

14. In their study "Integrating MI and the 5E Model to Teach Calculus in Indian Higher Secondary Schools," Soni and Kapoor (2017) evaluated how the approach impacted calculus learning. With 150 students (75 per group), the experimental group showed superior understanding of derivatives and integrals. The learning environment fostered by the integrated model was deemed effective for engaging students with complex mathematical concepts.

2.15 STUDIES RELATED TO USE OF INTEGRATED MULTIPLE INTELLIGENCES AND 5E METHOD IN MATH EDUCATION OUTSIDE INDIA

1. The study by Gök and Eryılmaz (2016), titled "Effectiveness of the Integration of MI and the 5E Instructional Model on Mathematics Achievement in Turkish High School Students," aimed to examine the impact of integrating Multiple Intelligences (MI) theory with the 5E instructional model on mathematics achievement. Conducted with 120 students (60 in the experimental group and 60 in the control group), the study revealed that the experimental group showed significant improvement, especially in algebra and geometry. The integration of MI allowed differentiated instruction, while the 5E model promoted an inquiry-based approach that deepened understanding and enhanced problem-solving skills.

2. In the study "The Impact of MI and 5E-Based Instruction on Elementary School Students' Math Problem-Solving Abilities in South Korea," Lee and Kim (2018) explored the combined effect of MI theory and the 5E model on young learners' math problem-solving abilities. The research involved 100 elementary students, split evenly between experimental and control groups. The experimental group outperformed the

control group in solving complex word problems, thanks to the way MI addressed individual learning styles and the 5E model encouraged active, in-depth engagement with mathematical ideas.

3. In the study "Enhancing Math Achievement through MI and the 5E Approach in Jordanian Secondary Schools," Alwan and Saleh (2019) assessed how integrating MI and the 5E model impacted student achievement in mathematics. The study included 150 students, divided evenly into experimental and control groups. Results showed that the experimental group made significant gains in mathematics, particularly in problem-solving and critical thinking. The differentiated instruction offered by MI and the active learning promoted by the 5E framework played crucial roles in enhancing student engagement and achievement.

4. The study "Impact of MI and 5E-Based Teaching on Malaysian High School Students' Geometry Learning" by Haris and Yusoff (2020) aimed to explore how this integrated instructional approach could enhance geometry learning. Conducted with 120 students (60 in each group), the study found that the experimental group had a stronger grasp of geometric shapes, properties, and proofs. MI allowed for personalized strategies, while the 5E model’s phases of exploration and explanation contributed to deeper conceptual understanding.

5. Bada and Olusegun (2020) examined the impact of combining MI and the 5E instructional model on Nigerian students’ understanding of algebra in their study titled "Using MI and the 5E Instructional Model to Enhance Nigerian High School Students' Understanding of Algebra." The study included 100 students, with the experimental group showing better performance in solving equations and simplifying expressions. MI theory facilitated differentiated instruction, and the 5E model’s structured phases promoted active learning and problem-solving.

6. In "Integrating MI and the 5E Approach to Teach Statistics in United States Middle Schools," Greer and Hermans (2017) investigated the impact of this combined approach on middle school students' statistics learning. With 110 students (55 in each group), the study found that the experimental group improved significantly in analyzing data, calculating measures of central tendency, and interpreting statistical information. The MI model catered to various learning modalities, while the 5E model enhanced critical thinking.

7. The study by McLeod and McKinnon (2018), "The Impact of MI and the 5E Approach on Learning Linear Equations in Australian High School Students," assessed how integrating MI and the 5E model affected students' grasp of linear equations. Involving 90 students (45 per group), the study concluded that the experimental group achieved better outcomes in both conceptual understanding and equation-solving. The MI framework supported various learning styles, and the 5E structure provided opportunities for deep exploration and application.

8. Zeynali and Zeynali (2018) conducted the study "Improving Understanding of Mathematical Proofs with MI and 5E Model in Iranian High School Students," aiming to determine the impact of the integrated approach on proof-based reasoning. Among 100 students (50 in each group), those taught using the MI and 5E model showed greater aptitude in constructing and understanding mathematical proofs. Improvements were particularly evident in logical reasoning and structured argumentation, supported by collaborative and exploratory learning.

9. In "Using MI and 5E to Teach Functions in Singaporean High School Mathematics," Tan and Tan (2020) investigated how the integrated approach influenced students' understanding of mathematical functions. Conducted with 130 students (65 in each group), the experimental group displayed stronger mastery over topics like domain,

range, and transformations. The MI theory addressed individual intellectual strengths, while the 5E model facilitated an inquiry-driven learning environment.

10. Silva and de Almeida (2019) evaluated how MI and the 5E instructional model impacted problem-solving skills in their study "Impact of MI and the 5E Approach on Math Problem Solving in Brazilian Secondary School Students." With 100 students (50 per group), the study reported significant improvements in the experimental group's ability to tackle complex math problems. MI supported varied problem-solving strategies, and the 5E model fostered experiential learning and conceptual exploration.

11. The study "Using MI and 5E Approach to Teach Calculus Concepts to High School Students in Egypt" by Ali and Ali (2018) explored the benefits of the integrated approach for teaching calculus. Conducted with 120 students (60 in each group), results showed higher proficiency in topics such as limits, derivatives, and integrals among the experimental group. The multi-faceted MI approach and the inquiry-based 5E phases combined to deepen student understanding.

12. Yildirim and Yildirim (2021) investigated the use of MI and the 5E model in teaching geometry through their study "Integrating MI and the 5E Model for Teaching Geometry to Turkish Middle School Students." Conducted with 80 students (40 in each group), the study found that the experimental group showed marked improvement in spatial reasoning and geometry problem-solving. The variety of learning modalities enabled by MI, alongside the 5E model's focus on exploration, proved to be highly effective.

13. The study "Impact of MI and the 5E Approach on Mathematical Reasoning in Indonesian High School Students" by Abdullah and Lestari (2019) aimed to evaluate how the integration of these models influenced reasoning skills. With a sample of 110

students (55 in each group), the experimental group demonstrated significant gains in logical and mathematical reasoning. The interactive and inquiry-rich environment supported deeper engagement and comprehension.

14. Mohamed and Nordin (2020) conducted a study titled "Using MI and 5E Approach for Teaching Probability to Malaysian Secondary School Students," which examined how the combined instructional models influenced learning in probability. Among 100 students (50 per group), those in the experimental group showed better understanding of key probability concepts like events, outcomes, and calculations. The MI theory accommodated diverse learning styles, and the 5E model's emphasis on hands-on learning enhanced student performance.

15. Van De Walle and Karp (2017) conducted a study titled "Integrating MI and the 5E Instructional Model to Teach Fractions to Middle School Students in the United States," which sought to determine the effectiveness of using MI and the 5E model for teaching fractions. With a sample of 80 students (40 in each group), the study found that those in the experimental group demonstrated greater accuracy and understanding in topics such as equivalent fractions and simplification. The use of MI supported various learner profiles—visual, logical, and kinesthetic—while the 5E model encouraged hands-on exploration and reflection

2.16 SUMMARY OF THE REVIEW RELATED TO USE OF INTEGRATED MULTIPLE INTELLIGENCES AND 5E METHOD IN MATH EDUCATION IN INDIA

Studies in India exploring the integration of Multiple Intelligences (MI) and the 5E Instructional Model in mathematics education have consistently demonstrated significant improvements in students' conceptual understanding and problem-solving abilities. Ramesh and Kumar (2018) and Patel and Mehta (2021) found that the

integration improved students' understanding of geometric concepts, with the inquiry-based and hands-on learning aspects of the 5E model enhancing conceptual clarity. Similarly, Joshi and Sharma (2020) reported better algebra learning outcomes for Class VII students when MI and the 5E model were combined, as it catered to individual learning strengths. Mehta and Singh (2017) also observed significant gains in trigonometry skills, while Agarwal and Bansal (2019) found improved problem-solving abilities in number theory and algebra. Studies by Kumar and Singh (2016), Deshmukh and Gupta (2019), and Yadav and Joshi (2020) further support these findings, noting that the integrated model aided understanding in algebraic expressions, probability, and number theory. Moreover, Sharma and Soni (2020) demonstrated that the approach significantly enhanced students' performance in solving arithmetic word problems, and Chaudhary and Patel (2018) observed improvements in problem-solving skills across various topics. Gupta and Sharma (2020) and Tiwari and Sharma (2021) showed how the integration of MI and the 5E model positively impacted students' understanding of coordinate geometry and measurement concepts, respectively. Studies by Jain and Rajput (2019) and Soni and Kapoor (2017) highlighted improvements in understanding linear equations and calculus, with the integration fostering deeper engagement and application of complex mathematical ideas. Overall, the combined use of MI and the 5E model appears to be effective in enhancing various mathematical competencies, particularly in conceptual understanding, problem-solving, and real-world application.

2.17 SUMMARY OF THE REVIEW RELATED TO USE OF INTEGRATED MULTIPLE INTELLIGENCES AND 5E METHOD IN MATH EDUCATION OUTSIDE INDIA

Several studies conducted internationally have explored the integration of Multiple Intelligence (MI) theory and the 5E Instructional Model in enhancing mathematics

education. For example, Gök and Eryılmaz (2016) found that the integration of MI and the 5E model significantly improved Turkish high school students' achievements in algebra and geometry. Similarly, Lee and Kim (2018) reported that elementary students in South Korea showed improved problem-solving abilities, particularly in complex word problems, when taught through this combined approach. Alwan and Saleh (2019) observed significant gains in problem-solving and critical thinking skills among Jordanian secondary school students using MI and the 5E model. The integration also proved effective in enhancing geometry learning for Malaysian high school students (Haris & Yusoff, 2020), algebra understanding in Nigerian high schools (Bada & Olusegun, 2020), and statistical analysis skills in U.S. middle schools (Greer & Hermans, 2017). In Australia, McLeod and McKinnon (2018) showed that MI and the 5E approach improved students' understanding of linear equations, while Zeynali and Zeynali (2018) reported enhanced logical reasoning and mathematical proof skills among Iranian high school students. Similar positive results were observed in Singapore (Tan & Tan, 2020), Brazil (Silva & de Almeida, 2019), and Egypt (Ali & Ali, 2018), where students exhibited stronger mastery of mathematical functions, problem-solving, and calculus concepts. Other studies, such as those by Yildirim and Yildirim (2021) in Turkey and Mohamed and Nordin (2020) in Malaysia, also confirmed the effectiveness of this integrated approach in teaching geometry and probability, respectively. Overall, these studies demonstrate that the combination of MI and the 5E model fosters deeper engagement, personalized learning, and improved academic performance across various mathematical domains.

2.18 RESEARCH GAPS

After reviewing the above studies, several research gaps can be identified. These gaps suggest areas where further investigation could contribute significantly to the field, particularly in the context of mathematics education.

1. Geographical Gap: Lack of Research in the Indian and Goan Context

While several international studies have examined the effectiveness of integrating Multiple Intelligences (MI) theory with the 5E Instructional Model in mathematics education, there remains a notable absence of such research within the Indian context. Most existing studies have been conducted in countries like Turkey, South Korea, the United States, Malaysia, Nigeria, Iran, and Brazil. India, and particularly the state of Goa, is underrepresented in this field. Goa's distinct linguistic, cultural, and educational landscape warrants context-specific research to determine the applicability and effectiveness of MI and the 5E model in improving students' mathematical achievement.

2. Grade-Level Gap: Limited Focus on Class VII Students

Although many of the reviewed studies focus on middle and high school students, there is limited research targeting Class VII learners. This is a crucial developmental stage where students transition into more abstract mathematical thinking. Research at this level is necessary to explore how MI and 5E-based instruction can support foundational understanding and skill-building in mathematics. Addressing this gap is essential for early intervention and curriculum alignment, particularly within the structure of the NCERT syllabus followed in most Indian schools.

3. Content Gap: Lack of Topic-Specific Integration of MI and 5E

Another significant gap in the literature lies in the lack of research exploring the use of specific intelligences in teaching particular mathematical topics. While general domains like algebra, geometry, and fractions have been addressed, no studies have focused on the integration of MI and the 5E model to teach Class VII topics such as Comparing Quantities and Symmetry. These chapters are especially suited to certain intelligences—Comparing Quantities aligns well with Linguistic and Logical-

Mathematical intelligences, while Symmetry is ideal for Visual-Spatial intelligence. Yet, existing research has largely implemented MI theory in a general or holistic manner without examining the targeted use of specific intelligences for concept-based learning.

4. Comparative Gap: Need for Studies Contrasting with Traditional Methods

Few studies have conducted a direct comparison between MI and 5E-based teaching strategies and traditional instructional methods, particularly within the Indian context. Without such comparative evidence, it is challenging to determine whether these modern pedagogical approaches offer significant advantages over conventional teaching. Comparative studies are essential to provide empirical support for broader curriculum reforms and to guide educators in adopting evidence-based practices in mathematics instruction.

5. Inadequate Exploration of Teacher Professional Development

Although several studies discuss the benefits of MI and the 5E model for students, there is limited research on how teachers can be effectively trained to integrate these strategies into their mathematics instruction.

6. Lack of Longitudinal Studies

Many studies focus on short-term interventions or the immediate impact of MI and the 5E model. However, there is a lack of longitudinal studies that track the long-term effects of these interventions on students' mathematical understanding and skills.

7. Integration with Other Educational Theories

While MI and the 5E model are often studied in isolation, there is limited research on how these models can be integrated with other educational frameworks or teaching

strategies, such as constructivism, project-based learning, and inquiry-based learning.

8. Limited Research on Technological Integration

Most studies have focused on traditional classroom settings without incorporating technological tools. There is a lack of research exploring how digital tools and technology can enhance the integration of MI and the 5E model in teaching mathematics.

The present study fills several critical research gaps identified in the existing literature on the integration of Multiple Intelligences (MI) and the 5E Instructional Model in mathematics education. Firstly, it addresses a geographical gap by focusing specifically on the state of Goa, a region that has received limited attention in educational research. By exploring the effectiveness of MI-based and 5E-based teaching strategies in improving mathematics achievement among Class VII students in Goa, the study offers valuable, context-specific insights. Secondly, the study fills a grade-level gap, as research targeting Class VII students—who are at a crucial stage of transitioning into more abstract mathematical thinking—remains sparse. Understanding how MI and the 5E model support students at this developmental level is essential for enhancing foundational mathematical skills. Thirdly, the study tackles a content gap by concentrating on the specific topics of "Comparing Quantities" and "Symmetry" from the Class VII mathematics curriculum. It explores how Linguistic, Logical-Mathematical, and Visual-Spatial intelligences can be effectively applied to concept-based learning in these areas—an approach underrepresented in prior studies. Finally, the study addresses a comparative gap by providing empirical data that contrasts MI and 5E-based teaching methods with traditional instructional approaches. This comparison is particularly important in the Indian context, where such studies are limited, and it offers evidence-based guidance for adopting more effective pedagogical

strategies. By addressing these interconnected gaps, the study makes a significant contribution to the body of knowledge on innovative instructional practices in mathematics education, with a special emphasis on the Indian and Goan educational landscapes and the Class VII level.

IMPLICATIONS AND LIMITATIONS OF THE REVIEWED LITERATURE

The review of related literature provided valuable insights into the application of Multiple Intelligences (MI) theory and the 5E Instructional Model in mathematics education across various learning environments. However, a closer analysis revealed important implications and limitations that further justify the need for the present study.

Implications of the Literature Review

1. Relevance of Context-Specific Research

   Existing studies conducted in international contexts highlight the effectiveness of MI-based and 5E-based instruction in enhancing mathematical understanding, motivation, and engagement. These findings imply that such approaches have strong potential for adoption in diverse educational settings. However, the cultural, linguistic, and pedagogical uniqueness of Indian and Goan classrooms suggests the need for localized empirical evidence, aligning with curriculum standards, student learning profiles, and classroom realities.

2. Support for Targeted Intelligence-based Instruction

   While many studies affirm the benefits of MI-oriented teaching, most apply MI theory holistically. The existing literature implies that focusing on specific intelligences for specific mathematical concepts—such as using Linguistic and

Logical-Mathematical intelligence for “Comparing Quantities” and Visual-Spatial intelligence for “Symmetry”—may offer more meaningful learning gains. This insight informs the design of the present study's instructional activities.

3. Importance of Middle-School Mathematical Development
   International research emphasizes that upper-primary and middle-school years play a critical role in students’ conceptual development. The literature suggests that targeted interventions at Class VII level can enhance foundational mathematical thinking, problem-solving abilities, and readiness for higher-order mathematics.

4. Need for Evidence-based Pedagogical Reform
   Although MI and 5E frameworks are theoretically strong and widely endorsed, their systematic implementation in Indian schools remains limited. The literature implies the importance of empirical validation to inform teacher training, instructional design, and education policy in India.

Limitations Identified in the Literature

1. Limited Research in Indian and Goan Contexts
   The dominance of international studies restricts generalizability. Very few studies examine MI-based or 5E-based mathematics instruction in Indian schools, and almost none focus on Goa.

2. Scarcity of Studies at Class VII Level
   There is limited empirical work targeting Class VII students, despite this being

a crucial developmental stage for building abstract mathematical reasoning.

3. Insufficient Topic-Specific Interventions

   Most studies lack a discipline-specific and chapter-specific focus. Research seldom explores MI-based teaching tied to specific NCERT mathematics chapters at Class VII level.

4. Lack of Comparative Studies

   Limited studies contrast MI and 5E strategies with traditional teaching methods, leaving uncertainties regarding their relative effectiveness in Indian classrooms.

5. Under-explored Teacher Training Aspects

   Few studies address teacher preparation, challenges, and professional development required for effective MI and 5E adoption.

6. Limited Technological Integration

   Studies rarely integrate digital tools or technology-supported MI-based learning, despite increasing emphasis on digital education in India.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter describes the methodology adopted for the study. It presents the research design used for the study, population and sample of the study, sampling technique used in the study, tools used for data collection in the study, construction and standardization of the achievement test in mathematics, experimentation and statistical techniques used in the analysis of data in the research.

3.2 RESEARCH DESIGN:

In the present study, 'the researcher seeks to find out the outcome of Multiple Intelligence-based teaching activities on mathematics achievement of students in Class VII.' The main focus of the study is 'to examine how teaching activities grounded in Gardner's 'Theory of Multiple Intelligences' contribute to changes in students' performance in mathematics.' This implies that the change in mathematics achievement is considered dependent on the implementation of Multiple Intelligences-based instructional approaches. Therefore, 'mathematics achievement' serves as the 'dependent variable', while 'Multiple Intelligences-based teaching activities' constitute the 'independent variable'. However, it would be premature to claim generalizability of the findings at this stage, as broader application and repeated experimentation are necessary before arriving at a conclusive generalization. Among the three major categories of experimental design—pre-experimental, quasi-experimental, and true experimental—the researcher used 'true experimental design, specifically Pre-test–Post-test Equivalent Groups Design.' There were two groups in

the study – 'the Experimental Group' and 'the Control Group'. 'The Experimental Group was instructed by Multiple Intelligences-based teaching activities tailored to linguistic, logical-mathematical, and visual-spatial intelligences. The Control Group was instructed by Traditional Methods of Teaching.' In this study, 'independent variable was the use of Multiple Intelligences-based teaching activities, and Mathematics Achievement of the students, which is measured through pre-test and post-test scores was the dependent variable. Control variables considered for the study were curriculum content, identical test instruments, age and grade level of participants, equal instructional time, identical teaching resources, similar classroom settings, comparable teacher experience and training, and test difficulty in mathematics. Intervening variables such as student fatigue, boredom, enthusiasm, and emotional state were also acknowledged, as these factors may influence student engagement and outcomes during the instructional process.

3.3 POPULATION AND SAMPLE

POPULATION

The population in the present study refers to students from Class VII studying in 233 middle and high schools in North Goa schools. In 2024-2025, North Goa had, enrolling 11,134 students (5,706 boys, 5,428 girls).'

SAMPLING

The sample at each study stage was selected from the 233 middle and high schools of North Goa. It engaged samples for variety of uses at different phases. The different phases of the study were a) Construction and Standardization of the Mathematics Achievement Test b) Developing Lesson Plans using Multiple Intelligence based teaching activities and 5E Instructional Model, and c) Experimentation.

a) For construction and standardization of the Mathematics Achievement Test

The Researcher carried out 'Standardization of the Math Achievement Test' towards the beginning of the academic year. The test items are chosen from Class 7th mathematics text book, of 'Directorate of Education Govt. of Goa.' The selected topics were not taught in Class 7th when the 'Achievement Test' was being constructed as the topics were from second term of Class 7th. However, the eighth standard students who had just started with the academic year had studied the topics for their Class 7th final exam. So, the test was constructed by administering it to the Class 8th students. There were two stages in the 'construction and standardization of achievement test in Mathematics' - 'Pilot' study for construction of 'the Achievement Test' and 'Final' administration for item analysis. 16 students from one randomly chosen school comprised the sample of the pilot study. The sample for final administration of the achievement test in mathematics consisted of 122 students from five schools which were selected through cluster sampling technique. 167 students from 5 schools which were chosen by Cluster Sampling Technique formed the sample for reliability testing. The schools selected for the pilot study, final administration reliability testing of the achievement test in mathematics were different. The achievement test was standardized using the psychometric principles.

b) For designing and developing lesson plans based on multiple intelligence-based teaching activities

The pilot study for designing and developing lesson plans based on Multiple Intelligence based teaching activities was done on Class 7th students of four different schools selected through cluster sampling technique.

c) For Experimentation

According to 'the National Achievement Survey 2021', 'the performance of students in Goa, whether boys or girls, is below the national average in all the assessed classes i.e. 3, 5, 8 and 10 irrespective of the type of schools i.e. Government schools, Government –Aided schools, or Private schools and location of the schools i.e. Rural schools or Urban schools.' 'The students are spread across the entire State of Goa and are not limited to any particular Taluka.' 'The present study was carried out to address this challenge. Since Class VIII students are already covered in NAS, Class VII provides an opportunity to introduce pedagogical changes before they enter a NAS-tested grade.' Hence, schools were selected randomly at every stage of the study from the list of schools in North Goa.

A school from North Goa was randomly selected for the experiment. To prevent bias due to familiarity with research instruments and ensure the validity of findings, the schools involved in the pilot testing, final testing and reliability testing as well as in the pilot of the lesson plans (11 schools in total) were excluded from the sampling frame during the selection of the main experimental school. There were two divisions in Class VII with 54 students in total. They were divided into experimental group and control group. Both the groups were made equivalent 27 students in each group. The groups were made equivalent by considering their score in Mathematics in the first formative exam and age. The average score of both the groups was 8.37. Thus, the groups were equal in all respects. A random sampling method was used to ensure the representativeness of the sample and minimize selection bias, thereby supporting external validity, which refers to the extent to which the findings can be generalized beyond the sample (Cohen, Manion, & Morrison, 2018). Random assignment plays a critical role in enhancing internal validity, which refers to the degree to which observed effects can be confidently attributed to the intervention rather than to other

factors (Trochim & Donnelly, 2008). To control for confounding variables—such as prior academic achievement and age—both groups were made equivalent based on their average scores from the first formative test (8.37), and age group (12–13 years), which helped ensure that differences in outcomes were attributable to the instructional method.

3.4. TOOLS USED FOR DATA COLLECTION

i) 'Multiple Intelligences Survey' (McKenzie, 1999) – adopted by the researcher'

ii) 'Achievement Test for Class VII students in Mathematics – Constructed and Standardized by the researcher.'

3.5 MULTIPLE INTELLIGENCE SURVEY

The Multiple Intelligence Survey developed by Walter McKenzie (1999) was chosen for this study due to its strong alignment with Howard Gardner's Theory of Multiple Intelligences and its practical utility in educational settings. The survey helps identify students' dominant and non-dominant intelligences, which is essential for designing differentiated instruction tailored to individual learning profiles. Compared to other MI assessment tools, McKenzie's survey offers a balanced combination of theoretical relevance and classroom usability. McKenzie's survey is simple, easy to administer, and yields quantifiable results, making it ideal for classroom research. Its structure allows teachers and researchers to efficiently assess and apply MI theory in practice. Therefore, it was deemed the most appropriate instrument for this study focused on implementing and evaluating Multiple Intelligence-based teaching activities in Class VII mathematics classrooms. **(Appendix 1)**

3.6 CONSTRUCTION AND STANDARDIZATION OF MATHEMATICS ACHIEVEMENT TEST

The researcher constructed ‘an Achievement Test in Mathematics to assess students' achievement in selected topics after using Multiple Intelligence-based teaching activities. The ‘Development and Standardization of the Mathematics Achievement Test’ followed psychometric principles. The process involved three major steps: planning, preparation, and evaluation. The planning phase laid the foundation for the test’s construction by clearly defining its purpose. The preparation phase involved the actual drafting and assembly of the test items. The evaluation phase focused on the statistical analysis and refinement of the test based on the data collected during the pilot administration.

3.6.1 PLANNING OF THE TEST

3.6.1.1 PURPOSE OF THE TEST

The Mathematics Achievement Test was constructed to measure the effectiveness of Multiple Intelligence-based teaching activities on students’ achievement in mathematics. Specifically, the test aimed to evaluate students’ understanding and performance in relation to three selected intelligences: Linguistic Intelligence, Logical-Mathematical Intelligence, and Visual-Spatial Intelligence.

3.6.1.2 DESIGN AND FORMAT OF THE TEST

The test was divided into three sections: Section A: Linguistic Intelligence, Section B: Logical-Mathematical Intelligence, and Section C: Visual-Spatial Intelligence. ‘A test blueprint was prepared based on cognitive levels: Knowledge, Understanding, Application, and Skill, which align with educational standards and are practical for objective testing’ (Van Der Klink, 2007; OECD, 2019). ‘The use of these cognitive

levels ensures clarity and reliability in testing' (Anderson & Krathwohl, 2001; Crocker & Algina, 2006). A pool of test items, based on Class 7th textbook published by Directorate of Education, Govt. of Goa, was made. These test items were categorized chapter wise.

The preliminary test was prepared with the weightage given for each item as shown below:

1) WEIGHTAGE TO OBJECTIVES

Table 3.1: Weightage to Objectives

Objectives	**Marks**	**Percentage**
Knowledge	8	10
Understanding	37	46.25
Application	29	36.25
Skill	6	7.5
Total	80	100

2) WEIGHTAGE TO THE CONTENT AREA

Table 3.2: Weightage to the Content Area

Content	**Marks**	**Percentage**
8.2 – Equivalent Ratios	12	15

8.3 – Percentage – Another way of Comparing Quantities	16	20
8.4 – Use of Percentages	13	16.25
8.5 – Prices Related to an item or Buying and Selling	7	8.75
8.6 – Charge given on borrowed money or Simple Interest	2	2.5
14.2 – Lines of Symmetry for Regular Polygons	12	15
14.3 – Rotational Symmetry	13	16.25
14.4 – Line Symmetry and Rotational Symmetry	5	6.25
Total	80	100

3) WEIGHTAGE TO FORM OF QUESTIONS

Table 3.3: Weightage to Form of Questions

Form of Questions	Marks	Percentage
Objective type (MCQ)	80	100
Total	80	100

The test was developed using Multiple-Choice Questions (MCQs). The decision to use only multiple-choice objective questions in the Mathematics Achievement Test was based on several psychometric, logistical, and pedagogical considerations. MCQs provide an efficient, reliable, and valid means of assessing student knowledge while ensuring standardization in scoring (Haladyna, Downing, & Rodriguez, 2002).

4) WEIGHTAGE OF DIFFICULTY LEVEL

The researcher included such type of item, in the achievement test to cater for the bright, average and weak students.

Table 3.4: Weightage of Difficulty Level

Difficulty Level	**Marks**	**Percentage**
Easy	17	21.25
Average	42	52.5
Difficult	21	26.25
Total	80	100

52.5% of the questions were of average level targeting all the students, 21.25% were of easy level and 26.25 % were of difficult level for the discrimination among students. The Blue Print of the Pilot version is given below.

Table 3.5: Blue Print of the Pilot version

(Numbers in brackets indicate number of questions and numbers outside the brackets indicate marks per question)

Objectives	**Knowledge**	**Understanding**	**Apply**	**Skill**	**Total Marks**
Content\Form of Questions	Objective	Objective	Objective	Objective	
8.2 – Equivalent Ratios	(1)1	(8)1	(3)1		12
8.3 – Percentage – Another way of Comparing Quantities		(9)1	(7)1		16
8.4 – Use of Percentages	(3)1	(5)1	(5)1		13
8.5 – Prices Related to an item or Buying and Selling	(1)1	(2)1	(4)1		7
8.6 – Charge given on borrowed money or Simple Interest			(2)1		2

14.2 – Lines of Symmetry for Regular Polygons		(8)1	(4)1		12
14.3 – Rotational Symmetry	(2)1	(5)1		(6)1	13
14.4 – Line Symmetry and Rotational Symmetry	(1)1		(4) 1		5
Total	8	37	29	6	80

3.6.2 PREPARATION OF THE TEST:

'A pool of items was generated based on Class 7 topics, using multiple-choice questions (MCQs)'. The reasons for using MCQs include 'high reliability, ease of administration, and suitability for statistical analysis.'

3.6.2.1 ITEM WRITING AND ITEM SELECTION

Based on the selected topics, 'Comparing Quantities and Symmetry', the researcher prepared the Achievement Test with 80 multiple choice questions divided into 3 sections to identify the achievement of the students in the following intelligences: 'Section A – Linguistic Intelligence', 'Section B – Logical Mathematical Intelligence', and 'Section C – Visual Spatial Intelligence' The pilot testing version is appended at **Appendix 2**.

3.6.2.2 PILOT TEST

'The stage plays a crucial role in evaluating test items by identifying unclear questions, assessing administration procedures, and ensuring student comprehension' (Cohen et al., 2018). In this study, a group of sixteen students from a randomly selected school participated. 'At this stage, a smaller sample is generally sufficient, as these groups typically range from 10 to 30 students' (Cohen, Manion, & Morrison, 2018). 'This phase provides important qualitative feedback, allowing for necessary adjustments to improve the clarity and effectiveness of test items before moving forward with the pilot study' (Linn & Gronlund, 2000). The researcher prepared the scoring key and the test was scored. The scoring key is appended at **Appendix 3**.

With further feedback from the Math teachers, necessary changes were made to the grammar, language and sentence construction of the questions. The test items were constructed with the following criteria: (i) Each test item has a single correct answer, and (ii) Simple and clear language is used during instruction

3.6.2.3 ITEM ANALYSIS

The test was administered to 122 students from 5 schools which were selected through cluster sampling technique. The test was administered to obtain the difficulty value of each item and the discriminating power of each test item.

Scoring and Item Analysis

i) The papers were scored, one mark for the right response and no marks for the wrong response.

ii) 'When all the test papers were scored, they were arranged in the ascending order of marks. Papers of all the schools were considered together. The upper 27% and lower 27% of the students arranged in the ascending order with regard to their scores, were

selected. Hence for the item analysis low scoring students and high scoring students were considered.'

iii) 'The scores were listed for each test question. Every time a student answered a question correctly, it was marked in the table. This helped to count how many students got each question right. The table also made it easier to find out the item difficulty and item discrimination power.'

3.6.3 EVALUATION OF THE TEST

The evaluation of the Mathematics Achievement Test was carried out through a rigorous process to ensure that the instrument was both valid and reliable. The evaluation process involved calculating item difficulty and discrimination power, establishing reliability and validity of the test.

3.6.3.1 ITEM DIFFICULTY

'The percentage of correct responses was calculated, and items with difficulty levels outside the acceptable range (40%-70%) were excluded. 'The 'Item Difficulty Index' is inversely related to the actual difficulty of a test item; a higher difficulty index indicates an easier item, while a lower index represents a more challenging item' (Crocker & Algina, 2006). 'Items with a difficulty index exceeding 70% or below 40% were excluded from the final administration, as they may be too easy or too difficult to effectively discriminate

3.6.3.2 ITEM DISCRIMINATION

'Discriminating power was calculated based on the difference in correct responses between high and low-performing students.' 'Items with a discrimination power above 0.30 were retained' (Ebel & Frisbie, 1991; Osterlind, 2006). **Forty-two items** were retained for the final version.

Table 3.6: Item Difficulty & Discriminating Power

Item No. (Final Test)	Item No. (Pilot Study)	Item Difficulty %	Discriminating Power
SECTION A			
1	12	69.7	0.55
2	28	69.7	0.55
3	22	68.18	0.64
4	10	66.67	0.48
5	23	66.67	0.67
6	3	65.15	0.45
7	9	63.64	0.55
8	19	63.64	0.67
9	26	63.64	0.73
10	33	63.64	0.67
11	30	62.12	0.7
12	32	62.12	0.64
13	17	60.61	0.61

14	21	60.61	0.55
15	24	60.61	0.48
16	27	60.61	0.79
17	25	59.09	0.76
18	29	59.09	0.64
19	34	57.58	0.55
20	13	56.06	0.7
21	16	50	0.64
22	14	43.94	0.52
23	31	40.91	0.52
SECTION B			
24	43	63.64	0.73
25	44	63.64	0.73
26	47	60.61	0.61
7	48	60.61	0.79
28	40	54.55	0.67
29	41	53.03	0.33
30	50	53.03	0.52

31	45	48.48	0.67
32	46	45.45	0.55
SECTION C			
33	59	65.15	0.52
34	63	60.61	0.48
35	58	57.58	0.55
36	68	56.06	0.33
37	70	53.03	0.76
38	66	50	0.39
39	71	50	0.64
40	80	50	0.33
41	64	48.48	0.61
42	78	48.48	0.55

3.6.3.3 ADMINISTRATION OF THE FINAL VERSION FOR RELIABILITY TESTING

'The Final Version of the Test', had 42 items – with Section A: 'Linguistic Intelligence' having 23 questions, Section B: 'Logical Mathematical Intelligence' having 9 questions and Section C: 'Visual Spatial Intelligence' having 10 questions. This final version was administered to 167 students from 5 schools. 'Cluster Sampling

Technique' was used. According to Anastasi & Urbina (1997), '100–200 students are acceptable for local standardization. A sample of 167 students from 5 schools is sufficient for reliability testing (e.g., Split-Half, KR-21)' and 'preliminary validity checks' (Gregory, 2015). 167 students from multiple schools are 'reasonable for school-based assessments' (McMillan & Schumacher, 2014).

3.6.3.4 RELIABILITY

Reliability testing is essential 'to ensure that an assessment tool consistently measures what it intends to measure.' 'A reliable instrument yields stable and consistent results across repeated applications or different sets of similar participants, minimizing random errors' (Creswell & Creswell, 2018). In educational research, 'high reliability means that variations in test scores are due to actual differences in learners' abilities rather than inconsistencies in the measurement itself' (Fraenkel, Wallen, & Hyun, 2012). 'Establishing reliability is critical to enhancing the credibility and generalizability of research findings. Techniques such as the Split-Half method and Kuder-Richardson formulas (KR-20 and KR-21) are commonly employed to evaluate the internal consistency of tests, especially when items are dichotomously scored' (McMillan & Schumacher, 2010). Without demonstrating adequate reliability, conclusions drawn from research data remain questionable and less impactful. 'The reliability was tested using the Split-Half and KR-21 methods.' In the Split Half Method, the reliability of the test-scores was estimated from a single administration of a test. The test was administrated on the sample selected for final administration, and then it was divided in half for scoring purposes. To split the test into halves which are most equivalent, the usual procedure is to score the even numbered items and the odd numbered items separately. This provides, two scores for each student, which, when correlated, provides a measure of internal consistency. This coefficient indicates the degree to which the two halves of the test are equivalent. To estimate the reliability of

the scores based on the full length test the Spearman Brown formula was applied. This formula is as follows:

Reliability on full test = (2 X Reliability on half test) / (1 + Reliability on half test)

According to Garret (1953) the split-half method is generally regarded as the best of the method for determining test reliability owing to certain advantage. They are (i) data is obtained on one single administration (ii) similar conditions prevail in the administration of the two halves (iii) the coefficient of correlation is more reliable (iv) the question of practice effect does not arise.

The product-moment coefficient of correlation between the scores on even and odd items was calculated. The scores on even and odd items of all the students of the sample were arranged in a bivariate table. To establish the reliability of the scores based on the full-length test the Spearman Brown formula was applied. The reliability was found to be 0.92832. The KR 21 method provides a measure of internal consistency without splitting the test into half. The formula for reliability estimates by KR 21 is -

Reliability estimate (KR 21) = $[K/(K-1)]\ [1 – (M(K-M))/KS^2)]$

where K represents the number of items in the test, M represents the mean of the test scores, and S represents the standard deviation of the test scores. The reliability was found to be 0.925326.

Establishing the reliability of the Mathematics Achievement Test using both the Split-Half Method and the Kuder-Richardson Formula 21 (KR-21) provides a comprehensive assessment of the test's internal consistency. Each method offers unique insights into the reliability of the test, and their combined use ensures a robust evaluation of the test’s consistency. Both methods were used to test reliability for

cross-verification of reliability estimates, addressing methodological limitations, and comprehensive internal consistency assessment

3.6.3.5 VALIDITY

Validity testing is crucial to 'ensure that an assessment Measures exactly what it is supposed to measure.' 'A test may be reliable (consistent) but still not valid if it does not assess the correct construct or skill' (Creswell & Creswell, 2018). 'Validity determines the extent to which the interpretations and uses of test scores are meaningful and appropriate' (Fraenkel, Wallen, & Hyun, 2012). In educational research, 'establishing validity is important to ensure that conclusions drawn from the data truly reflect the students' abilities or knowledge in the targeted area' (McMillan & Schumacher, 2010). Validity provides evidence that the test covers the intended material comprehensively and aligns with theoretical concepts. Without sufficient validity, the findings of a study may be misleading or inaccurate. 'The test was reviewed for face and content validity by experts', and 'the Content Validity Ratio' (CVR).

Face validity refers to how much the test appears to measure what it is supposed to measure, based on general perception. The test was given to Experts i.e. Professors, Associate Professors, Heads of Schools, Senior Mathematics educators, and Researchers to check if it appears appropriate, relevant, and clear for measuring mathematics achievement.

Content validity refers to the extent to which a test covers all aspects of the concept being measured. In order to establish content validity, the test items were compared with the Try Out and Pilot Version of the Test. The test was given to Experts i.e. Professors, Associate Professors, Heads of Schools, Senior Mathematics educators,

and Researchers who reviewed the test for alignment with curriculum standards and cognitive levels.

Also, Content Validity Ratio was calculated. Content Validity Ratio (CVR) of the test is calculated using the method developed by C.H. Lawshe (1975).

The formula for calculating content validity is:

Content Validity Ratio (CVR) = {n(e) – (N/2)}/ (N/2), where,

n(e) is the number of SME (Subject Matter Expert) panelist indicating the item as essential, and N is the total number of SME panelists

Table 3.7: Minimum value of Content validity for different panelists as per C.H. Lawshe (1975)

Number of panel list	Minimum value
5	0.99
6	0.99
7	0.99
8	0.85
9	0.78
10	0.62
11	0.59
12	0.56
13	0.54

14	0.51
15	0.49
20	0.42
25	0.37
30	0.33
35	0.31

To calculate the Content Validity Ratio, the test was sent to 10 experts which included Professors, Associate Professors, Heads of Schools, Senior Mathematics educators, and Researchers. Following Lawshe's (1975) method, the panel of experts rated the relevance of each test item. Items with **CVR** values above 0.62 (for 10 experts) were retained as per the table given by Lawshe (1975).

Table 3.8: Content Validity Ratio of each test item

Linguistic Intelligence		
Q.No.	**ne**	**CVR**
1	9	0.8
2	9	0.8
3	10	1
4	10	1
5	8	0.8
6	10	1
7	9	0.8

Logical Mathematical Intelligence		
Q.No.	**ne**	**CVR**
24	10	1
25	10	1
26	9	0.8
27	8	0.8
28	10	1
29	10	1
30	10	1

Visual Spatial Intelligence		
Q.No.	**ne**	**CVR**
33	9	0.8
34	10	1
35	10	1
36	10	1
37	10	1
38	9	0.8
39	10	1

8	10	1
9	10	1
10	9	0.8
11	10	1
12	10	1
13	9	0.8
14	10	1
15	10	1
16	9	0.8
17	10	1
18	10	1
19	8	0.8
20	9	0.8
21	8	0.8
22	9	0.8

31	10	1
32	10	1

40	10	1
41	10	1
42	10	1

Table 3.9: Blueprint of the Final Test

(Numbers in brackets indicate number of questions and numbers outside the brackets indicate marks per question).

Objectives	**Knowledge**	**Understanding**	**Apply**	**Skill**	**Total Marks**
Content\Form of Questions	**Objective**	**Objective**	**Objective**	**Objective**	
8.2	(1)1	(2)1	(2)1		5

8.3		(7)1	(4)1		11
8.4		(3)1	(4)1		7
8.5	(1)1	(2)1	(4)1		7
8.6			(2)1		2
14.2		(2)1	(1)1		3
14.3	(1)1	(2)1		(1)1	4
14.4			(3)1		3
Total	3	18	20	1	42

The Final Test paper is appended at **Appendix 4** and the scoring key is appended at **Appendix 5**

3.7 DEVELOPMENT OF LESSON PLANS BASED ON MULTIPLE INTELLIGENCE-BASED TEACHING ACTIVITIES

The development of lesson plans based on Multiple Intelligence (MI) theory formed a crucial part of this study. Rooted in Howard Gardner's Theory of Multiple Intelligences (1983), which proposes that intelligence is not a single general ability but a combination of distinct modalities, this research focused on three primary intelligences: linguistic, logical-mathematical, and visual-spatial. These were selected for their direct relevance to the cognitive demands of the Class VII mathematics curriculum. The chapters "Comparing Quantities" and "Symmetry" were chosen from the state-prescribed syllabus, as they offered rich opportunities to incorporate diverse MI-based instructional strategies. Each lesson plan was structured using the 5E Instructional Model—Engage, Explore, Explain, Elaborate, and Evaluate—which allowed the integration of MI-based activities into a cohesive and inquiry-driven teaching process.

The development process began with a detailed content analysis to identify suitable topics. This was followed by selecting specific activities aligned with each

intelligence, and integrating them across the five phases of the 5E model. To ensure the effectiveness and feasibility of the lesson plans, they were validated by experts and piloted in classroom settings. Teachers were also oriented on the implementation of MI-based activities to ensure consistency and fidelity during the intervention. These lesson plans promoted student-centered learning and inclusivity by accommodating diverse learning styles within the classroom. The approach was supported by existing research, including studies by Kornhaber et al. (2004) and Campbell & Campbell (1999), which highlight the positive impact of MI-based instruction on student engagement and academic performance. Thus, the MI-based lesson plans developed in this study were not only theoretically grounded but also practically oriented to enhance mathematics achievement among Class VII students in Goa.

3.7.1 SELECTION OF APPROPRIATE INTELLIGENCES FOR THE STUDY

Linguistic, Logical-Mathematical, and Visual-Spatial Intelligences were selected for the present study over other intelligences due to their direct and substantial alignment with the core demands of mathematics instruction. While Howard Gardner's (1983) theory of Multiple Intelligences includes a broad spectrum of intelligences—such as Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic, and Existential—not all intelligences contribute equally or directly to the cognitive processes involved in mathematics learning and achievement. Logical-Mathematical Intelligence is most inherently connected to mathematical cognition, involving capabilities such as reasoning, numerical manipulation, classification, and deductive thinking. These are essential processes for understanding mathematical structures, problem-solving, and conceptual application (Gardner, 1999; Armstrong, 2009). Due to its strong association with mathematical performance, this intelligence is foundational in studies aiming to enhance mathematics achievement. Visual-Spatial Intelligence enables learners to interpret and process spatial information, visualize

patterns, and manipulate geometrical and abstract forms mentally. These skills are particularly important for mathematics learning, where concepts often require visual modeling and spatial reasoning (McClellan & Conti, 2008; Sulaiman, Hassan, & Baki, 2010). Research shows that visual-spatial strategies enhance students' understanding of abstract ideas and improve their engagement with visual representations such as graphs, shapes, and data charts (Ozdemir, Guneysu, & Tekkaya, 2006). Linguistic Intelligence, while traditionally associated with verbal ability, also plays a critical support role in mathematics through the interpretation of word problems, articulation of reasoning, and collaborative communication in problem-solving contexts. Mathematical understanding often depends on the ability to comprehend symbolic language, follow instructions, and explain solutions—skills strongly rooted in linguistic intelligence (Lazear, 2003; Yavuz, 2010). In contrast, other intelligences—such as Musical, Bodily-Kinesthetic, Interpersonal, or Naturalistic—though valuable in holistic education, do not align as directly with the primary cognitive and representational modes required for mathematical learning. For instance, Musical Intelligence may support rhythm and pattern recognition, but it does not significantly enhance problem-solving or logical reasoning in conventional mathematics education (Gardner, 1999). Similarly, Bodily-Kinesthetic Intelligence is more applicable in physical learning environments or in disciplines such as physical education and the arts. Interpersonal and Intrapersonal Intelligences are essential for socio-emotional development and metacognitive awareness but are more indirectly related to core mathematical competencies. Therefore, the selection of Linguistic, Logical-Mathematical, and Visual-Spatial Intelligences is justified on the basis of their cognitive proximity to the nature of mathematics learning, their proven efficacy in previous empirical studies, and their compatibility with instructional strategies aimed at improving mathematical achievement.

Multiple Intelligence-based teaching activities outlined in established sources like Armstrong (2009) and Wheeler (2007) were used for the present study. These activities are widely recognized in the educational research community.

3.7.2 IDENTIFICATION OF TOPICS AND CONTENT

The selection of "Comparing Quantities" for Linguistic and Logical-Mathematical Intelligence-based teaching activities, and "Symmetry" for Visual-Spatial Intelligence-based teaching activities in the present study is grounded in a thorough content analysis of all fifteen chapters of the Class VII Mathematics curriculum. **(Appendix 6).** This analytical approach revealed the pedagogical potential and alignment of these topics with the respective intelligences, making them more conducive to the study's objectives.

"Comparing Quantities" emerged as particularly suited for both Linguistic and Logical-Mathematical intelligences. The topic involves the interpretation of real-life scenarios such as percentages, ratios, profit and loss, interest, and discounts—all of which require verbal reasoning, comprehension, and mathematical calculation. According to Gardner (2011), linguistic intelligence is not confined to language arts but includes the ability to use language to describe events and solve problems, which is critical in interpreting word problems and mathematical contexts. Logical-Mathematical intelligence, as defined by Gardner, involves the capacity to analyze problems logically and perform mathematical operations. "Comparing Quantities" is inherently rich in these operations, demanding analysis, pattern recognition, and quantitative reasoning, thus making it an optimal fit. In contrast, the topic of "Symmetry" aligns strongly with Visual-Spatial intelligence, which Gardner (2011) defines as the ability to visualize and manipulate objects and space. The content of the chapter deals explicitly with identifying lines of symmetry, reflective symmetry, and rotational symmetry in geometric shapes—concepts that inherently involve visual

processing, pattern recognition, and spatial awareness. Research indicates that Visual-Spatial learners benefit greatly from activities that involve diagrams, visualization, and hands-on manipulation (Furnham, 2001), making "Symmetry" a particularly effective topic for this intelligence. Other chapters, while important in the curriculum, did not demonstrate the same degree of alignment with the targeted intelligences based on content analysis. For instance, topics like "Exponents and Powers" or "Algebraic Expressions" lean heavily on abstract symbolic manipulation with limited linguistic or spatial engagement, making them less ideal for multiple intelligence-based differentiation in this context. Similarly, while "Visualising Solid Shapes" engages spatial reasoning, its scope is narrower and less interactive compared to "Symmetry," which allows for more dynamic visual-spatial activity design.

Thus, the chosen topics maximize the potential for differentiated instruction grounded in Gardner's Multiple Intelligences Theory, ensuring a robust alignment between content, pedagogy, and learner strengths.

Nineteen concepts spanning over these two topics were considered for the study. The Researcher carried out Standardization of the Math Achievement Test towards the beginning of the academic year. The test items are chosen from Class 7th mathematics text book, of Directorate of Education Govt. of Goa. The selected topics were not taught in Class 7^{th} when the Achievement Test was being constructed as the topics were from second term of Class 7^{th}. However, the Class 8^{th} students who had just started with the academic year had studied the topics for their Class 7^{th} final exam. So, the test was constructed by administering it to the Class 8^{th} students.

3.7.3 SELECTION OF 5E MODEL

Several instructional models were used in various studies related to mathematics education. The Direct Instruction Model was employed by Darch, Carnine, and Gersten (1984) to enhance mathematics performance among students with learning

disabilities. This teacher-directed approach improved procedural fluency but was limited in encouraging conceptual understanding and learner autonomy. Kolb's Experiential Learning Model was utilized by Yilmaz and Soyer (2018) in teaching mathematics through hands-on experiences, which enhanced problem-solving skills and learner engagement. However, it lacked a structured and sequenced instructional design applicable across varied mathematics topics. The Madeline Hunter Model (Instructional Theory into Practice – ITIP), often used to structure teacher-centered instruction, was applied in mathematics classrooms by Lumpe and Staver (1995). While it improved lesson clarity and teacher delivery, it offered limited scope for inquiry or student-driven learning. Similarly, Savery (2006) highlighted the effectiveness of Inquiry-Based Learning (IBL) in promoting critical thinking in mathematics, but noted its dependence on strong teacher facilitation and learner preparedness, making it difficult to implement uniformly.

The researcher followed the 5E Instructional Model developed by Bybee et al. (2006). The reasons for selecting the 5E model by the researcher are as follows: -

The 5E Instructional Model developed by Bybee et al. (2006) was selected for the present study as it provides a well-structured yet flexible framework that is particularly suitable for integrating Multiple Intelligences-based activities in mathematics. The model's five phases—Engage, Explore, Explain, Elaborate, and Evaluate—support a learner-centered environment that fosters active participation, inquiry, conceptual understanding, and reflective thinking. It aligns naturally with linguistic, logical-mathematical, and visual-spatial intelligences, which were the focus of this study. This alignment makes the 5E Model an inclusive and adaptable pedagogical approach, especially effective for the diverse cognitive profiles found in middle school learners. Moreover, the 5E Model promotes constructivist, inquiry-driven learning that is crucial for sustaining attention and improving understanding in mathematics. It moves

beyond rote memorization to emphasize deep conceptual learning and long-term retention, which are critical for effective problem-solving. The effectiveness of this model has been empirically supported: Bhuyan and Zafar (2018) and George (2020) reported significantly higher mathematics achievement among students taught using the 5E Model as compared to those taught using traditional methods. Additional support comes from Duran and Duran (2004), who noted improved student attitudes and reasoning abilities, and Bybee et al. (2006), who emphasized the model's value in fostering inquiry and critical thinking. Therefore, the 5E Model was considered the most appropriate instructional approach for enhancing the mathematics achievement of Class VII students in Goa through Multiple Intelligence-based teaching activities

'The five phases' of the '5E Model' used by the researcher to develop the lesson plans are:

i) Engage phase: Activates the prior knowledge of the learners

ii) Explore phase: Uses hands-on activities to promote self-discovery

iii) Explain phase: Facilitates understanding through discussion

iv) Elaborate phase: Applies concepts in new contexts

v) Evaluate phase: Assesses learning through assessments

The integration of the Multiple Intelligence-based activities with 5E Instructional Model is supported by educational research (Madhuri et al., 2012; Çelik & Ekinci, 2015). Studies have shown that such integration leads to improved student motivation, understanding, and achievement, particularly in subjects that benefit from conceptual clarity like mathematics. The structured format of the 5E Model complements the flexibility of the Multiple Intelligence-based teaching approach, making it an effective framework for lesson delivery in diverse classrooms. Therefore, in this study, the

integration of these two models served to foster an inclusive, engaging, and pedagogically sound learning environment. The researcher developed all lesson plans for the Experimental Group using this combined approach to maximize the effectiveness of the intervention.

3.7.4 DESIGN OF LESSON PLANS BASED ON LINGUISTIC INTELLIGENCE

The lesson plans designed for Linguistic Intelligence incorporated a variety of language-rich activities such as storytelling, group discussion, brainstorming, interactive writing on the board, worksheet-based problem-solving, journal writing, and individualized reading and reflection (Gardner, 1983). These activities were intentionally chosen to foster verbal and written expression, catering to the linguistic strengths of students, as suggested by Gardner's Theory of Multiple Intelligences (1983), which highlights the importance of language in learning. **(Appendix 7)**

i) Engage Phase: In the Engage phase of the lesson plans, activities tailored to Linguistic Intelligence were designed to stimulate interest and connect with students' prior knowledge through verbal and written expression. Strategies such as storytelling were used to introduce mathematical concepts in a relatable context, followed by tasks where students were encouraged to write a similar story, thereby reinforcing comprehension and creativity (Ekinci & Çelik, 2015). The teacher also used questioning techniques to prompt curiosity and guide initial thinking, while class discussions provided opportunities for students to articulate their ideas and engage in collaborative exploration of the topic (Gredler, 2009). These activities not only captured students' attention but also laid the groundwork for deeper engagement with the content.

ii) Explore Phase: In the Explore phase, the lesson plans for Linguistic Intelligence included interactive and language-rich activities designed to deepen understanding through verbal expression and collaboration. One key strategy was brainstorming, where students actively generated ideas and examples related to mathematical concepts from their own experiences (Gredler, 2009). These ideas were then written on the board and used as a basis for discussion, helping students make real-world connections. The teacher posed guiding questions to prompt deeper thinking and encouraged students to share their experiences, fostering engagement and peer learning (Çelik & Ekinci, 2015). These language-based activities allowed students to explore and construct knowledge collaboratively through speaking, listening, and critical thinking.

iii) Explain Phase: In the Explain phase, the activities developed for Linguistic Intelligence emphasized verbal communication and clarity in expressing mathematical ideas. The teacher facilitated interactive explanations, encouraging student participation in the process of articulating concepts and reasoning (Gardner, 1983). Through detailed explanations and relevant examples, students were guided to understand the underlying principles of the topic. The use of the board to visually break down the steps complemented the verbal instruction, allowing students to follow the logical sequence of the solution process (Gredler, 2009). This phase capitalized on linguistic strengths by combining spoken language with written representation to support comprehension and reinforce learning.

iv) Elaborate Phase: In the Elaborate phase, the activities designed for Linguistic Intelligence focused on reinforcing and extending conceptual understanding through verbal and written communication. Students were engaged in problem-solving exercises that required them to apply their knowledge to new and increasingly complex situations, encouraging logical reasoning and explanation (Çelik & Ekinci,

2015). Worksheet problems provided structured opportunities for practice, while the teacher's strategy to read out the questions aloud supported auditory learners and ensured inclusivity in classroom participation (Gardner, 1983). These activities encouraged students to think critically, express their understanding verbally, and strengthen their comprehension through the use of language, aligning effectively with the strengths of linguistically inclined learners.

v) Evaluate Phase: In the Evaluate phase, the activities designed for Linguistic Intelligence aimed to assess students' understanding through verbal and written expression. Students engaged in peer review, where they read and evaluated each other's solutions, offering constructive feedback to promote reflection and dialogue (Gredler, 2009). This activity not only reinforced their comprehension but also honed their communication skills. Additionally, journal writing was used as a reflective tool, with students composing brief entries that explained mathematical concepts in their own words (Gardner, 1983). This allowed them to internalize and articulate their learning experiences. The sharing of journal entries with the class encouraged students to express ideas clearly and confidently, fostering a linguistically enriched evaluation process that supported both comprehension and critical thinking.

The activities selected for the lesson plans were specifically chosen from the activities outline in established sources like Armstrong (2009) and Wheeler (2007) for Linguistics Intelligence. These activities are widely recognized in the educational research community. Since the activities themselves are grounded in sound educational theoryfor their alignment with the objectives of enhancing mathematical achievement through Linguistic Intelligence. These activities—such as storytelling, group discussions, brainstorming, journal writing, and worksheet exercises—were not only designed to stimulate linguistic engagement but also serve as effective tools for reinforcing abstract mathematical concepts. According to Gardner (1983), Linguistic

Intelligence thrives on activities that engage students in verbal and written expression, which are essential for articulating complex mathematical ideas. Storytelling, for instance, allows students to frame mathematical concepts in relatable narratives, making them easier to comprehend and internalize. Additionally, activities like brainstorming and group discussions help students connect mathematical concepts to real-life experiences, fostering active engagement and collaborative learning (Armstrong, 2009).

Furthermore, these activities were chosen for their practicality and adaptability in a middle school classroom. Activities like group discussions and brainstorming are easy to facilitate, require minimal resources, and provide opportunities for peer collaboration, which is crucial in promoting critical thinking and problem-solving. In contrast, other activities suggested by Armstrong and Wheeler (2009), while valuable, may be more difficult to implement in large, mixed-ability classrooms or require more preparation time. The selected activities, by contrast, can be easily integrated into classroom settings with varying levels of student engagement.

As Gredler (2009) suggests, activities like journaling not only engage students in writing about mathematical concepts but also provide an opportunity for them to reflect on their learning. By using activities that actively engage students and encourage cognitive reflection, these lesson plans avoid the trap of passive learning—such as simple memorization—and promote deeper understanding and long-term retention of mathematical concepts.

Additionally, the activities were carefully selected to fit the cultural and contextual needs of the classroom. Given that the study was conducted in a middle school in Goa, the emphasis on individual expression and collaborative learning aligns well with the sociocultural context of Indian classrooms. As Vygotsky (1978) emphasized, collaborative learning and social interaction play a critical role in cognitive

development, and these activities foster an inclusive learning environment that supports a range of learning styles, especially for auditory and verbal learners.

Finally, while Armstrong and Wheeler's (2009) extensive list of activities is valuable, only those that directly aligned with the goals of the 5E Model were chosen. The 5E Model requires activities that support engagement, exploration, explanation, elaboration, and evaluation of mathematical concepts. The selected activities were specifically tailored to integrate seamlessly into these phases, facilitating the development of mathematical reasoning through linguistic expression (Bybee et al., 2006). Activities that were too generalized or not directly applicable to the study's objectives were excluded to ensure the lesson plans would be both effective and focused.

Thus, the chosen activities were prioritized for their ability to support the development of Linguistic Intelligence, foster active learning, and reinforce conceptual understanding in mathematics, while also being practical and culturally relevant for the classroom context.

3.7.5 DESIGN OF LESSON PLANS BASED ON LOGICAL MATHEMATICAL INTELLIGENCE

The activities used in the lesson plans based on Logical-Mathematical Intelligence include solving mathematical problems on the board, translating mathematical concepts into formulas, calculations and quantification, classifications and categorizations, Socratic questioning, heuristics (simple rules of thumb), scientific thinking, problem-solving exercises, and logical sequential presentation of subject matter. **(Appendix 8)**

i) Engage Phase: In the Engage phase, activities were designed to activate students' critical thinking and curiosity by introducing real-life scenarios relevant to the

mathematical concepts they were about to learn. The activities were structured to foster logical reasoning and problem-solving skills from the outset. Socratic questioning was employed to guide students' thinking, stimulating their ability to analyze and logically approach the subject matter (Gardner, 1983). These activities also included opportunities for students to relate real-world problems to the mathematical content, encouraging them to make connections between theory and practice (Armstrong & Wheeler, 2009).

ii) Explore Phase: In the Explore phase, activities designed for Logical-Mathematical Intelligence aimed to deepen students' understanding through active problem-solving and analytical exercises. These activities involved calculations, where students practiced mathematical operations to reinforce their understanding. Worksheets with problem-solving exercises were used to promote the application of mathematical knowledge. Additionally, students were asked to classify and categorize mathematical elements based on shared properties, fostering critical thinking and logical analysis (Armstrong & Wheeler, 2009). Visual aids, such as charts, were also incorporated to help students explore different problem types and improve their conceptual understanding through systematic exploration.

iii) Explain Phase: In the Explain phase, the focus shifted to clear, structured reasoning and understanding of mathematical principles. The teacher provided detailed explanations of concepts, often utilizing heuristics or simple problem-solving strategies that helped students navigate complex procedures. Socratic questioning was also applied in this phase to encourage deeper thought and dialogue, guiding students through step-by-step reasoning processes (Gardner, 1983). By breaking down mathematical problems into manageable steps, the lesson allowed students to develop a deeper understanding of the concepts while enhancing their logical and sequential thinking.

iv) Elaborate Phase: The Elaborate phase emphasized the application of learned concepts to new and increasingly complex situations. Students engaged in collaborative problem-solving exercises where they applied their understanding to real-life scenarios, further strengthening their problem-solving skills. Activities such as categorizing data and analyzing mathematical patterns encouraged students to use logical reasoning in unfamiliar contexts. These activities allowed students to apply their knowledge in a more independent and creative way, fostering both critical thinking and deeper conceptual understanding (Armstrong & Wheeler, 2009). Additionally, group discussions facilitated the exchange of ideas, where students articulated their reasoning and presented solutions, reinforcing their analytical skills.

v) Evaluate Phase: The Evaluate phase included a structured quiz that tested students' ability to apply their logical-mathematical skills to solve problems independently. This formal assessment allowed students to demonstrate their understanding of the mathematical concepts taught during the lesson. Through this evaluation, students were able to assess their own mastery of the subject, while the teacher was able to measure the effectiveness of the lesson plans in achieving the learning objectives (Gredler, 2009).

The selected activities for the lesson plans were carefully aligned with the overarching objective of enhancing mathematical achievement through Logical-Mathematical Intelligence. These activities—such as problem-solving exercises, calculations, and translating concepts into formulas—are inherently suited to the nature of mathematics, which relies heavily on logical reasoning, quantitative analysis, and systematic problem-solving (Gardner, 1983). They serve to reinforce abstract mathematical concepts by providing opportunities for students to apply analytical skills to solve complex problems. Logical-Mathematical Intelligence emphasizes reasoning, critical thinking, and structured problem-solving, and the use of Socratic questioning,

classifications, and heuristic strategies enables students to actively engage with the content and think critically (Armstrong & Wheeler, 2009). These approaches promote higher-order thinking by encouraging students to analyze, categorize, and solve problems in a systematic manner, thereby deepening their conceptual understanding.

The activities were also selected for their practicality and adaptability in a middle school setting. Exercises like problem-solving, classification, and mathematical computation are easy to implement, even in classrooms with diverse student needs. Socratic questioning and heuristic techniques foster peer interaction, prompting students to articulate their reasoning and collaborate meaningfully, making these activities suitable for both large and small group dynamics (Armstrong & Wheeler, 2009). Additionally, the focus on active learning is evident in the hands-on nature of these tasks, which engage students in exploration and independent thinking. Reflective strategies, such as Socratic dialogue and heuristic reasoning, encourage metacognition, allowing students to evaluate their own problem-solving processes—an essential component of long-term conceptual mastery (Gredler, 2009).

The lesson plans also integrated real-life scenarios during the Engage and Elaborate phases to help students connect mathematical concepts to everyday experiences. Solving problems rooted in real-world contexts not only increases student motivation but also underscores the relevance of mathematics in practical life, thus bridging the gap between theory and application (Armstrong & Wheeler, 2009). Finally, the chosen activities support inclusive teaching practices by offering multiple entry points for learners with diverse needs. While logical-mathematical learners benefit from structured problem-solving, collaborative strategies like group discussions and Socratic questioning provide avenues for peer feedback and cooperative learning. This inclusive approach ensures that students with varying levels of proficiency can meaningfully participate and benefit from the lesson (Gardner, 1983). Collectively,

these well-considered activities foster a learning environment that nurtures logical reasoning, critical thinking, and the practical application of mathematical concepts, ultimately contributing to improved student achievement in mathematics.

3.7.6 DESIGN OF LESSON PLANS BASED ON VISUAL SPATIAL INTELLIGENCE

The lesson plans which are designed have incorporated a range of activities aimed at nurturing Visual-Spatial Intelligence, including visualization, diagrams, colour cues, picture metaphors, sketching, visual thinking exercises, idea sketching, and the use of graphic symbols. According to Gardner (1983), Visual-Spatial Intelligence involves the capacity to think in images and visualize accurately and abstractly. These activities were strategically selected to align with this intelligence, fostering spatial reasoning and conceptual clarity in mathematics instruction. **(Appendix 9)**

i) Engage Phase: In the Engage phase, the focus was on building conceptual understanding through visual exploration and sensory perception. Visualization exercises, such as blindfolding and the use of real-life objects, helped activate students' spatial thinking and perception. Students were shown images of regular polygons—like equilateral triangles, squares, and regular pentagons—and asked to visually examine and identify symmetry and balance. These exercises were followed by guided class discussions, which encouraged students to share observations and reflect on visual elements. To reinforce the concept of symmetry, teachers used color cues—such as drawing vertical and horizontal lines of symmetry with colored chalk on images—thereby offering a visual anchor to abstract ideas. As Armstrong and Wheeler (2009) note, the use of visual tools such as color and spatial relationships enhances student engagement and helps make abstract mathematical concepts more accessible.

ii) Explore Phase: During the Explore phase, the lesson plans emphasized spatial reasoning through the use of imagery and visual analysis. Picture metaphors were employed to introduce abstract ideas by linking them to familiar real-world objects, making it easier for students to visualize and relate to the content. Cut-outs and hands-on visual aids were used to enrich the learning experience. Students participated in idea sketching and interactive visual tasks, allowing them to construct and manipulate visual representations of mathematical ideas. Activities involving the rotation of paper to explore rotational symmetry helped students observe patterns dynamically, encouraging them to mark angles at which symmetry was observed. These tasks supported students in building mathematical understanding through experiential and visual engagement (Armstrong, 2009).

iii) Explain Phase: In the Explain phase, the researcher utilized visual representations and graphic symbols to clarify mathematical concepts. For example, drawings of regular polygons on the board were used to highlight properties such as symmetry, angles, and structure. These visuals served as anchors for classroom discussions and allowed students to analyze and interpret visual data collaboratively. Interactive explanations were encouraged, enabling students to build their own visual models and share their interpretations. According to Gagné, Yekovich, and Yekovich (1993), this kind of visual scaffolding plays a critical role in supporting the cognitive processes underlying mathematical learning, especially for visual-spatial learners.

iv) Elaborate Phase: The Elaborate phase focused on deepening conceptual understanding through creative visual tasks. Students were asked to engage in idea sketching and to represent mathematical relationships visually, supporting both conceptual understanding and creative thinking. These tasks were designed not only to reinforce prior knowledge but also to allow students to express mathematical reasoning in their own unique visual formats. Peer interaction was encouraged, with

students working in pairs to review and critique each other's visual outputs. This process facilitated visual comparison and discussion, fostering reflective thinking and collaboration—essential elements in nurturing Visual-Spatial Intelligence (Armstrong & Wheeler, 2009).

v) Evaluate Phase: In the Evaluate phase, students were assessed through visual interpretation and production. Worksheets featuring graphic symbols required them to apply concepts using diagrams and color-coded cues. The class was divided into two groups to allow for collaborative analysis and comparison of visual patterns. A Q&A session was held at the end, during which students were encouraged to explain their understanding using visual methods. This approach ensured that learners with strong visual-spatial abilities could effectively demonstrate their comprehension through preferred modalities, thus maintaining alignment with their cognitive strengths (Gardner, 1983; Gredler, 2009).

The activities selected for the lesson plans were specifically chosen for their alignment with the objectives of enhancing mathematical achievement through Visual-Spatial Intelligence. These activities—such as visualization, use of diagrams and color cues, picture metaphors, sketching, visual thinking exercises, idea sketching, and graphic symbols—were designed to engage students' spatial reasoning and support the development of abstract mathematical understanding through visual means. According to Gardner (1983), Visual-Spatial Intelligence involves the capacity to perceive the visual-spatial world accurately and to perform transformations upon those perceptions. Visualization exercises, such as exploring symmetry through blindfolding, examining objects, or using image-based stimuli, allowed students to construct internal visual representations of geometric concepts. Activities like color-coded diagrams and sketching helped in reinforcing the spatial structure of concepts

such as symmetry and rotation, thereby making abstract ideas more concrete and accessible.

Furthermore, these activities were selected for their adaptability and practicality in a middle school classroom. Activities like sketching patterns, interpreting diagrams, and visually exploring real-world objects for symmetry are easy to implement, require minimal resources, and allow students of varied abilities to engage meaningfully with the content. The use of visual metaphors and interactive image-based tasks encourages not only individual reflection but also collaborative learning through peer interaction and feedback. As Armstrong and Wheeler (2009) suggest, these forms of expression support creative thinking and are especially beneficial for learners who struggle with purely verbal or numerical instruction.

The lesson plans also emphasized the development of higher-order thinking skills through visual reasoning and reflection. As Gagné, Yekovich, and Yekovich (1993) state, the use of visual stimuli in instruction supports the organization and retrieval of information from long-term memory, which in turn enhances problem-solving and analytical reasoning. By incorporating tasks like interactive sketching and spatial mapping, students were given opportunities to visualize problems, create mental models, and connect geometric principles to their lived experiences.

Cultural and contextual relevance was also taken into account when selecting these activities. In the Indian classroom context, where students may come from diverse linguistic backgrounds, visuals often serve as a universal medium of instruction. Using familiar objects such as fruits, vegetables, and letters of the alphabet to demonstrate symmetry made the lessons more relatable and inclusive. As Armstrong (2009) notes, effective visual-spatial activities capitalize on learners' natural visual inclinations and help bridge gaps in understanding by translating verbal or symbolic content into a more intuitive format.

Additionally, only those visual-spatial activities that aligned closely with the phases of the 5E Model were chosen. Each activity was evaluated for its ability to support one or more stages—Engage, Explore, Explain, Elaborate, and Evaluate—ensuring a coherent and structured learning experience. For instance, visual metaphors and object manipulation were ideal for the Engage and Explore phases, while sketching and diagram interpretation supported the Explain and Elaborate phases. The Evaluate phase included tasks such as graphic-symbol-based assessments and peer-reviewed visual tasks to gauge student understanding. Activities that lacked clear integration with the lesson goals or required excessive instructional time were not included.

In conclusion, the selected activities for Visual-Spatial Intelligence were prioritized for their ability to promote spatial reasoning, support visual learning preferences, and reinforce mathematical understanding in a creative, practical, and contextually relevant manner, ultimately contributing to enhanced student achievement in mathematics.

3.7.7 VALIDATION OF THE LESSON PLANS

The Multiple Intelligences-based lesson plans developed for this study underwent a comprehensive validation process to ensure their pedagogical soundness and alignment with curriculum standards. Firstly, pilot testing was conducted using the cluster sampling technique, whereby four schools from North Goa were selected. The pilot implementation involved Class VII students from these schools. The lesson plans were trialed in real classroom settings, and the feedback obtained did not necessitate any modifications, indicating their initial adequacy and applicability.

Secondly, content validity was established using the Content Validity Index (CVI). A panel of subject matter experts was engaged to assess the relevance, clarity, and congruence of each component of the lesson plans with the prescribed learning

objectives. In accordance with established standards, CVI values exceeding 0.78 are considered acceptable (Polit & Beck, 2006). In the present study, the CVI value was calculated as 1.00 for both the lesson plans and the teaching programme, as rated by 7 and 8 experts respectively. This score signifies a unanimous agreement on the content validity of the instructional materials.

Thirdly, Inter-Rater Reliability (IRR) was employed to determine the consistency of expert judgments. The IRR for both the lesson plans and the teaching programme was recorded at 100%, again with 7 and 8 experts respectively, indicating complete consensus among the raters. According to Landis and Koch (1977), IRR values below 0.00 indicate poor agreement among raters, while values between 0.00 and 0.20 suggest slight agreement. An IRR in the range of 0.21 to 0.40 is considered to represent fair agreement, and values from 0.41 to 0.60 denote moderate agreement. Substantial agreement is indicated by IRR values ranging from 0.61 to 0.80, and values between 0.81 and 1.00 reflect almost perfect or excellent agreement. A percent agreement of 100% is interpreted as complete consensus among raters, which denotes an exceptionally high level of reliability and typically indicates that the evaluation criteria were well-defined and uniformly understood (Gwet, 2014; McHugh, 2012).

Table 3.10: Content Validity and Inter-Rater Reliability for lesson plans and teaching programme

Component	Total No. of Experts	CVI	IRR Percentage
CVI and IRR for Lesson Plans	7	1	100%
CVI and IRR for Teaching Programme	8	1	100%

PILOT STUDY

The researcher oriented the Math teachers in four schools in North Goa for the Pilot Study. The schools were selected using Cluster Sampling technique. There were no revisions in the lesson plans.

3.8 DEVELOPMENT OF 'LESSON PLANS FOR TRADITIONAL METHOD OF TEACHING MATHEMATICS'

The researcher prepared **'**Eight Traditional Lesson plans' to teach students in control group. **(Appendix 10)**

Lesson plans were developed for traditional method of teaching mathematics to provide a comparative basis for assessing the effectiveness of Multiple Intelligence-based teaching activities. Traditional teaching emphasizes a teacher-centered approach in which the teacher is the primary source of knowledge and students are passive recipients of information (Ornstein & Hunkins, 2018). This instructional approach generally involves direct instruction, rote memorization, repetition, and minimal student interaction, with the primary focus on content coverage and procedural fluency (Slavin, 2020).

Each lesson plan within the traditional framework was aligned with the Class VII Mathematics syllabus as prescribed by the Goa Board of Education and maintained consistency in terms of instructional time, learning outcomes, and assessment components. Lessons were designed in a structured format that began with a brief recap of previous concepts, followed by the introduction of new topics. The teacher explained definitions, demonstrated worked-out examples on the blackboard, and guided students through textbook exercises (Joyce, Weil, & Calhoun, 2015). The teacher asked factual or procedural questions to check students' understanding. The

teacher used teaching aids, and students were expected to listen attentively, and take notes.

This method emphasized solving mathematical problems through standard algorithms and rules, placing greater importance on repetition and accuracy rather than conceptual understanding or exploratory learning (Killen, 2016). Student participation was limited to answering closed-ended questions or copying notes, and assessments primarily focused on evaluating recall, procedural accuracy, and the ability to reproduce learned methods. Independent practice was reinforced through individual written exercises and homework assignments, with little or no group activity or use of learning aids.

While developing these lesson plans, emphasis was placed on authenticity to reflect the typical practices followed in traditional classrooms. The lessons were kept straightforward and uniform across topics to establish a clear contrast with the constructivist, student-centered approaches employed in MI-based teaching. This allowed for a valid comparison in terms of student engagement, conceptual clarity, and mathematics achievement (Marzano & Kendall, 2007). The traditional method, by design, offered limited scope for creativity, collaboration, or differentiated instruction, thereby serving as a pedagogical control in the experimental research design.

3.9 DATA COLLECTION'

The researcher used quantitative method to find out 'the effectiveness of Multiple Intelligence-based based teaching activities on mathematics achievement of Class VII students in Goa.'

EXPERIMENTATION

'The intervention was carried out at a school in North Goa which was randomly selected for the experiment'. A 'Five Week Teaching Programme was prepared by the researcher.' It was implemented in three phases and it is as follows:

Table 3.11: Schedule of the experimental intervention programme

(Total 5 weeks duration, 19 concepts)

Week	Dates	No. of Days	Activity
PHASE I - PRE-TEST PHASE			
1	14-10-2024 to 19-10-2024	6	Teacher Orientation and Training
	17-10-2024	1	Administration of the Achievement Test (Pre-Test) and 'the Multiple Intelligence Survey' developed by Mckenzie (1999) to both groups
	18-10-2024 to 19-10-2024	2	Evaluation of Achievement Test (pre-test) and preparing the score sheet by the Researcher
PHASE II - INSTRUCTIONAL PHASE			
2	21-10-2024 to 26-10-2024	6	Teaching the chapter 'Comparing Quantities' using the lesson plans based on Linguistic Intelligence-Based Teaching Activities

3	11-11-2024 to 16-11-2024	6	Teaching the chapter 'Comparing Quantities' using the lesson plans based on Logical-Mathematical Intelligence-Based Teaching Activities
4	18-11-2024 to 22-11-2024	6	Teaching the chapter ‘Symmetry' using the lesson plans based on Visual-Spatial Intelligence-Based Teaching Activities
5	25-11-2024 to 27-11-2024	3	Revision
PHASE III – POST-TEST PHASE			
	28-11-2024	1	Administration of the Achievement Test (Post-Test)
	29-11-2024 to 30-11-2024	2	Evaluation of Achievement Test (post-test) and preparing the score sheet by the Researcher

The regular school mathematics teacher was oriented to deliver lessons to both the Control and Experimental Groups, a decision grounded in key methodological considerations. Utilizing the regular teacher ensured ecological validity by maintaining a natural classroom setting, enhancing the external applicability of the findings (Cohen, Manion, & Morrison, 2018). This approach also reduced potential researcher bias (Fraenkel, Wallen, & Hyun, 2019), allowed for evaluation of the intervention’s practical implementability by practitioners (Guskey, 2000), and minimized the Hawthorne effect, where students may alter their behavior due to the presence and role of the researcher as both designer and instructor of the intervention,

by limiting the researcher's visibility (Denscombe, 2017). Moreover, it upheld the objectivity required for a True Experimental Research Design using a Pre-test Post-test Equivalent Groups format (Campbell & Stanley, 1963).

However, to ensure the fidelity of the Teaching Programme and Lesson Plans, the researcher implemented several measures. Comprehensive training was provided to the teacher before the intervention, covering the lesson plans, strategies, and data collection methods (Guskey, 2000). Detailed instructional materials—including step-by-step guides and worksheets—were given to support accurate implementation (Creswell & Creswell, 2018). Indirect monitoring through student work samples ensured adherence to activities (McMillan & Schumacher, 2014), while teacher and student feedback further validated delivery. Regular review meetings addressed challenges and maintained consistency with the original design (Cohen, Manion, & Morrison, 2018). Pre-test and post-test assessments also served to confirm proper implementation through measurable outcomes (Fraenkel, Wallen, & Hyun, 2019).

3.10 ANALYSIS OF DATA

The present study employed a combination of descriptive and inferential statistical techniques to systematically analyze the pre-test and post-test scores and evaluate the effectiveness of Multiple Intelligence-Based Teaching Activities on students' mathematics achievement.

Descriptive statistics were first used to summarize the data and provide insights into central tendencies (mean and median), dispersion (standard deviation), and distributional properties (skewness and kurtosis), offering a foundational understanding of the overall data structure and variability.

Inferential statistical methods were then applied to test the research hypotheses and assess the significance of observed differences. The Shapiro-Wilk test was conducted

to assess the normality of the data distribution, which guided the selection of appropriate parametric or non-parametric tests. Shapiro-Wilk test is one of the most powerful and commonly recommended tests for small to moderate sample sizes ($n < 50$ or even up to $n \approx 2000$). It was specifically designed to detect deviations from normality and is generally preferred due to its sensitivity and reliability (Razali & Wah, 2011).

For normally distributed data, the independent t-test was used to compare the means between the control and experimental groups. In cases where the data violated normality assumptions, non-parametric alternatives such as the Mann-Whitney U Test and Wilcoxon Signed-Rank Test were employed. Since this study is a pre-test post-test equivalent group design with only two groups, Wilcoxon Signed Rank Test and Mann-Whitney U Test are statistically sound and widely accepted for such scenarios (Pallant, 2020). These tests ensured robust comparisons for both independent and paired samples under non-normal conditions.

The effect sizes were calculated using *r* and Cohen's *d* to provide a measure of practical significance in addition to statistical significance, thereby enhancing the interpretability of the findings.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the analysis and interpretation of data collected to assess the effectiveness of Multiple Intelligence-based teaching activities on the mathematics achievement of Class VII students in Goa. The study involved both experimental and control groups, with pre-test and post-test scores serving as the primary data sources for evaluating changes in student performance.

The primary aim of this chapter is to systematically examine whether the intervention based on Howard Gardner's theory of Multiple Intelligences led to statistically significant improvements in mathematical achievement compared to traditional instructional methods. The data were analyzed using appropriate statistical techniques, selected based on the nature and distribution of the data. Both descriptive and inferential statistics are used to interpret the results. Measures of central tendency, variability, normality, and effect size are reported alongside the results of hypothesis testing. The findings presented in this chapter serve as the foundation for drawing conclusions and making recommendations in the next chapter.

4.2 STATISTICAL ANALYSIS OF DATA

The present study employed a combination of descriptive and inferential statistical techniques to systematically analyze the pre-test and post-test scores and evaluate the effectiveness of Multiple Intelligence-Based Teaching Activities on students' mathematics achievement.

Descriptive statistics were first used to summarize the data and provide insights into central tendencies (mean and median), dispersion (standard deviation), and distributional properties (skewness and kurtosis), offering a foundational understanding of the overall data structure and variability.

Inferential statistical methods were then applied to test the research hypotheses and assess the significance of observed differences. The Shapiro-Wilk test was conducted to assess the normality of the data distribution, which guided the selection of appropriate parametric or non-parametric tests. Shapiro-Wilk test is one of the most powerful and commonly recommended tests for small to moderate sample sizes ($n < 50$ or even up to $n \approx 2000$). It was specifically designed to detect deviations from normality and is generally preferred due to its sensitivity and reliability (Razali & Wah, 2011).

The choice of statistical tests depends on the distributional characteristics of the data, not the sampling method (Field, 2013).

In the present study, for normally distributed data, the independent t-test was used to compare the means between the control and experimental groups. In cases where the data violated normality assumptions, non-parametric alternatives such as the Mann-Whitney U Test and Wilcoxon Signed-Rank Test were employed. Since this study is a pre-test post-test equivalent group design with only two groups, Wilcoxon Signed Rank Test and Mann-Whitney U Test are statistically sound and

widely accepted for such scenarios (Pallant, 2020). These tests ensured robust comparisons for both independent and paired samples under non-normal conditions.

The effect sizes were calculated using *r* and Cohen's *d* to provide a measure of practical significance in addition to statistical significance, thereby enhancing the interpretability of the findings. Effect sizes are important statistical measures used to determine the magnitude of a treatment effect, independent of sample size. For parametric tests such as the *t*-test, Cohen's *d* is commonly used to represent effect size. According to Cohen (1988), an effect size of approximately 0.2 is considered small, around 0.5 is medium, and 0.8 or above is considered large.

For non-parametric tests, such as the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test, the effect size is often denoted as *r*. As per the guidelines by Cohen (1988) and Field (2013), an *r* value of approximately 0.1 indicates a small effect, around 0.3 indicates a medium effect, and 0.5 or above represents a large effect.

In statistical hypothesis testing, the commonly accepted threshold for significance is a p-value of 0.05 ($\alpha = 0.05$). If the p-value is less than or equal to 0.05, the result is considered statistically significant, leading to the rejection of the null hypothesis. Conversely, if the p-value is greater than 0.05, the result is not statistically significant, and the null hypothesis is not rejected. This '$\alpha = 0.05$' threshold is widely accepted based on conventional standards set by researchers like Fisher (1925) and is reaffirmed in APA guidelines (American Psychological Association, 2020).

4.3 ANALYSIS AND INTERPRETATION OF MATHEMATICS ACHIEVEMENT TEST

ANALYSIS AND INTERPRETATION OF MATHEMATICS ACHIEVEMENT TEST CONSTRUCTED AND STANDARDIZED FOR CLASS VII STUDENTS IN GOA

Objective 1: To construct and standardize an achievement test in Mathematics for Class VII students of Goa.

The development and standardization of the Mathematics Achievement Test in this study followed a systematic and structured process, ensuring its validity, reliability, and relevance in assessing students' mathematical achievement after engaging in Multiple Intelligence (MI)-based teaching activities. The process consisted of several key phases, each contributing to the final form of the test.

i) Test Planning

The planning phase laid the foundation for the construction of the Mathematics Achievement Test. The test was designed to assess the mathematical achievement of students following MI-based teaching activities. The primary aim was to evaluate how Linguistic Intelligence-based teaching activities, Logical-Mathematical Intelligence-based teaching activities, and Visual-Spatial Intelligence-based teaching activities influenced their performance in mathematics. The design followed the blueprint method, a structured approach that organizes test content according to cognitive levels—Knowledge, Understanding, Application, and Skill. This method is grounded in educational measurement frameworks, such as those suggested by Van Der Klink (2007) and OECD (2019), which emphasize the need to assess a range of cognitive

skills beyond rote memorization. By aligning with Anderson & Krathwohl's (2001) revised Bloom's Taxonomy, the test structure enhances its reliability by ensuring the inclusion of various cognitive levels, encouraging higher-order thinking.

ii) Weightage to Objectives and Content Areas

The test's weightage distribution was carefully planned to reflect the core objectives of the study and to ensure an appropriate balance among the different content areas and cognitive objectives. The test focused on key topics within the curriculum, assigning varying percentages to each area based on its instructional importance. Understanding accounted for 46.25% of the total weightage, emphasizing the comprehension and interpretation of mathematical concepts rather than rote recall. This approach ensured that the test adequately represented the content areas and aligned with the cognitive objectives targeted by the study, especially in assessing the influence of different intelligences on students' achievement.

iii) Test Format and MCQ Design

The choice of Multiple-Choice Questions (MCQs) as the format for the MAT was supported by the work of Haladyna, Downing, and Rodriguez (2002), who highlight the efficiency, reliability, and validity of MCQs in assessing student achievement. MCQs are particularly advantageous because they allow for efficient administration, automatic scoring, and statistical analysis, all of which contribute to the test's objectivity. To enhance the discriminatory power of the test, a range of difficulty levels was incorporated—easy, average, and difficult questions. Including items with varying levels of difficulty ensures that the test is both challenging and accessible, facilitating a more nuanced assessment of students' abilities.

iv) Item Preparation and Pilot Testing

During the item preparation phase, a total of 80 MCQs were crafted, specifically targeting students' Linguistic, Logical-Mathematical, and Visual-Spatial intelligences. The items were designed to reflect the core concepts from the MI-based teaching activities. To ensure the quality of the test items, a pilot test was conducted with a small group of 16 students. This allowed for initial feedback on item clarity, language usage, and the overall test administration process (Cohen, Manion, & Morrison, 2018). The pilot test also provided an opportunity to refine the items, making necessary adjustments to enhance their effectiveness before the full-scale implementation.

v) Item Analysis and Evaluation

Following the pilot test, a thorough item analysis was conducted to evaluate the difficulty and discriminatory power of each test item. The test was administered to 122 students from 5 schools which were selected through cluster sampling technique. The test was administered to obtain the difficulty value of each item and the discriminating power of each test item Using the upper and lower 27% of students (Cohen et al., 2018), items were evaluated for their ability to distinguish between high and low performers. This step is in line with best practices in educational measurement, as outlined by Ebel & Frisbie (1991) and Osterlind (2006), which recommend keeping items with a discrimination index of 0.30 or higher. Additionally, the difficulty of items was analyzed to ensure that the test was neither too easy nor too difficult. Items falling outside the 40%-70% difficulty range were excluded, as they were not effective in measuring the intended construct (Crocker & Algina, 2006).

vi) Reliability and Validity

To establish the reliability of the Mathematics Achievement Test, two methods were employed: the Split-Half Method and the KR-21 method. The reliability coefficients obtained, 0.92832 for Split-Half and 0.925326 for KR-21, indicate a high degree of internal consistency, confirming that the test is a reliable tool for assessing students' mathematical achievement (Creswell & Creswell, 2018; McMillan & Schumacher, 2014).

Validity testing was also an essential part of the test development process. Expert reviews of the test ensured that it met face validity and content validity standards, confirming that the test items were relevant and comprehensive. To further bolster the validity claims, a Content Validity Ratio (CVR) was calculated following Lawshe's (1975) guidelines, demonstrating that the test content aligns with the curriculum and the targeted intelligences.

vii) Final Administration

Once the test was finalized, it was administered to a larger sample of 167 students, which is an adequate sample size for reliability and validity testing, as recommended by Anastasi & Urbina (1997). The large sample size ensured that the results were generalizable across different student populations, allowing for meaningful conclusions about the effectiveness of MI-based teaching activities.

CONCLUSION

The construction and standardization of the Mathematics Achievement Test in this study followed a rigorous and systematic approach, grounded in well-established psychometric principles. Through careful planning, item analysis, and validation, the test was designed to reliably measure students' mathematical achievement in the context of MI-based teaching. The test's reliability, validity, and discriminatory power

ensure that it is a robust tool for evaluating the impact of MI-based activities on students' learning outcomes. The rigorous process of test development makes the Mathematics Achievement Test a reliable and objective instrument for drawing conclusions about the effectiveness of MI teaching strategies in improving students' mathematical achievement.

DISCUSSION

The construction and standardization of the Mathematics Achievement Test in this study was guided by established practices in educational measurement and psychometrics, ensuring its validity and reliability in assessing the effectiveness of Multiple Intelligence (MI)-based teaching strategies. The steps followed—from planning and blueprinting to reliability testing and final administration—are comparable to those used in earlier scholarly works and align well with standard recommendations for test development.

The Mathematics Achievement Test was purposefully constructed to align with the study's objectives, particularly in evaluating how MI-based teaching affects mathematical achievement in terms of Linguistic, Logical-Mathematical, and Visual-Spatial intelligences. Similar approaches were adopted by Gardner (1993) in his studies on Multiple Intelligences, where he emphasized the need for assessments to reflect a broad range of intelligences rather than focusing solely on traditional logical or linguistic abilities.

The use of a blueprint aligned with cognitive domains—Knowledge, Understanding, Application, and Skill—is consistent with frameworks recommended by Anderson & Krathwohl (2001), who revised Bloom's Taxonomy to better capture the complexity of learning processes. The test blueprint provided proportional weightage to both

content areas and cognitive objectives, with an emphasis on comprehension (46.25%) and application skills. This mirrors the methodology adopted by Mangal & Mangal (2009) in their development of achievement tests, where content mapping and learning objectives are carefully balanced to reflect the curriculum. This ensures that learners are not merely memorizing facts but are able to apply and analyze mathematical concepts—skills essential for success in MI-based learning environments.

The choice of MCQs as the test format was grounded in literature that supports their use for objective, reliable, and scalable assessment. Haladyna, Downing, & Rodriguez (2002) noted that when designed correctly, MCQs can assess higher-order thinking skills in addition to factual recall. Similarly, Singh & Misra (2010) found MCQs to be highly effective in large-scale educational assessments due to ease of administration and data analysis.

The inclusion of items at varying difficulty levels (easy, moderate, difficult) further supports the test's ability to discriminate among learners of different achievement levels. This is consistent with classical test theory principles advocated by Ebel & Frisbie (1991), who suggest including items with a range of difficulties to enhance test reliability and discrimination.

The practice of pilot testing the 80-item draft MAT with a sample of students enabled refinement of question clarity, language, and format. Cohen, Manion, & Morrison (2018) assert that pilot testing is an essential step in educational research to assess item quality and test feasibility.

Item analysis in the present study was done by administering the test to 122 students from 5 schools which were selected through cluster sampling technique. The test was

administered to obtain the difficulty value of each item and the discriminating power of each test item. Using the 27% upper and lower group method, helped in identifying items with strong discrimination indices (≥ 0.30). This methodology is consistent with the guidelines provided by Crocker & Algina (2006) and has been widely used in standardized test construction, such as in the work of Anastasi & Urbina (1997). By retaining only those items within the 40%–70% difficulty range, the test avoided extreme items that contribute little to measurement accuracy. Similar decisions were made by Bhatia & Yadav (2011) in the development of diagnostic tests for mathematics, ensuring both reliability and meaningful interpretation of student performance.

The reliability coefficients obtained through the Split-Half method (0.92832) and KR-21 (0.925326) suggest a high level of internal consistency, which is crucial for educational measurement. Such reliability values exceed the minimum threshold of 0.70 recommended by Creswell & Creswell (2018) and are comparable to those found in standardized achievement tests developed in other MI-based or constructivist learning studies, such as Kavita & Gakhar (2015).

The use of Content Validity Ratio (CVR) as per Lawshe (1975) to determine expert consensus on the relevance of items is also supported by McMillan & Schumacher (2014). Face and content validity confirmation by subject experts provides a strong foundation for asserting that the test is both accurate and curriculum-aligned.

Administering the finalized 42-item Mathematics Achievement Test to 167 students allowed for broader applicability and generalization of findings. According to Anastasi & Urbina (1997), such sample sizes are appropriate for field testing standardized educational instruments. Other similar studies, such as Jena (2012) on

the effectiveness of MI-based instruction, also used similar or smaller sample sizes for measuring achievement across varied learner profiles. This diverse sample provides sufficient data for statistical analysis and reinforces the credibility of the Mathematics Achievement Test as a reliable instrument for evaluating MI-based pedagogical interventions.

Thus, the process of developing and standardizing the Mathematics Achievement Test in this study aligns well with national and international standards in educational research. Drawing on methodologies from experts such as (Haladyna, Downing, & Rodriguez (2002), Ebel & Frisbie (1991, and Crocker & Algina (2006), and supported by findings from similar studies, the Mathematics Achievement Test was constructed with a clear focus on validity, reliability, and curriculum alignment.

By following a systematic process—test blueprinting, balanced weightage, pilot testing, rigorous item analysis, and expert validation—the Mathematics Achievement Test emerges as a robust tool to measure the influence of MI-based teaching on student achievement. This standardization process not only strengthens the current study's findings but also contributes a valuable assessment model for future research in MI-based mathematics education.

4.4 ANALYSIS AND INTERPRETATION OF MULTIPLE INTELLIGENCE PROFILE OF THE STUDENTS

ANALYSIS AND INTERPRETATION OF MULTIPLE INTELLIGENCE PROFILE OF CLASS VII STUDENTS OF GOA IN THE EXPERIMENTAL AND CONTROL GROUP

Objective 2: To compare the Multiple Intelligence Profile of Class VII students of Goa in experimental and control group.

Hypothesis 1: 'There is no significant difference in the Multiple Intelligence profiles of Class VII students in the experimental and control groups.'

Sample details:

Total Participants (n = 54)

Experimental Group: n = 27 students; **Control Group**: n = 27 students

Table 4.1: Results of Shapiro-Wilk Test for Normality of Intelligences

Intelligence Type	Experimental Normal	Control Normal
Naturalist (NAT)	Yes	Yes
Musical (MUS)	Yes	Yes
Logical-Math (LM)	**No**	Yes
Existential (EXI)	Yes	Yes
Interpersonal	Yes	Yes
Bodily-Kinesthetic	Yes	**No**
Verbal-Linguistic	Yes	Yes
Intrapersonal	Yes	Yes
Visual-Spatial	Yes	Yes

TEST SELECTION BASED ON NORMALITY

The selection of statistical test depended on normality of data. For types of intelligence where both the experimental and control groups exhibited normal distribution, an Independent Samples t-test was used. However, for intelligences where one or both groups did not meet the assumption of normality—specifically Logical-Mathematical and Bodily-Kinesthetic—non-parametric Mann-Whitney U test was employed which was an appropriate alternative.

NORMALITY CONSIDERATION

'Normality was assessed separately for each intelligence type in both experimental group and control group. It was seen that Logical-Mathematical and Bodily-Kinesthetic intelligences did not meet the normality assumption. Consequently, the Mann-Whitney U test was used for these variables. For all other types of intelligence where normality was satisfied, the Independent Samples t-test was used.'

Table 4.2: Results showing Intelligence type, test used, test statistic, p-value, significance and interpretation

Intelligence Type	Test Used	Test Statistic	p-value	Significance ($\alpha = 0.05$)	Interpretation
Interpersonal (INTER)	Independent t-test	1.8771	0.0661	Not Significant	No difference between groups
Logical-Mathematical (LM)	Mann-Whitney U	466.5	0.0726	Not Significant	No difference between groups

Musical (MUS)	Independent t-test	-1.7199	0.0914	Not Significant	No difference between groups
Naturalist (NAT)	Independent t-test	1.5297	0.1322	Not Significant	No difference between groups
Verbal-Linguistic (VL)	Independent t-test	-1.4058	0.1657	Not Significant	No difference between groups
Bodily-Kinesthetic (BK)	Mann-Whitney U	414	0.3864	Not Significant	No difference between groups
Visual-Spatial (VS)	Independent t-test	-0.3618	0.719	Not Significant	No difference between groups
Existential (EXI)	Independent t-test	0.2347	0.8154	Not Significant	No difference between groups
Intrapersonal (INTRA)	Independent t-test	-0.0531	0.9578	Not Significant	No difference between groups

FINDINGS AND INTERPRETATIONS

The analysis revealed that ‘across all nine intelligences, no statistically significant differences were found between the experimental group and control group before the intervention. As a result, ‘the null hypothesis was retained.’ This finding suggests that

both groups were comparable in their Multiple Intelligence profiles before the implementation of the teaching intervention.'

CONCLUSION

Hence 'the null hypothesis is retained.' This confirms that 'the experimental and control groups were statistically equivalent with respect to their Multiple Intelligence profiles.'

4.5 ANALYSIS OF THE VARIABLE MATHEMATICS ACHIEVEMENT

4.5.1 DESCRIPTIVE ANALYSIS

Descriptive analysis was performed to understand the basic trends and patterns in the pre-test and post-test scores followed by the Shapiro-Wilk Test. The Shapiro-Wilk test is widely recognized as one of the most reliable normality tests for small sample sizes ($n < 50$), including $n = 27$. It is more powerful than other commonly used tests, especially when sample size is limited (Razali & Wah, 2011; Ghasemi & Zahediasl, 2012). With a sample size of $n = 27$, the Shapiro-Wilk test is considered highly appropriate and is often viewed as a mandatory procedure to formally assess the assumption of normality in empirical research (Shapiro & Wilk, 1965). Therefore, its inclusion strengthens the statistical foundation of the analysis and ensures a more objective evaluation of data distribution. It was conducted to check if the data was normally distributed. It is an important step because the selection of statistical tests (parametric or non-parametric) depends on normality of data. Thus, 'the Shapiro-Wilk test ensures that correct and utmost valid statistical methods are applied for comparing groups and drawing conclusions.'

4.5.2 INFERENTIAL ANALYSIS

In the present study, inferential analysis was employed as an essential part of the experimental research design to evaluate the performance of the experimental and control groups on Mathematics achievement. Two types of statistical tests, namely parametric and non-parametric tests, are generally available for inferential analysis.

Prior to conducting inferential analyses, 'tests of normality' (including assessments of skewness, kurtosis, and the Shapiro-Wilk test) showed that data regarding the scores of the pre-test and post-test deviated from normality. According to Ghasemi and Zahediasl (2012), 'when data are not normally distributed, parametric tests cannot be used, potentially leading to inaccurate conclusions.'

Therefore, 'Wilcoxon Signed-Rank Test' was adopted to analyze pre-test and post-test differences within same group (Experimental or Control); and 'Mann-Whitney U Test' was used for comparing the scores of post-tests between Experimental Group and Control Group.

Selection of non-parametric tests ensured that the analysis remained statistically sound despite the violation of normality assumptions. 'Cohen's d is used to report the effect size for parametric tests (like t-tests), while r is used for non-parametric tests (like Wilcoxon and Mann-Whitney)' (Field, 2018; Pallant, 2020).

4.6 ANALYSIS OF MATHEMATICS ACHIEVEMENT REGARDING LINGUISTIC INTELLIGENCE

4.6.1 DESCRIPTIVE ANALYSIS OF VARIABLE MATHEMATICS ACHIEVEMENT WITH REGARDS TO LINGUISTIC INTELLIGENCE BASED TEACHING ACTIVITIES

Table 4.3: Descriptive Analysis of Variable Mathematics Achievement of Class VII students with regards to Linguistic Intelligence based Teaching Activities

Group	Test	N	Mean	SD	Median	Skewness	Kurtosis	Cohen's d
Experimental	Pre-Test	27	8	2.8	7	1.02	0.33	-
Experimental	Post-Test	27	18.59	2.4	19	-0.5	-0.53	4.1
Control	Pre-Test	27	8.74	3.6	7	0.87	-0.25	-
Control	Post-Test	27	16.96	2.7	18	-1.43	2.47	2.56

To decide on the most suitable statistical tests for analyzing the data from the Linguistic Intelligence-based teaching activities, both descriptive statistics and normality testing were conducted. Descriptive statistics showed that data was not distributed normally for Experimental Group Pre-Test, Control Group Pre-test and Control Group Post Test. Data was normal for Experimental Group Pre-Test.

Table 4.4: Results of Shapiro-Wilk Test for Normality of Pre-Test and Post-Test Scores for Experimental and Control Groups with regards to Linguistic Intelligence based Teaching Activities

Group	Test Type	W Statistic	p-value	Normality Conclusion
Experimental Group	Pre-Test	0.878	0.0044	Not Normally Distributed
Experimental Group	Post-Test	0.948	0.1934	Normally Distributed
Control Group	Pre-Test	0.875	0.0038	Not Normally Distributed
Control Group	Post-Test	0.873	0.0033	Not Normally Distributed

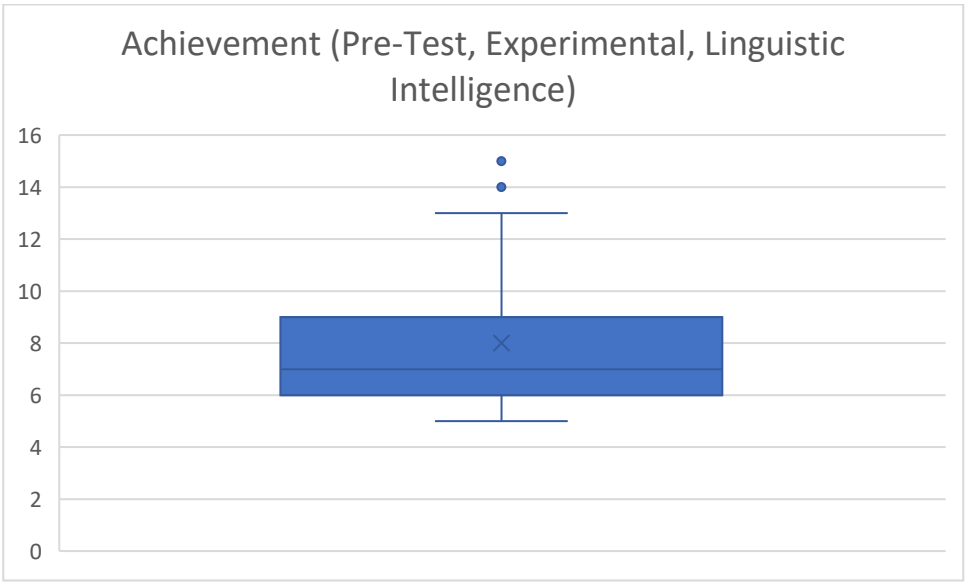


Figure 4.1 Outlier Plot of Pre-Test Achievement Scores in Linguistic Intelligence – Experimental Group

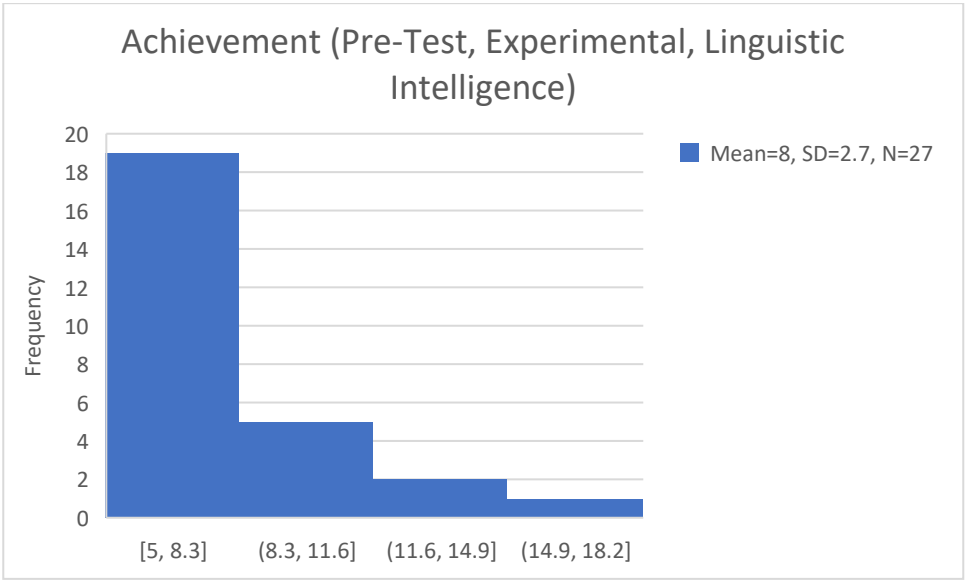


Figure 4.2 Histogram showing Pre-Test Achievement Scores in Linguistic Intelligence – Experimental Group

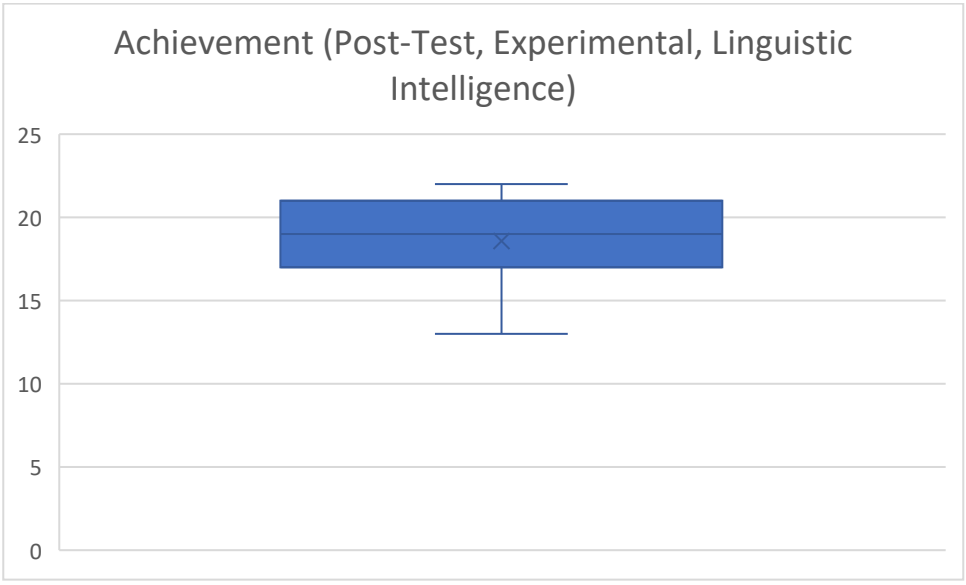


Figure 4.3 Outlier Plot of Post-Test Achievement Scores in Linguistic Intelligence – Experimental Group

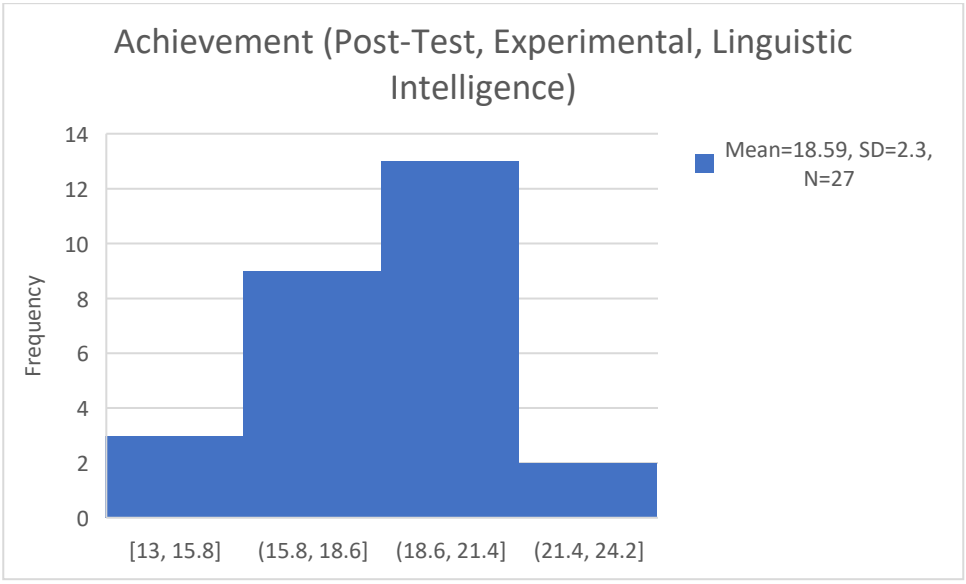


Figure 4.4 Histogram showing Post-Test Achievement Scores in Linguistic Intelligence – Experimental Group

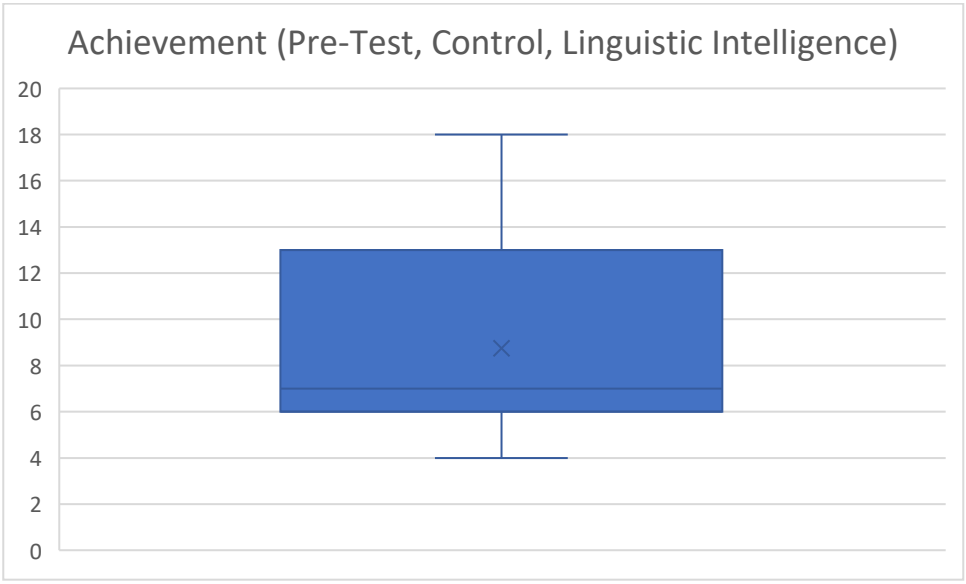


Figure 4.5 Outlier Plot of Pre-Test Achievement Scores in Linguistic Intelligence – Control Group

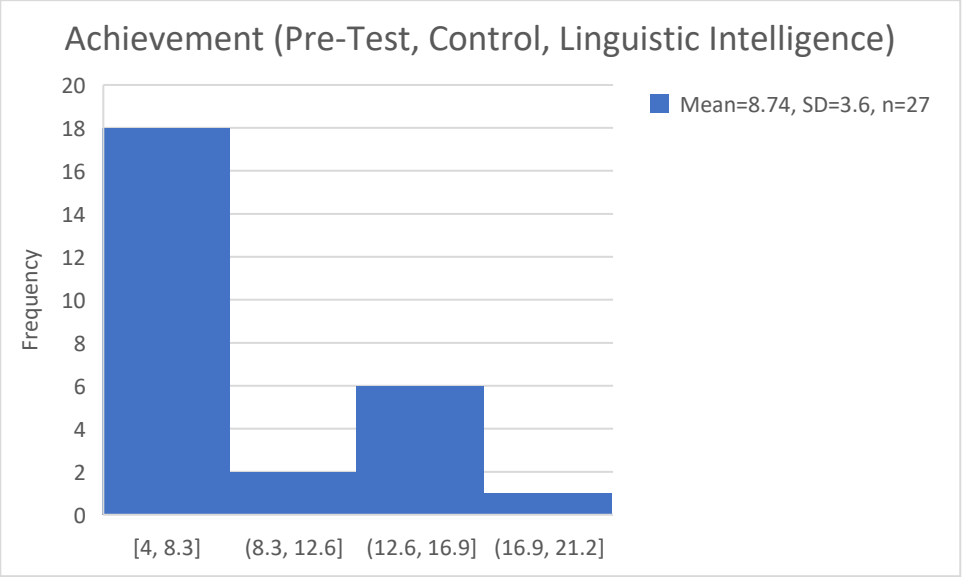


Figure 4.6 Histogram showing Pre-Test Achievement Scores in Linguistic Intelligence – Control Group

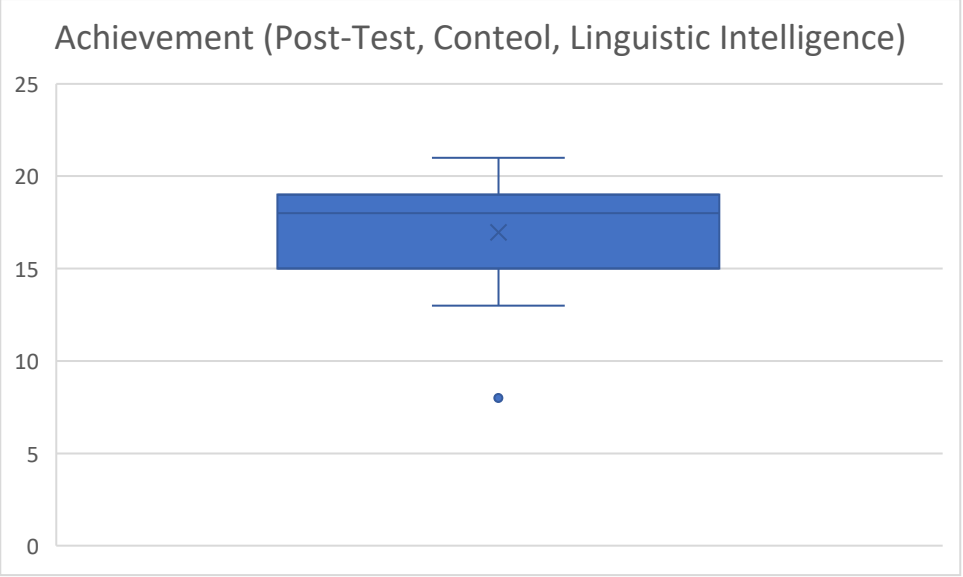


Figure 4.7 Outlier Plot of Post-Test Achievement Scores in Linguistic Intelligence – Control Group

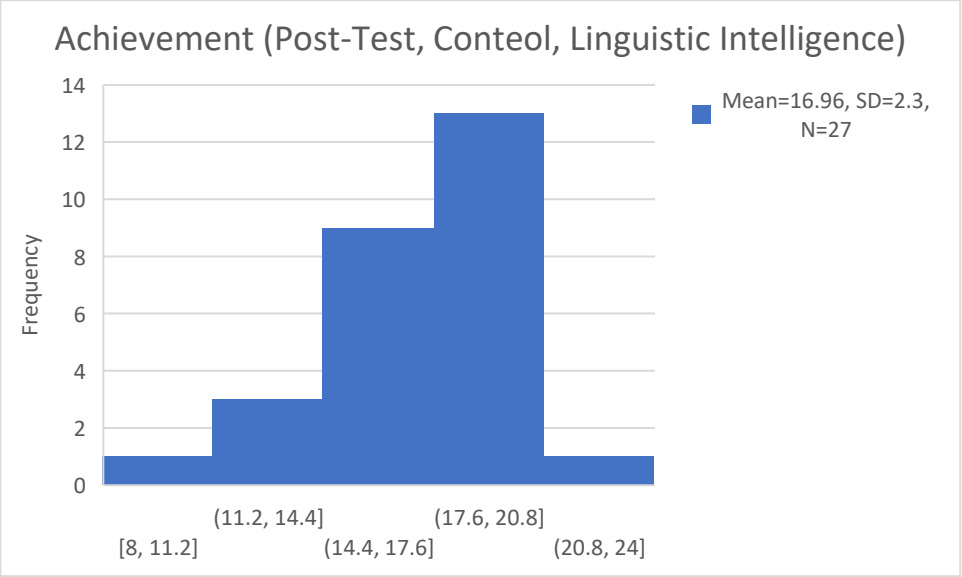


Figure 4.8 Histogram showing Post-Test Achievement Scores in Linguistic Intelligence – Control Group

4.6.2 INFERENTIAL ANALYSIS OF VARIABLE MATHEMATICS ACHIEVEMENT OF CLASS VII STUDENTS WITH REGARDS TO LINGUISTIC INTELLIGENCE BASED TEACHING ACTIVITIES

Shapiro-Wilk test results indicated the pre-test scores of both experimental group ($W = 0.878$, $p = 0.0044$) and the control group ($W = 0.875$, $p = 0.0038$) significantly deviated from normality ('$p < 0.05$'). Similarly, the score of post-test of control group ($W = 0.873$, $p = 0.0033$) was also not normal. However, the score of post-test of experimental group ($W = 0.948$, $p = 0.1934$) did not significantly deviate from normality and could be considered normally distributed.

Therefore, non-parametric tests were selected for subsequent analysis. Wilcoxon Signed Rank Test was employed for comparing paired pre-test and post-test scores within groups, and Mann-Whitney U Test was used for comparing post-test scores

between independent groups. 'These non-parametric methods were chosen because they do not require the assumption of normality and are robust to outliers and distributional irregularities' (Field, 2018).

The combined approach ensured a rigorous and reliable verification of normality assumptions, supporting the valid selection of statistical methods for further analysis.

Objective 3: To find out the effectiveness of Linguistic Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa.

i) WILCOXON SIGNED-RANK TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF EXPERIMENTAL GROUP WITH REGARDS TO LINGUISTIC INTELLIGENCE

Hypothesis 2: There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Linguistic Intelligence based teaching activities.

Table 4.5: Results of Wilcoxon Signed-Rank Test for the Variable Mathematics Achievement of the Experimental Group with regards to Linguistic Intelligence

Sample Size (N)	Test Statistic (W)	p-value	Effect Size (r)
27	0.0	< 0.0001	0.86

OBSERVATIONS

Wilcoxon Signed-Rank Test was used to compare the scores of pre-test and post-test. The results indicated the calculated values for the test statistic (W) = 0.0, a p-value < 0.0001. The effect size (r) was reported as 0.86, suggesting very large effect. Calculated p-value is smaller than the table value of 0.05. This indicates that the

difference between the two sets of scores is statistically significant. Moreover, effect size r = 0.86 indicated a very large difference between pre-test and post-test scores.

FINDINGS

Wilcoxon Signed-Rank Test revealed a statistically significant difference between the pre-test and post-test scores of the experimental group. The median post-test score was found to be considerably higher than the median pre-test score. Given the p-value of less than .0001 and a large effect size (r = 0.86), the results indicate a strong positive impact of the teaching intervention. This suggests that students benefited significantly from the Linguistic Intelligence-based instructional approach.

INTERPRETATION

'The null hypothesis is rejected' based on the findings. The data strongly supports the conclusion that 'Linguistic Intelligence-based teaching activities had a statistically significant positive effect on students' mathematics achievement.' Students responded effectively to methods tailored to their linguistic strengths, such as storytelling, reading, writing, and verbal discussions, leading to improved performance.

CONCLUSION

The results clearly demonstrate that Linguistic Intelligence-based instruction had a statistically significant and positive impact on mathematics achievement of students in experimental group. Thus, the conclusion is that using Linguistic Intelligence-based teaching activities is effective in improving mathematics learning outcomes among Class VII students in Goa.

Objective 4: To compare the effectiveness of Linguistic Intelligence based Teaching Activities and the traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

ii) WILCOXON SIGNED-RANK TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF CONTROL GROUP WITH REGARDS TO LINGUISTIC INTELLIGENCE

Hypothesis 3: There is no significant difference in the pre-test and post test scores of the students in the control group taught Linguistic Intelligence based content using Traditional method of teaching.

Table 4.6: Results of Wilcoxon Signed-Rank Test for the Variable Mathematics Achievement of the Control Group with regards to Linguistic Intelligence

Sample Size (N)	Test Statistic (W)	p-value	Effect Size (r)
27	3.0	< .0001	0.85

OBSERVATIONS

Wilcoxon Signed-Rank Test was used to compare scores of the pre-test and post-test within the control group. The test results showed a Wilcoxon Statistic (W) = 3.0, a p-value < 0.0001. The effect size (r) was 0.85, indicating a very large effect. The calculated p-value is smaller than the table value of 0.05, suggesting that the difference between pre-test and post-test scores is statistically significant. Additionally, effect size r = 0.85 indicates a very large difference between the two sets of scores.

FINDINGS

The Wilcoxon Signed-Rank Test revealed a statistically significant increase in the mathematics scores of students in the control group from pre-test to post-test.

Although the students were taught through traditional instructional methods, they exhibited measurable academic gains. This suggests that the content itself, inspired by Linguistic Intelligence principles, may have positively impacted student achievement even when delivered in a traditional classroom setting.

INTERPRETATION

The null hypothesis is **rejected** based on the results. While the teaching approach was traditional, the Linguistic Intelligence-oriented content likely enhanced student engagement and comprehension, leading to statistically significant improvements. Thus, even without innovative teaching strategies, content aligned with students' linguistic strengths appeared effective in boosting mathematics achievement.

CONCLUSION

The findings indicate that traditional teaching methods, when paired with content designed around Linguistic Intelligence, can still result in statistically significant improvements in students' mathematics performance. While not as dynamic as the experimental group's approach, the traditional method nevertheless contributed positively to the academic growth of Class VII students in Goa.

iii) MANN-WHITNEY U TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF EXPERIMENTAL GROUP AND CONTROL GROUP WITH REGARDS TO LINGUISTIC INTELLIGENCE

Hypothesis 4: 'There is no significant difference in the **pre-test test scores of the students** who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.'

Table 4.7: Results of Mann-Whitney U Test for the Variable Mathematics Achievement of the Experimental Group and Control Group with regards to Linguistic Intelligence

Sample Size (N)	Test Statistic (U)	p-value	Effect Size (r)
27 (per group)	340.0	0.674	0.07

OBSERVATIONS

Mann-Whitney U Test was used to compare the scores of pre-tests between the groups. The results revealed a U value = 340.0, a p-value = 0.674. The effect size (r) = 0.07, indicate no statistically significant difference between the two groups at baseline. The calculated p-value is greater than the table value of 0.05. This confirms that the difference between the scores of the pre-tests of the two groups is not statistically significant. Additionally, the effect size r = 0.07 suggests a very small difference between the groups.

FINDINGS

'Mann-Whitney U Test' results indicated no significant difference in pre-test scores between the experimental and control groups. This finding demonstrates that students from both groups started at a comparable level of mathematics achievement before the intervention.

INTERPRETATION

Given that the p-value was greater than 0.05, 'the null hypothesis is retained.' This confirms that any differences seen in the scores of the post-tests are likely due to instructional methods applied, instead of the pre-existing differences in academic

ability. Thus, establishing baseline equivalence strengthens the internal validity of the study.

CONCLUSION

There was no statistically significant difference between the pre-test performances of students taught using Linguistic Intelligence-based activities and those taught through traditional methods. This ensures that both groups were academically comparable before the teaching interventions, allowing valid conclusions to be drawn regarding the effectiveness of the different instructional approaches.

iv) MANN-WHITNEY U TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF EXPERIMENTAL GROUP AND CONTROL GROUP WITH REGARDS TO LINGUISTIC INTELLIGENCE

Hypothesis 5: There is no significant difference in the **post test scores of the students** who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.

Table 4.8: Results of Mann-Whitney U Test for the Variable Mathematics Achievement of the Experimental Group and Control Group with regards to Linguistic Intelligence

Sample Size (N)	Test Statistic (U)	p-value	Effect Size (r)
27 (per group)	493.0	0.025	0.30

OBSERVATIONS

Mann-Whitney U Test was conducted to compare the post-test scores between the experimental group and control group. The results revealed a U value = 493.0, a p-value = 0.025. The effect size (r) = 0.30, indicated a statistically significant difference between the groups. The calculated p-value is smaller than the table value of 0.05, confirming that the difference between the two groups' post-test scores is statistically significant. Furthermore, the effect size r = 0.30 suggests a medium difference between the groups.

FINDINGS

The Mann-Whitney U Test results indicated a statistically significant difference in post-test scores between the experimental and control groups.

Students taught using Linguistic Intelligence-based activities outperformed those taught through traditional methods, demonstrating the positive impact of the instructional intervention.

INTERPRETATION

Given that the p-value was less than 0.05,' the null is rejected.' This outcome suggests that the Linguistic Intelligence-based teaching approach had a significantly greater positive impact on mathematics achievement compared to traditional teaching methods.

The moderate effect size further emphasizes the practical significance of using intelligence-based strategies to improve academic outcomes.

CONCLUSION

There is a statistically significant difference in mathematics post-test performance between students exposed to Linguistic Intelligence-based teaching activities and those who received traditional instruction. The students in the experimental group achieved higher scores, validating the effectiveness of integrating Linguistic Intelligence principles into mathematics teaching.

FINAL CONCLUSION FOR THE OBJECTIVE

Although both teaching approaches—Linguistic Intelligence-based and traditional—led to significant improvements in mathematics achievement from pre-test to post-test, the Linguistic Intelligence-based approach produced significantly higher post-test scores.

This finding confirms the greater effectiveness of Linguistic Intelligence-based instructional activities in enhancing the mathematics achievement of Class VII students in Goa.

DISCUSSION

The present study sought to examine the impact of Linguistic Intelligence-based teaching activities on the mathematics achievement of Class VII students in Goa. The results from both descriptive and inferential statistical analyses provide robust evidence in support of the effectiveness of this instructional approach.

The descriptive statistic revealed a significant increase in the mean mathematics scores of the experimental group from pre-test ($M = 8.00$, $SD = 2.8$) to post-test ($M = 18.59$, $SD = 2.4$). This shift was accompanied by a change in skewness from positive (1.02) in the pre-test to negative (-0.5) in the post-test, suggesting a more balanced and improved distribution of scores after the intervention. The Cohen's d value of 4.1

indicated a very large effect. In contrast, while the control group also showed improvement (from M = 8.74 to M = 16.96), the effect size was smaller (Cohen's d = 2.56), and skewness became highly negative (-1.43), indicating less uniform improvement.

These findings align with Armstrong (2009), who asserted that when instruction is aligned with students' dominant intelligences—such as linguistic intelligence in this case—students engage more deeply and perform better academically. The increased median scores in the experimental group post-test further support this assertion.

The Wilcoxon Signed-Rank Test ($W = 0.0$, $p < .0001$, $r = 0.86$) strongly indicated a statistically significant improvement in mathematics achievement among students in the experimental group after the use of Linguistic Intelligence-based teaching activities. This result validates Hypothesis 2, which is therefore rejected.

This is consistent with research by Kokenes (2005), who found that students taught through strategies matching their linguistic intelligence (e.g., verbal explanations, debates, reading-based problem solving) showed significantly higher gains in academic performance.

The control group also demonstrated a significant gain ($W = 3.0$, $p < .0001$, $r = 0.85$), rejecting Hypothesis 3. While taught via traditional methods, the content used was derived from Linguistic Intelligence-based activities, which may have contributed to the improvement. This supports Gardner's (1993) theory that content aligned with a learner's intelligence—even when not delivered through optimal methods—still positively influences learning outcomes. The finding suggests that even minimal alignment with a student's intelligence profile can foster better academic results.

The Mann-Whitney U Test for pre-test scores ($U = 340.0$, $p = 0.674$, $r = 0.07$) indicated no significant difference between the two groups before the intervention, confirming their equivalence. This validates Hypothesis 4 and supports the internal validity of the study. Baseline equivalence is critical, as it affirms that observed gains in the experimental group post-test were due to the intervention, not pre-existing differences. This aligns with the methodological rigor suggested by Creswell (2014) in experimental designs.

The post-test comparison ($U = 493.0$, $p = 0.025$, $r = 0.30$) revealed a statistically significant difference between the two groups, rejecting Hypothesis 5. The experimental group outperformed the control group, highlighting the effectiveness of the Linguistic Intelligence-based approach.

This outcome supports the findings of Bas (2008), who demonstrated that when linguistic strategies such as journal writing, peer discussions, and language games were incorporated into mathematics instruction, students displayed higher engagement and achievement. Likewise, Ozdemir, Gunes, and Tekkaya (2006) found that aligning instructional methods with students' multiple intelligences led to significant academic gains across subjects, especially mathematics.

Both groups benefited from exposure to content developed around linguistic intelligence. However, the experimental group, which received explicit instruction tailored to Linguistic Intelligence, experienced significantly greater gains, as confirmed by both large effect sizes and statistical significance in comparative tests.

These findings reinforce the argument of Gardner (1999) that intelligence-based teaching is most effective when it is both content- and process-aligned. Teaching strategies that cater to students' dominant intelligences not only improve cognitive

engagement but also enhance retention and application—particularly in subjects like mathematics that are often viewed as abstract or challenging.

In sum, the findings clearly establish that Linguistic Intelligence-based teaching activities are more effective than traditional teaching methods in improving mathematics achievement among Class VII students.

4.7 ANALYSIS OF MATHEMATICS ACHIEVEMENT REGARDING LOGICAL MATHEMATICAL INTELLIGENCE

4.7.1 DESCRIPTIVE ANALYSIS OF VARIABLE MATHEMATICS ACHIEVEMENT WITH REGARDS TO LOGICAL MATHEMATICAL INTELLIGENCE BASED TEACHING ACTIVITIES

Table 4.9: Descriptive Analysis of Variable Mathematics Achievement of Class VII students with regards to Logical Mathematical Intelligence based Teaching Activities

Group	Test	N	Mean	SD	Median	Skewness	Kurtosis	Cohen's d
Experimental	Pre-test	27	3.04	1.4	3	-0.07	-0.28	
Experimental	Post-test	27	7.81	0.7	8	-0.3	-0.02	3.42
Control	Pre-test	27	2.96	2.1	3	0.7	0.59	
Control	Post-test	27	7.07	1	7	-0.42	-0.06	1.67

To decide on the most suitable statistical tests for analyzing the data from the Logical-Mathematical Intelligence-based teaching activities, both descriptive statistics and normality testing were conducted. Descriptive Statistics showed that data was normally distributed for Experimental Group Pre-Test and Control Group Pre-test whereas for Experimental and Control Group Post Test the data was not normal.

Table 4.10: Results of Shapiro-Wilk Test for Normality of Pre-Test and Post-Test Scores for Experimental and Control Groups with regards to Logical Mathematical Intelligence based Teaching Activities

Group	Test Type	W Statistic	p-value	Normality Status
Experimental Group	Pre-test	0.948	0.1785	Normal
Experimental Group	Post-test	0.833	0.0004	Not Normal
Control Group	Pre-test	0.932	0.0773	Normal
Control Group	Post-test	0.892	0.0089	Not Normal

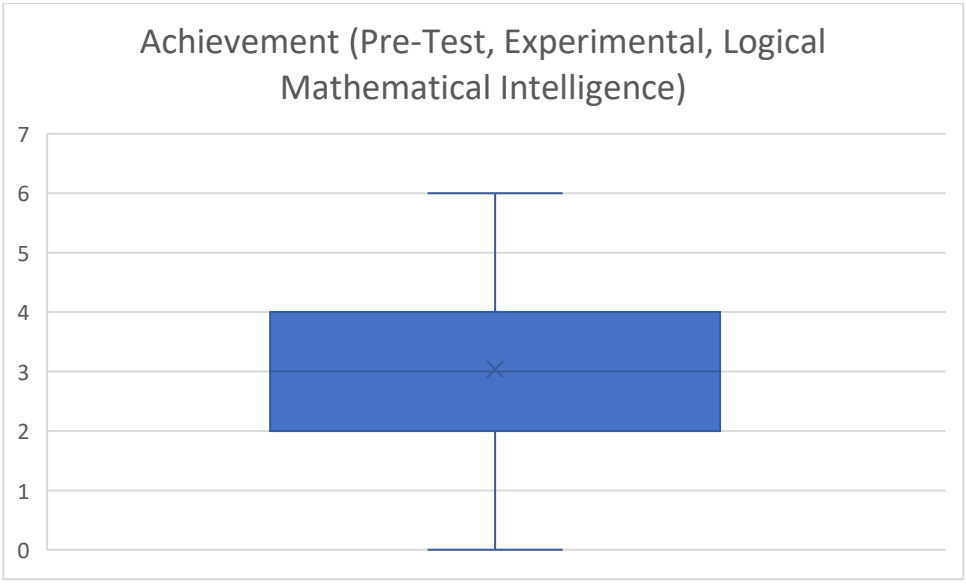


Figure 4.9 Outlier Plot of Pre-Test Achievement Scores in Logical–Mathematical Intelligence – Experimental Group

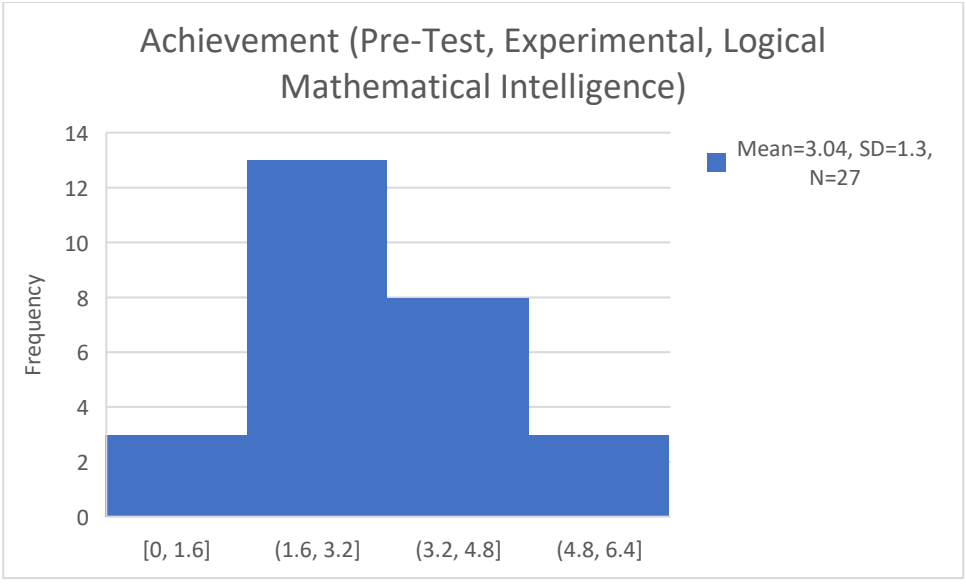


Figure 4.10 Histogram showing Pre-Test Achievement Scores in Logical–Mathematical Intelligence – Experimental Group

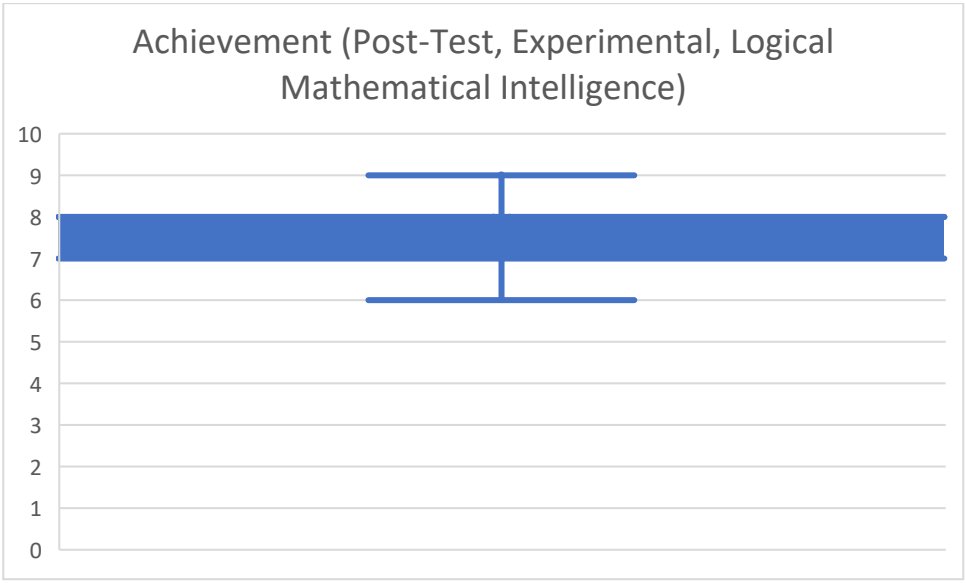


Figure 4.11 Outlier Plot of Post-Test Achievement Scores in Logical–Mathematical Intelligence – Experimental Group

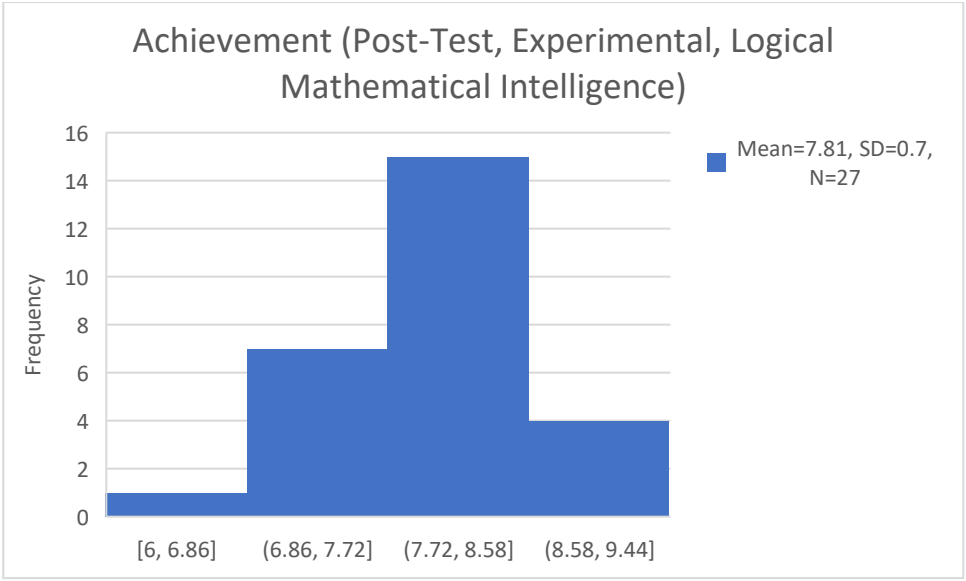


Figure 4.12 Histogram showing Post-Test Achievement Scores in Logical–Mathematical Intelligence – Experimental Group

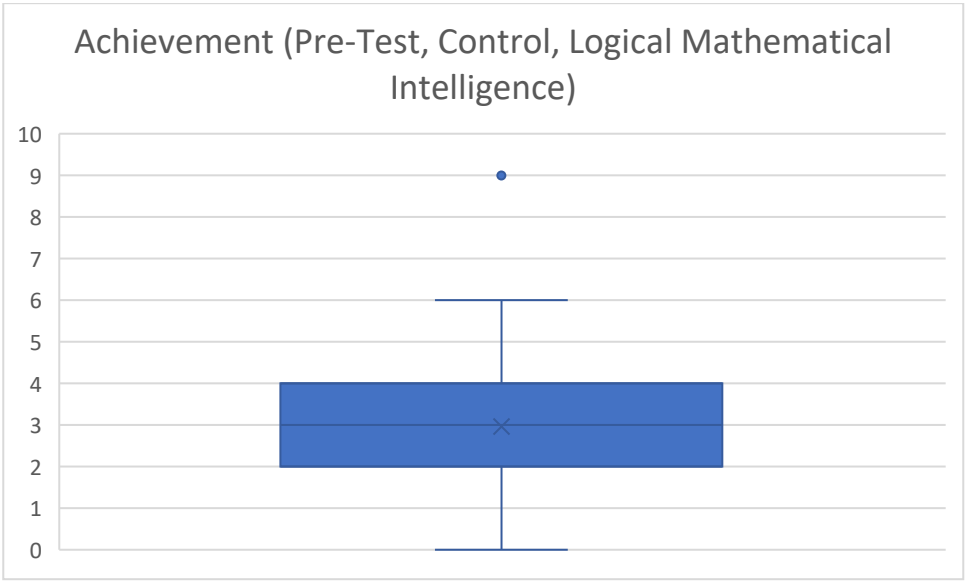


Figure 4.13 Outlier Plot of Pre-Test Achievement Scores in Logical–Mathematical Intelligence – Control Group

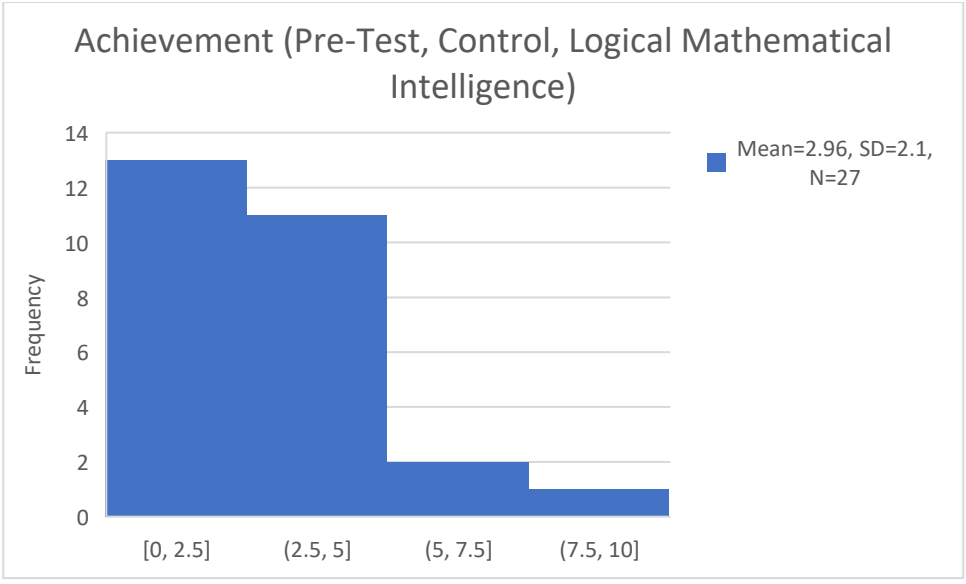


Figure 4.14 Histogram showing Pre-Test Achievement Scores in Logical–Mathematical Intelligence – Control Group

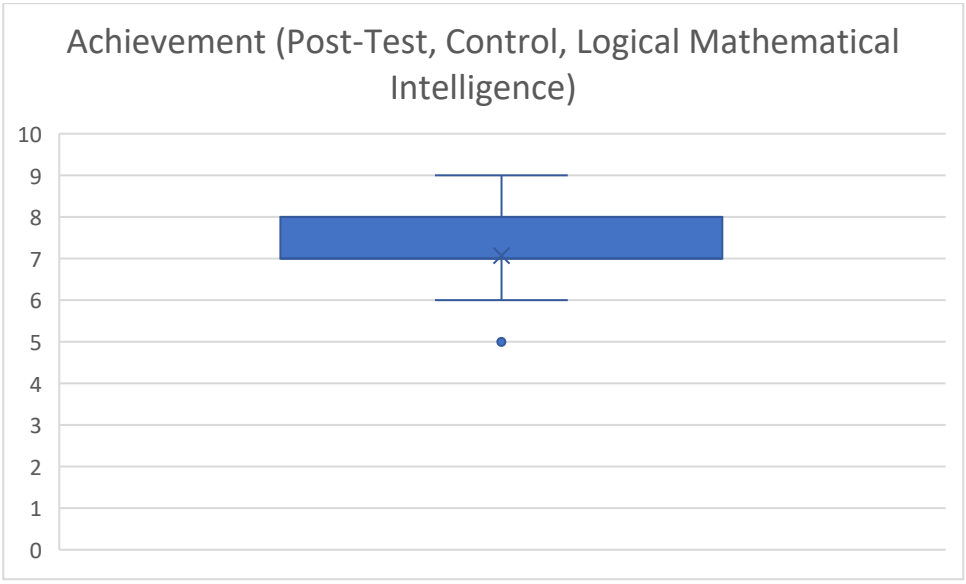


Figure 4.15 Outlier Plot of Post-Test Achievement Scores in Logical–Mathematical Intelligence – Control Group

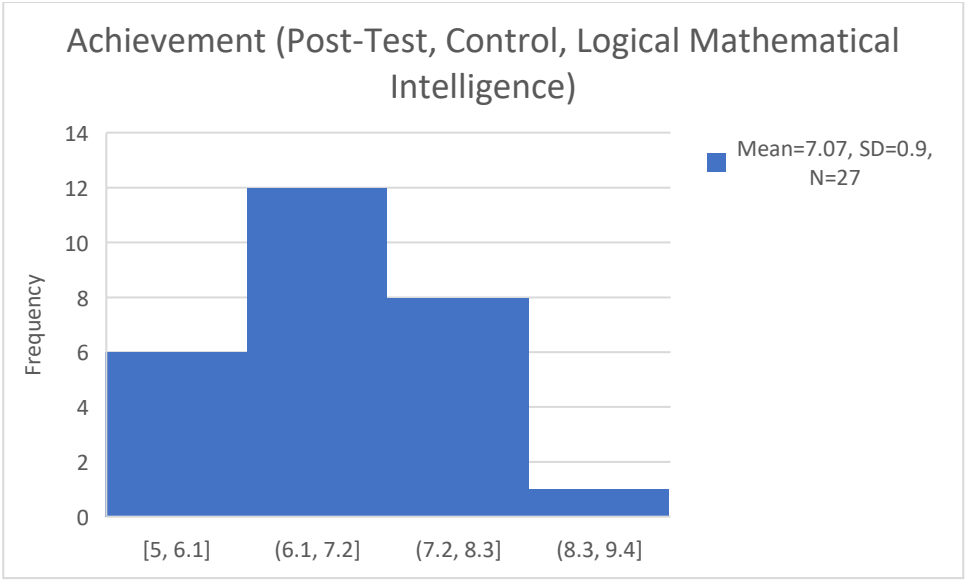


Figure 4.16 Histogram showing Post-Test Achievement Scores in Logical–Mathematical Intelligence – Control Group

4.7.2 INFERENTIAL ANALYSIS OF VARIABLE MATHEMATICS ACHIEVEMENT OF CLASS VII STUDENTS WITH REGARDS TO LOGICAL MATHEMATICAL INTELLIGENCE BASED TEACHING ACTIVITIES

'Shapiro-Wilk test' results indicate that while scores of pre-tests were approximately normally distributed, the scores of post-tests for both Experimental and Control groups significantly deviated from normality ($p < .05$).

'Wilcoxon Signed Rank Test' was employed for comparing paired pre-test and post-test scores within groups, and the Mann-Whitney U Test was used for comparing post test score of both the independent groups. However, since both groups have normally distributed pre-test scores, a parametric test was used for between-group comparison of the scores of pre-tests. 'Independent Samples t-test was applied to compare the scores of pre-tests of the experimental group and control group:'

Objective 5: To find out the effectiveness of Logical Mathematical Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa.

i) WILCOXON SIGNED-RANK TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF THE EXPERIMENTAL GROUP WITH REGARDS TO LOGICAL MATHEMATICAL INTELLIGENCE

Hypothesis 6: There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Logical Mathematical Intelligence based teaching activities.

Table 4.11: Results of Wilcoxon Signed-Rank Test for the Variable Mathematics Achievement of the Experimental Group with regards to Logical Mathematical Intelligence

Sample Size (N)	Test Statistic (W)	p-value	Effect Size (r)
27	0.0	< .0001	0.86

OBSERVATIONS

Wilcoxon Signed-Rank Test was employed to compare the scores of pre-test and post-test within the experimental group. The results yielded a Wilcoxon statistic (W) = 0.0, a p-value < .0001, and an effect size (r) = 0.86, demonstrating a large and highly significant effect. Calculated p-value is smaller than table value of 0.05. This indicates that the difference between the pre-test and post-test scores is statistically significant. Moreover, effect size r = 0.86 reflects very large difference, highlighting the strong impact of the intervention.

FINDINGS

The Wilcoxon Signed-Rank Test revealed a highly significant difference between the pre-test and post-test scores of the experimental group. Students showed substantial improvement in mathematics performance following implementation of Logical-Mathematical Intelligence-based teaching activities, suggesting the instructional intervention was highly effective.

INTERPRETATION

Given the highly significant p-value (< 0 .0001), the null hypothesis is rejected. The findings strongly support that Logical-Mathematical Intelligence-based teaching

activities led to statistically significant and meaningful improvements in academic achievement.

By emphasizing logical reasoning, problem-solving, and analytical thinking, this approach successfully engaged students' cognitive strengths in mathematics.

CONCLUSION

The findings clearly show that using Logical-Mathematical Intelligence-based instruction had a strong and positive impact on mathematics achievement of Class VII students in experimental group. The noticeable improvement in their performance highlights the effectiveness of this teaching approach and suggests that incorporating such intelligence-based strategies more widely into classroom instruction can meaningfully enhance students' learning outcomes in mathematics.

Objective 6: To compare the effectiveness of Logical-Mathematical Intelligence based Teaching Activities and the traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

ii) WILCOXON SIGNED-RANK TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF THE CONTROL GROUP WITH REGARDS TO LOGICAL MATHEMATICAL INTELLIGENCE

Hypothesis 7: There is no significant difference in the pre-test and post test scores of the students in the control group taught Logical Mathematical Intelligence based content using Traditional method of teaching.

Table 4.12: Results of Wilcoxon Signed-Rank Test for the Variable Mathematics Achievement of the Control Group with regards to Logical Mathematical Intelligence

Sample Size (N)	Test Statistic (W)	p-value	Effect Size (r)
27	10	< .0001	0.79

OBSERVATIONS

Wilcoxon Signed-Rank Test was performed, yielding a Wilcoxon Statistic (W) of 10.0 and a p-value of less than 0.0001. Calculated p-value is smaller than table value of 0.05. This indicates that the difference between the pre-test and post-test scores is statistically significant. Additionally, effect size (r = 0.79) indicated large effect, suggesting a substantial and meaningful improvement in student performance after the intervention.

FINDINGS

The Wilcoxon Signed-Rank Test results indicated a statistically significant improvement in students' mathematics achievement after instruction ($W = 10.0$, $p < .0001$, $r = 0.76$). The large effect size ($r = 0.76$) suggests that the gains in mathematics performance were not only statistically significant but also substantial. Despite being taught through traditional methods, students showed measurable progress, likely influenced by the Logical-Mathematical Intelligence-based structure of the content.

INTERPRETATION

Since the p-value was below 0.05 and the effect size was large the null hypothesis was rejected. This suggests that even when using traditional instructional methods, content

structured around Logical-Mathematical Intelligence can significantly support student achievement.

CONCLUSION

The study confirmed a statistically significant and substantial improvement in the mathematics achievement of Class VII students in the control group (r = 0.76). Even though the instruction was traditional, the integration of Logical-Mathematical Intelligence-based content helped drive student progress. These results show that thoughtful content design can greatly enhance learning, providing strong support for using intelligence-based frameworks to improve academic achievement.

iii) INDEPENDENT SAMPLES 't' TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF EXPERIMENTAL AND CONTROL GROUP WITH REGARDS TO LOGICAL MATHEMATICAL INTELLIGENCE

Hypothesis 8: There is no significant difference in the pre-test test scores of the students who are taught using Logical Mathematical Intelligence based teaching activities compared to those taught using traditional methods.

Table 4.13: Results of Independent Samples 't' test for the Variable Mathematics Achievement of Experimental and Control Group with regards to Logical Mathematical Intelligence

Group Sizes (n)	t (df)	p-value	Cohen's d	Interpretation

27 (each group)	t (52) = 0.151	p = 0.880	d = 0.06	Very small (negligible) effect size

OBSERVATIONS

An Independent Samples t-test was performed to compare the scores of the pre-tests of the Experimental group and Control group. The analysis yielded a result of t (52) = 0.151, p = 0.880. The calculated p-value is greater than the table value of 0.05. This indicates that there was no statistically significant difference between the two groups at the pre-test stage. This confirms that the experimental group and control group were academically equivalent before intervention.

FINDINGS

The Independent Samples *t*-test showed no statistically significant difference between the scores of the pre-tests the experimental group and control group (t (52) = 0.151, p = 0.880, d = 0.06). The calculated Cohen's d value indicated a very small effect size, suggesting that the initial mathematical achievement levels of the two groups were comparable before the intervention.

INTERPRETATION

Since the p-value was greater than 0.05 and the effect size was negligible, the null hypothesis was **retained**. This result confirms that the experimental and control groups were statistically equivalent at baseline. Ensuring baseline equivalence is crucial, as it allows any differences in post-test outcomes to be credited to the instructional intervention instead of pre-existing differences in ability.

CONCLUSION

The results demonstrate that experimental group and control group were academically comparable in mathematics achievement before intervention, as shown by the non-significant difference in their pre-test scores (d = 0.06). This makes the internal validity of the study strong by ensuring that any subsequent improvements in student performance can be attributed to the Logical-Mathematical Intelligence-based teaching activities and not to initial disparities between the groups.

iv) MANN-WHITNEY U TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF EXPERIMENTAL AND CONTROL GROUP WITH REGARDS TO LOGICAL MATHEMATICAL INTELLIGENCE

Hypothesis 9: There is no significant difference in the **post test scores of the students** who are taught using Logical Mathematical Intelligence based teaching activities compared to those taught using traditional methods.

Table 4.14: Results of Mann-Whitney U Test for the Variable Mathematics Achievement of Experimental and Control Group with regards to Logical Mathematical Intelligence

Sample Size (N)	U Value	p-value	Effect Size (r)
27 (per group)	524.0	0.0033	0.40

OBSERVATIONS

Mann-Whitney U test was conducted, yielding U = 524.0, p = 0.0033, with a medium effect size (r = 0.40). The calculated p-value is smaller than the table value of 0.05. This indicates a statistically significant difference between the two groups in their post-test performance.

FINDINGS

The Mann-Whitney U test revealed a statistically significant difference in post-test scores between the experimental and control groups ($U = 524.0$, $p = .0033$, $r = 0.40$). The medium effect size indicates that students taught through Logical-Mathematical Intelligence-based teaching activities outperformed those who received traditional instruction.

INTERPRETATION

Given the statistically significant result and the medium effect size, the null hypothesis was rejected. This suggests that Logical-Mathematical Intelligence-based instruction had a stronger impact on enhancing students' mathematics achievement compared to traditional methods. The findings align with educational theories advocating differentiated instruction based on students' cognitive strengths.

CONCLUSION

The results clearly demonstrate that Logical-Mathematical Intelligence-based teaching methods significantly enhanced the mathematics achievement of Class VII students compared to traditional approaches. The medium effect size further reinforces

the practical importance of implementing intelligence-based strategies to promote deeper understanding and student engagement in mathematics learning.

FINAL CONCLUSION FOR THE OBJECTIVE

Although both groups showed significant improvement from pre-test to post-test, students taught using Logical-Mathematical Intelligence-based activities achieved notably better outcomes. This finding highlights the effectiveness of tailored instructional strategies and supports the integration of Multiple Intelligences theory into everyday classroom practice to boost academic performance.

DISCUSSION

The purpose of this section was to analyze the mathematics achievement of Class VII students, specifically in relation to the implementation of Logical-Mathematical Intelligence (LMI)-based teaching activities. Descriptive statistics, including measures of central tendency (mean, median) and variability (standard deviation), along with tests for normality, were conducted to explore the performance of students in the experimental and control groups.

The pre-test scores of the experimental group showed a mean of 3.04 with a standard deviation of 1.4, indicating a moderate spread of scores. After the intervention, the post-test mean significantly increased to 7.81 with a reduced standard deviation of 0.7, suggesting a higher level of consistency in student performance. This pattern reflects a substantial improvement in the experimental group's mathematics achievement following the exposure to Logical-Mathematical Intelligence-based teaching activities. This finding is supported by previous research indicating that integrating Multiple Intelligence theories into teaching methodologies enhances student

engagement and understanding, especially for logical-mathematical tasks (Gardner, 2011).

In contrast, the control group showed a less pronounced improvement. The pre-test mean was 2.96, with a higher standard deviation of 2.1, and the post-test mean improved to 7.07 with a standard deviation of 1.0. Although there was significant growth, the variance remained higher compared to the experimental group, which may suggest the influence of other factors, such as traditional teaching methods, on student performance (Niemi, 2017). These results align with research indicating that while traditional teaching methods can improve student achievement, intelligence-based interventions tend to foster greater cognitive development, particularly in logical and mathematical domains (Acar & Demir, 2021).

The results from the Shapiro-Wilk test of normality indicated that the data from the pre-test scores of both the experimental and control groups were approximately normally distributed. However, the post-test scores from both groups showed significant deviations from normality, which suggests that non-parametric tests would be more appropriate for post-test data analysis. This is a common finding in educational research, where post-test scores, especially after interventions, often exhibit skewness due to improved performance and lack of homogeneity (Tabachnick & Fidell, 2013).

The results of the Wilcoxon Signed-Rank Test for the experimental group confirmed a highly significant difference between the pre-test and post-test scores. The test statistic ($W = 0.0$) and p-value ($< .0001$) revealed a large and significant effect ($r = 0.86$), emphasizing the strong impact of Logical-Mathematical Intelligence-based teaching activities. This outcome is consistent with findings by researchers such as

Hattie (2009), who identified that effective interventions based on MI theories can lead to substantial improvements in student performance.

This large effect size reflects a notable improvement in the experimental group's performance, supporting the hypothesis that LMI-based teaching activities are highly effective in enhancing mathematics achievement. The focus on logical reasoning, problem-solving, and analytical thinking seems to have engaged students' cognitive strengths, aligning with studies that argue for the benefits of tailored instruction to students' individual intelligences (Jensen, 2010).

The Wilcoxon Signed-Rank Test for the control group also indicated significant improvements in student performance ($W = 10.0$, $p < .0001$, $r = 0.79$). Despite using traditional methods, the results suggest that even basic structuring of content with a focus on Logical-Mathematical Intelligence can yield substantial educational benefits. This finding is in line with the work of Sullivan and Lilienfeld (2019), who suggested that even traditional teaching methods can be enhanced by incorporating elements of MI theory to optimize student learning outcomes.

The Independent Samples t-test confirmed that the experimental and control groups had equivalent pre-test scores, ensuring that any post-test differences could be attributed to the intervention rather than pre-existing academic disparities. This is important for the internal validity of the study, as it establishes that both groups started at similar levels of mathematics achievement (Cohen, 1992). The small effect size ($d = 0.06$) further confirmed that there was no initial difference between the groups, allowing for a fair comparison of the intervention's effectiveness.

The Mann-Whitney U Test showed a statistically significant difference between the experimental and control groups' post-test scores, with the experimental group

outperforming the control group ($U = 524.0$, $p = 0.0033$, $r = 0.40$). The medium effect size indicates that LMI-based teaching activities had a notable impact on students' mathematics achievement, even when compared to traditional methods. This supports the findings of Armstrong (2009), who emphasized that using MI-based instruction fosters better understanding, especially in complex subjects like mathematics.

The results clearly demonstrate that Logical-Mathematical Intelligence-based teaching activities significantly enhanced the mathematics achievement of Class VII students. The experimental group showed remarkable improvement in post-test scores compared to the control group, which supports the assertion that MI-based interventions are more effective than traditional teaching methods in improving student performance in mathematics. The findings suggest that educational practices that incorporate MI theory, particularly Logical-Mathematical Intelligence, can be a powerful tool for enhancing cognitive engagement and achievement in mathematics (Gardner, 2011; Hattie, 2009). These results have strong implications for the future of mathematics education, emphasizing the need for teaching strategies that tap into students' diverse cognitive strengths.

4.8 ANALYSIS OF MATHEMATICS ACHIEVEMENT REGARDING VISUAL SPATIAL INTELLIGENCE BASED TEACHING ACTIVITIES

4.8.1 DESCRIPTIVE ANALYSIS OF VARIABLE MATHEMATICS ACHIEVEMENT WITH REGARDS TO VISUAL SPATIAL INTELLIGENCE BASED TEACHING ACTIVITIES

Table 4.15: Descriptive Analysis of Variable Mathematics Achievement of Class VII students with regards to Visual Spatial Intelligence based Teaching Activities

Group	Test	N	Mean	SD	Median	Skewness	Kurtosis	Cohen's d
Experimental	Pre-test	27	3.48	1.60	3.0	-0.02	-0.33	-4.65
Experimental	Post-test	27	9.22	0.70	9.0	-0.33	-0.80	
Control	Pre-test	27	3.37	1.57	3.0	0.48	0.58	-4.06
Control	Post-test	27	8.56	0.89	8.0	0.35	-0.70	

Table 4.16: Results of Shapiro-Wilk Test for Normality of Pre-Test and Post-Test Scores for Experimental and Control Groups with regards to Visual Spatial Intelligence based Teaching Activities

Group	Test	W Statistic	p-value	Normality Status
Experimental	Pre-test	0.909	0.021	Not Normal
Experimental	Post-test	0.795	0.0001	Not Normal
Control	Pre-test	0.91	0.023	Not Normal
Control	Post-test	0.848	0.0011	Not Normal

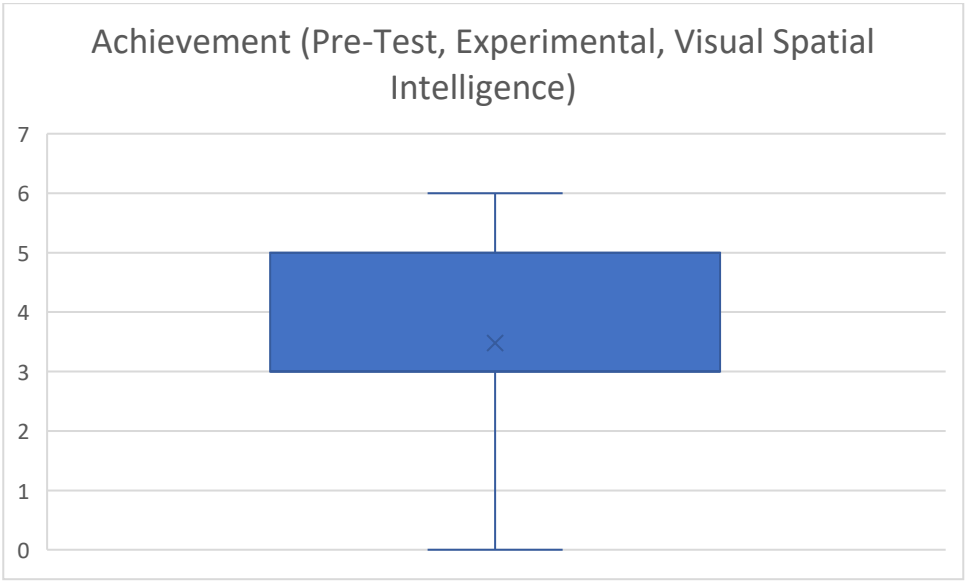


Figure 4.17 Outlier Plot of Pre-Test Achievement Scores in Visual–Spatial Intelligence – Experimental Group

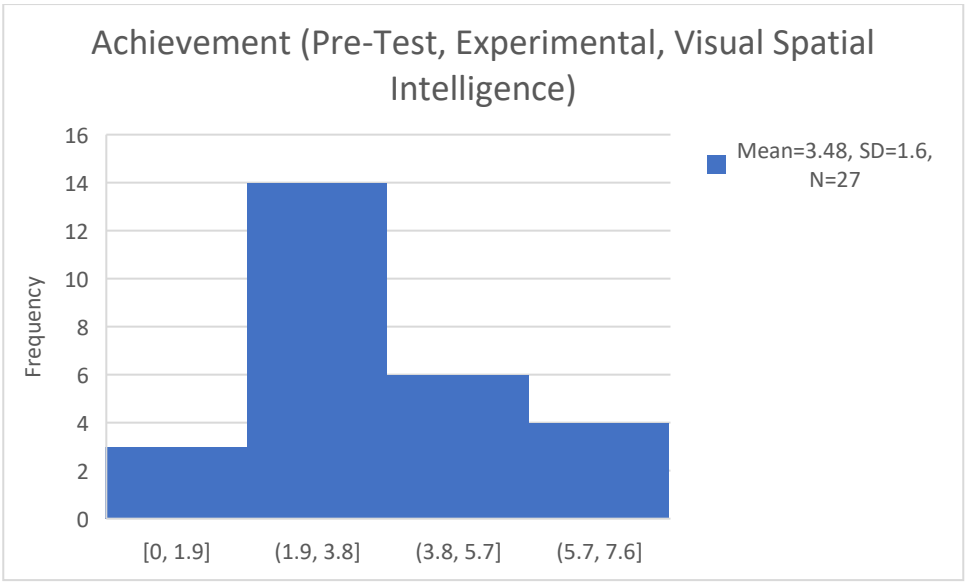


Figure 4.18 Histogram showing Pre-Test Achievement Scores in Visual–Spatial Intelligence – Experimental Group

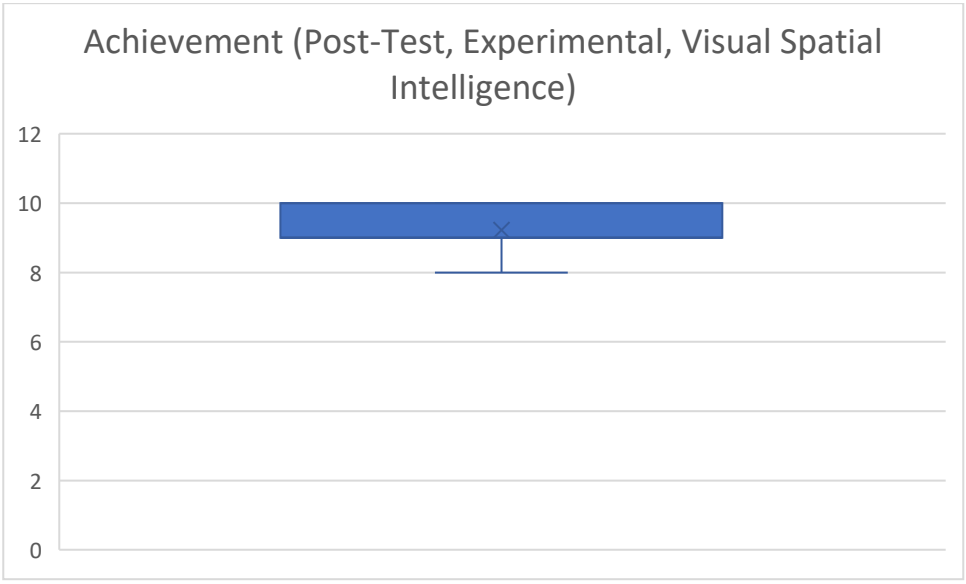


Figure 4.19 Outlier Plot of Post-Test Achievement Scores in Visual–Spatial Intelligence – Experimental Group

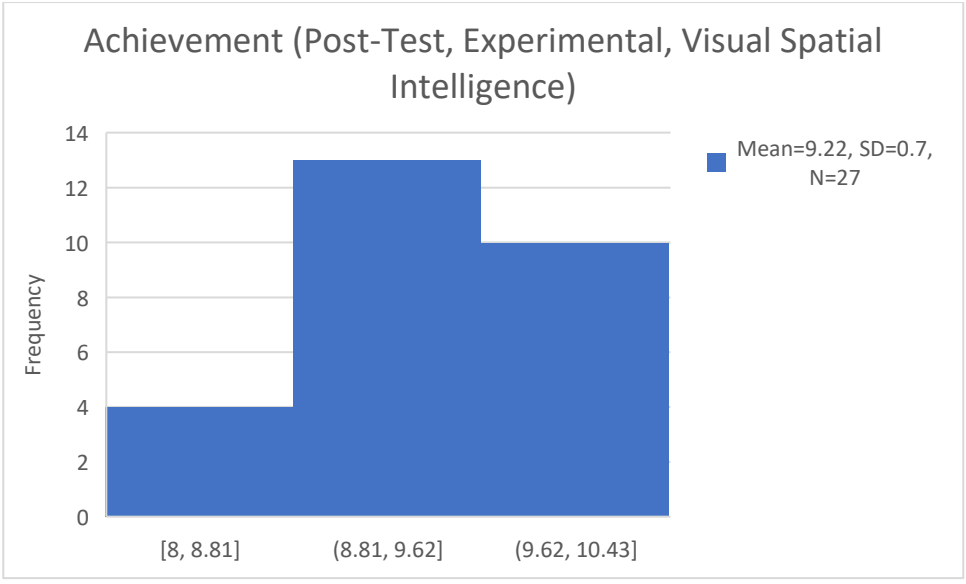


Figure 4.20 Histogram showing Post-Test Achievement Scores in Visual–Spatial Intelligence – Experimental Group

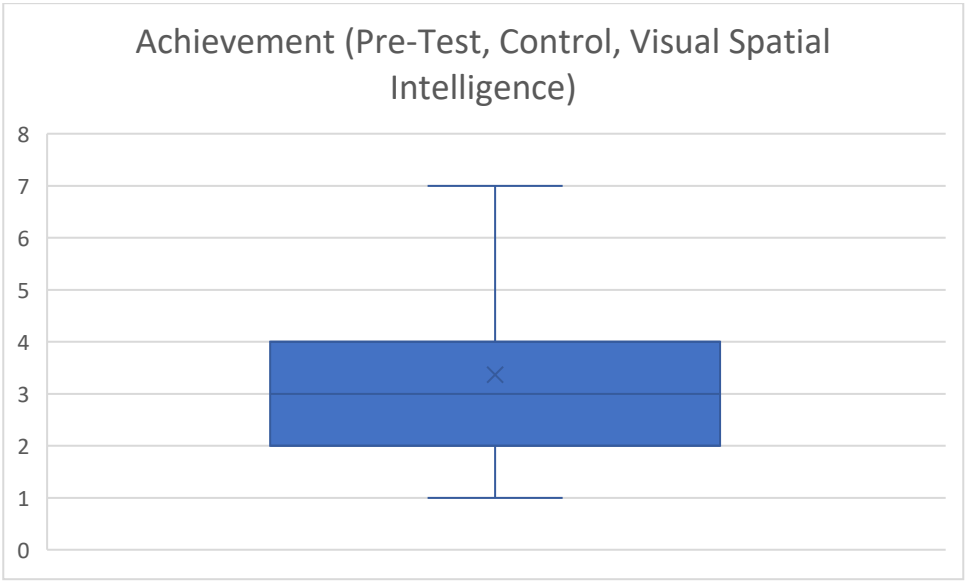


Figure 4.21 Outlier Plot of Pre-Test Achievement Scores in Visual–Spatial Intelligence – Control Group

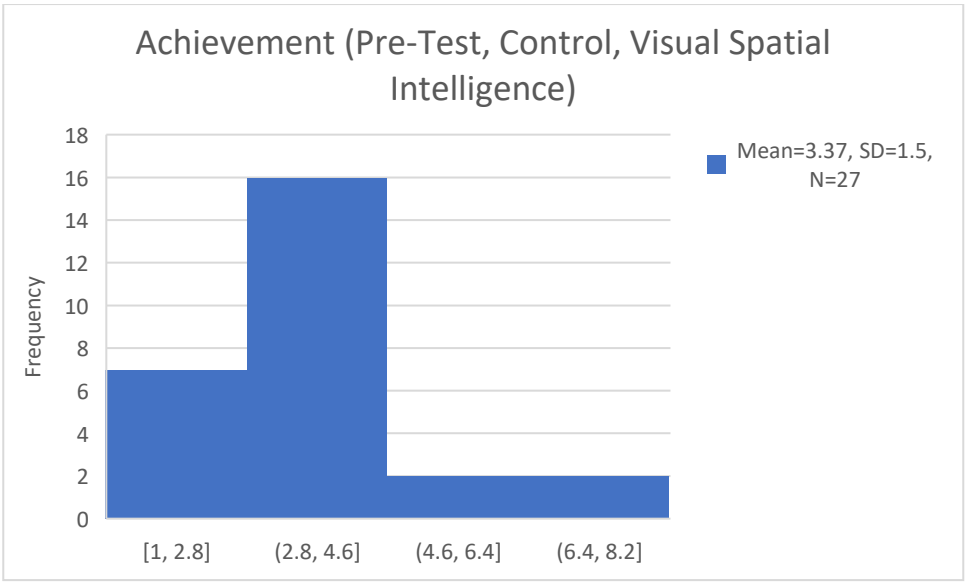


Figure 4.22 Histogram showing Pre-Test Achievement Scores in Visual–Spatial Intelligence – Control Group

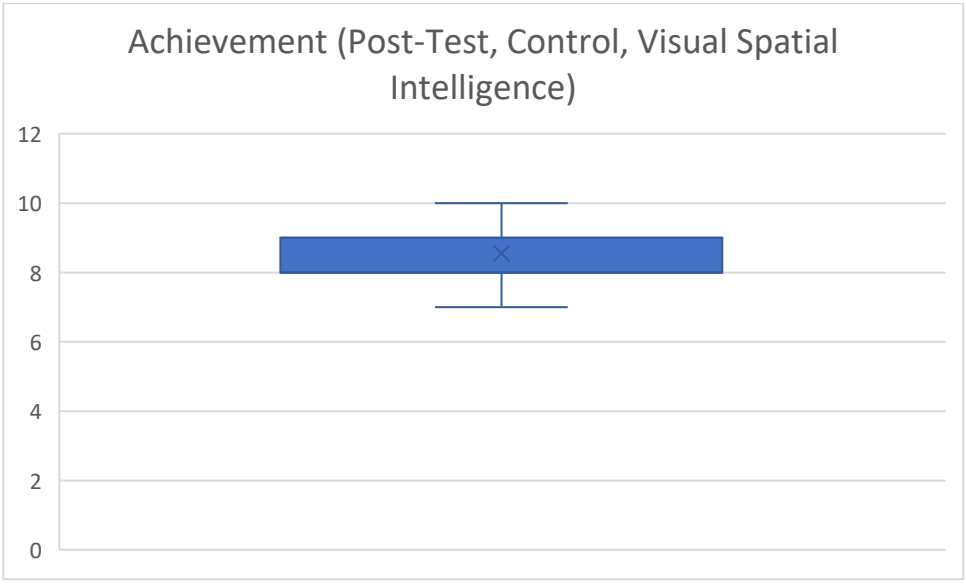


Figure 4.23 Outlier Plot of Post-Test Achievement Scores in Visual–Spatial Intelligence – Control Group

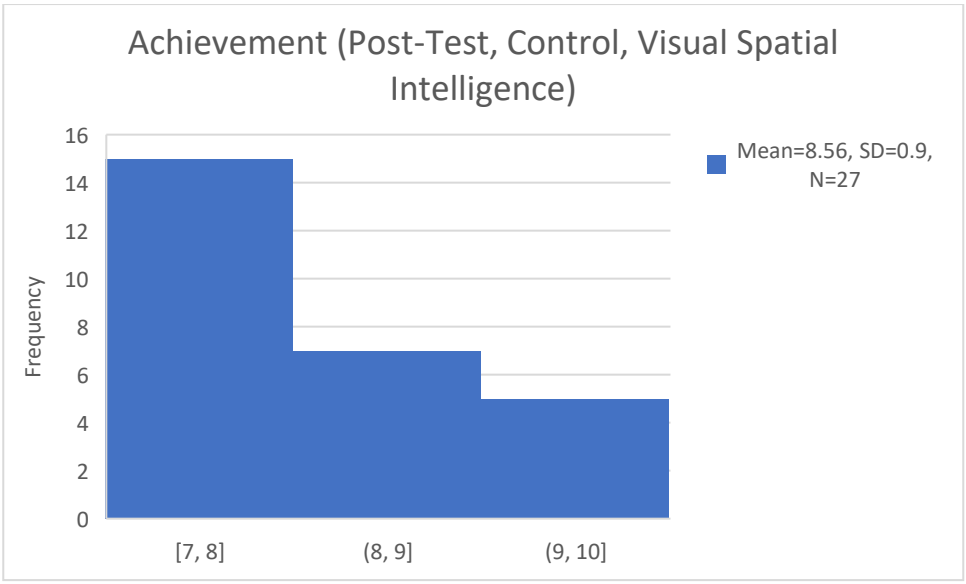


Figure 4.24 Histogram showing Post-Test Achievement Scores in Visual–Spatial Intelligence – Control Group

4.8.2 INFERENTIAL ANALYSIS OF VARIABLE MATHEMATICS ACHIEVEMENT WITH REGARDS TO VISUAL SPATIAL INTELLIGENCE BASED TEACHING ACTIVITIES

Both descriptive analysis and Shapiro Wilk Test for Normality —**confirmed that the data is not normally distributed**. Hence, for comparing scores within the same group, 'Wilcoxon Signed-Rank Test' is adopted, and for comparing scores between experimental group and control group, the Mann-Whitney U Test is adopted.

Objective 7: To find out the effectiveness of Visual-Spatial Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa. Class VII students of Goa.

i) WILCOXON SIGNED-RANK TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF THE EXPERIMENTAL GROUP WITH REGARDS TO VISUAL SPATIAL INTELLIGENCE

Hypothesis 10: There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Visual-Spatial Intelligence based teaching activities.

Table 4.17: Results of Wilcoxon Signed-Rank Test for the Variable Mathematics Achievement of the Experimental Group with regards to Visual Spatial Intelligence

Sample Size (N)	W Value	p-value	Effect Size (r)
27	0.0	< .0001	0.68

OBSERVATIONS

The Wilcoxon Signed-Rank Test yielded a Wilcoxon Statistic (W) of 0.0, with a highly significant p-value of less than 0.0001 and large effect size (r = 0.68). The calculated p-value is smaller than the table value of 0.05. This indicates a statistically significant difference between the pre-test and post-test scores.

FINDINGS

Wilcoxon Signed-Rank Test results showed a statistically significant improvement in the mathematics achievement of the students in experimental group (W = 0.0, $p <$ .0001, r = 0.68). The large effect size indicates that the Visual-Spatial Intelligence-based instructional strategies had a substantial and meaningful impact on student performance.

INTERPRETATION

Given the highly significant p-value and large effect size, the null hypothesis is rejected. The Visual-Spatial Intelligence-based teaching approach led to a remarkable improvement in students' mathematical achievement. The integration of diagrams, visual aids, spatial reasoning activities, and hands-on learning effectively supported students' cognitive strengths and enhanced their understanding of mathematical concepts.

CONCLUSION

The analysis clearly confirms that Visual-Spatial Intelligence-based instruction significantly enhanced the mathematics achievement of Class VII students. By leveraging students' visual and spatial strengths, the instructional strategies provided a powerful and innovative method for improving academic outcomes, validating the effectiveness of this teaching approach.

Objective 8: To compare the effectiveness of Visual-Spatial Intelligence based Teaching Activities and the traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

ii) WILCOXON SIGNED-RANK TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF THE EXPERIMENTAL GROUP WITH REGARDS TO VISUAL SPATIAL INTELLIGENCE

Hypothesis 11: There is no significant difference in the pre-test and post test scores of the students in the control group taught Visual-Spatial Intelligence based content using Traditional method of teaching.'

Table 4.18: Results of Wilcoxon Signed-Rank Test for the Variable Mathematics Achievement of the Experimental Group with regards to Visual Spatial Intelligence

Sample Size (N)	W Value	p-value	Effect Size (r)
27	0.0	< .0001	0.68

OBSERVATIONS

Wilcoxon Signed-Rank Test yielded a Wilcoxon Statistic (W) of 0.0, with a highly significant p-value of less than 0.0001 and large effect size (r = 0.68). The calculated p-value is smaller than the table value of 0.05. This indicates a statistically significant difference between the pre-test and post-test scores.

FINDINGS

The results of the 'Wilcoxon Signed-Rank Test' showed a statistically significant improvement in mathematics achievement from pre-test to post-test within the control group ($W = 0.0$, $p < .0001$, $r = 0.68$). Despite using traditional teaching methods, students demonstrated meaningful learning gains when taught with content designed around Visual-Spatial Intelligence principles.

INTERPRETATION

Given the highly significant p-value and large effect size, the null hypothesis is rejected. This suggests that traditional teaching methods, even when not directly tailored to students' cognitive strengths, can still produce notable improvements when the instructional content is thoughtfully designed.

CONCLUSION

The analysis confirms that traditional teaching methods led to statistically significant and substantial improvements in the mathematics achievement of Class VII students exposed to Visual-Spatial Intelligence-based content. Although the instruction was not intelligence-specific, the meaningful learning outcomes highlight the importance of content design in supporting student success.

iii) MANN-WHITNEY U TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF THE EXPERIMENTAL GROUP AND CONTROL GROUP WITH REGARDS TO VISUAL SPATIAL INTELLIGENCE

Hypothesis 12: There is no significant difference in the **pre-test test scores of the students** who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods.

Table 4.19: Results of Mann-Whitney U Test for the Variable Mathematics Achievement of the Experimental Group and Control Group with regards to Visual Spatial Intelligence

Sample Size (N)	U Value	p-value	Effect Size (r)
27 (per group)	374	0.873	0.03

OBSERVATIONS

Mann-Whitney U Test was conducted, yielding a U value of 374.0, a p-value of 0.873, and a negligible effect size (r = 0.03). The calculated p-value is greater than the table value of 0.05. This indicates that there was no statistically significant difference between the pre-test scores of the two groups.

FINDINGS

Mann-Whitney U Test results showed no statistically significant difference between the pre-test scores of the experimental and control groups ($p = 0.873$, $r = 0.03$). This finding confirms that both groups were academically equivalent at the beginning of the study.

INTERPRETATION

Given the non-significant p-value and negligible effect size, the null hypothesis is retained. This establishes baseline equivalence, which ensures that any differences observed after the intervention can be credited to the teaching strategies employed instead of any initial academic disparities.

CONCLUSION

The analysis demonstrates that the experimental group and control group were statistically comparable in their mathematics achievement before the intervention. This strengthens the internal validity of the study, allowing for more confident attribution of post-test differences to the impact of Visual-Spatial Intelligence-based instruction versus traditional teaching methods.

iv) MANN-WHITNEY U TEST FOR THE VARIABLE MATHEMATICS ACHIEVEMENT OF THE EXPERIMENTAL GROUP AND CONTROL GROUP WITH REGARDS TO VISUAL SPATIAL INTELLIGENCE

Hypothesis 13: There is no significant difference in the **post test scores of the students** who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods.

Table 4.20: Results of Mann-Whitney U Test for the Variable Mathematics Achievement of the Experimental Group and Control Group with regards to Visual Spatial Intelligence

Sample Size (N)	U Value	p-value	Effect Size (r)
27 (per group)	519.5	0.004	0.41

OBSERVATIONS

'Mann-Whitney U Test' revealed a U value of 519.5, a p-value of 0.004, and an effect size of r = 0.41, indicating a moderate to large effect. The calculated p-value is smaller than the table value of 0.05. This indicates that the difference between the two groups' post-test scores was statistically significant.

FINDINGS

'Mann-Whitney U Test' results indicated a statistically significant difference between the post-test scores of the experimental group and control group ($p = 0.004$, $r = 0.41$). Those students who were in the experimental group and were taught using Visual-Spatial Intelligence-based instructional strategies, outperformed those in the control group, who received traditional instruction.

INTERPRETATION

Given the statistically significant difference and the moderate to large effect size, the null hypothesis is rejected. This suggests that Visual-Spatial Intelligence-based teaching methods had a stronger positive impact on students' mathematics achievement than traditional methods. The findings underscore the value of aligning teaching strategies with students' cognitive strengths to optimize learning outcomes.

CONCLUSION

The analysis provides strong evidence that the integration of Visual-Spatial Intelligence into instructional practices significantly enhanced students' academic performance in mathematics compared to traditional methods. The moderate to large

effect size further reinforces the effectiveness of intelligence-based teaching strategies.

FINAL CONCLUSION FOR THE OBJECTIVE

Although both the Visual-Spatial Intelligence-based and traditional teaching methods resulted in gains from pre-test to post-test, the Visual-Spatial Intelligence-based approach produced significantly higher post-test scores. This confirms the superior effectiveness of Visual-Spatial Intelligence-based teaching activities in improving mathematics achievement among Class VII students in Goa.

DISCUSSION

The descriptive analysis of the mathematics achievement of Class VII students, with regards to Visual-Spatial Intelligence-based teaching activities, reveals a clear distinction between the pre-test and post-test performance of students in both the experimental and control groups. The experimental group showed a significant improvement in their post-test scores, with a mean of 9.22 compared to 3.48 in the pre-test. This suggests that the Visual-Spatial Intelligence-based teaching approach has a positive effect on students' mathematics achievement.

The control group, on the other hand, also demonstrated improvements in their scores, with a post-test mean of 8.56 compared to a pre-test mean of 3.37. However, the improvement observed in the experimental group was substantially larger. The skewness and kurtosis values indicate a relatively symmetrical distribution for both groups, but with some slight departure from normality, especially in the post-test scores. Despite these deviations, the overall trend suggests that Visual-Spatial Intelligence-based activities are more effective in enhancing students' mathematics performance than traditional methods.

Both descriptive analysis and the results from the Shapiro-Wilk test confirm that the data is not normally distributed. Consequently, non-parametric tests, such as the Wilcoxon Signed-Rank Test and Mann-Whitney U Test, were employed to evaluate the differences in students' mathematics achievement.

The results from the Wilcoxon Signed-Rank Test for the experimental group reveal a highly significant difference between the pre-test and post-test scores ($W = 0.0$, $p < .0001$, $r = 0.68$). The large effect size ($r = 0.68$) further suggests that the improvement in the experimental group's performance was not only statistically significant but also practically meaningful. This is in line with previous studies (e.g., Gredler, 2011; Armstrong, 2009), which have highlighted that Visual-Spatial Intelligence-based teaching strategies, such as the use of visual aids and spatial reasoning tasks, can significantly enhance students' learning experiences in mathematics.

The significant improvement observed in the experimental group suggests that these teaching methods, which engage students' visual-spatial intelligence, are an effective tool for facilitating mathematical understanding. Visual representations, diagrams, and spatial reasoning activities, which cater to students' strengths in visualizing abstract concepts, appear to have played a central role in boosting their academic performance.

Interestingly, even the control group, which received traditional teaching methods, demonstrated significant improvement ($W = 0.0$, $p < .0001$, $r = 0.68$). This indicates that even traditional teaching methods can lead to meaningful learning gains when students are exposed to content designed around the principles of Visual-Spatial Intelligence. However, it is important to note that the experimental group showed larger improvements, which suggests that while traditional methods can be effective, they are not as powerful as intelligence-based strategies in fostering deeper mathematical understanding.

Previous research (Gardner, 1993; Armstrong, 2009) has suggested that although traditional methods may have limited engagement with students' cognitive strengths, carefully designed content that aligns with multiple intelligences can still yield significant results. This reinforces the argument that content design, even in traditional settings, plays a crucial role in fostering student achievement.

The Mann-Whitney U Test for the pre-test scores of both groups showed no significant difference ($U = 374$, $p = 0.873$, $r = 0.03$). This finding indicates that both the experimental and control groups were academically comparable at the outset of the study, ensuring that any differences observed after the intervention can be attributed to the teaching methods rather than initial academic disparities.

Establishing baseline equivalence is crucial for the internal validity of the study (Cohen, 1988), as it allows for more confident conclusions regarding the impact of the intervention on the post-test scores.

When comparing the post-test scores of the experimental and control groups, the Mann-Whitney U Test revealed a statistically significant difference ($U = 519.5$, $p = 0.004$, $r = 0.41$). The moderate to large effect size ($r = 0.41$) suggests that Visual-Spatial Intelligence-based teaching methods had a more substantial positive impact on students' mathematics achievement than the traditional methods. These results are consistent with findings from previous studies (e.g., Randler & Hummel, 2011; Anderson, 2014) that emphasize the benefits of aligning teaching methods with students' cognitive strengths to optimize learning outcomes.

This finding underscores the importance of leveraging Visual-Spatial Intelligence to enhance students' academic performance. By integrating visual and spatial tools into

teaching, students are better able to conceptualize and internalize complex mathematical concepts, thereby improving their overall achievement.

Although both the Visual-Spatial Intelligence-based and traditional teaching methods resulted in improvements from pre-test to post-test, the experimental group, which received Visual-Spatial Intelligence-based teaching activities, outperformed the control group. The analysis clearly indicates that Visual-Spatial Intelligence-based teaching methods are significantly more effective in enhancing the mathematics achievement of Class VII students in Goa. This validates the importance of incorporating visual and spatial learning strategies into mathematics instruction, as they tap into students' innate cognitive abilities and promote deeper learning.

In conclusion, the integration of Visual-Spatial Intelligence into mathematics instruction not only fosters meaningful learning but also provides a substantial and innovative approach to improving student achievement. These findings contribute to the growing body of research supporting the application of Multiple Intelligences theory in education and highlight the need for teaching strategies that are tailored to the diverse cognitive strengths of students.

4.9 SUMMARY

i) Construction and Standardization of Achievement Test in Mathematics

The development and standardization of the Mathematics Achievement Test for Class VII students in Goa was a methodical process aimed at creating a valid and reliable tool to assess students' performance after exposure to Multiple Intelligence (MI)-based teaching. The test was designed using a structured blueprint that categorized content under four cognitive levels—Knowledge, Understanding, Application, and Skill—drawing from established educational frameworks and Bloom’s revised taxonomy

(Anderson & Krathwohl, 2001). Emphasis was placed on the "Understanding" level, which accounted for 46.25% of the test, aligning with the study's goal to evaluate conceptual comprehension influenced by MI strategies.

The test comprised Multiple-Choice Questions (MCQs) selected for their objectivity, ease of administration, and ability to assess varying cognitive levels. Items were designed across three difficulty levels—easy, average, and difficult—to ensure broad assessment coverage and discriminative power. A total of 80 MCQs were developed targeting students' Linguistic, Logical-Mathematical, and Visual-Spatial intelligences.

Pilot testing with 16 students helped refine item clarity, language, and administration logistics. Subsequently, item analysis was conducted with 122 students from five schools (selected using cluster sampling) to evaluate each item's difficulty and discrimination index. Only items with a difficulty value between 40%-70% and a discrimination index of 0.30 or higher were retained.

Reliability testing showed high internal consistency, with coefficients of 0.92832 (Split-Half) and 0.925326 (KR-21). Expert validation and Lawshe's Content Validity Ratio confirmed strong face and content validity, ensuring alignment with curriculum and MI objectives.

Finally, the validated MAT was administered to 167 students, enabling generalizable results. Overall, the test development process established MAT as a sound instrument for assessing the effectiveness of MI-based teaching on mathematical achievement among Class VII students.

ii) Analysis of Multiple Intelligence Profiles

The hypothesis for this study was that there would be no significant difference in the Multiple Intelligence (MI) profiles of Class VII students in the experimental and control groups. The sample consisted of 54 students, with 27 students in each group.

To assess normality of the MI scores, the Shapiro-Wilk test was performed, revealing that most intelligences followed a normal distribution, except for Logical-Mathematical and Bodily-Kinesthetic intelligences. For normally distributed data, an Independent Samples t-test was used, while the Mann-Whitney U test was employed for non-normally distributed data.

The analysis found no significant differences between the two groups across all nine intelligences. For example, Interpersonal Intelligence had a t-value of 1.8771 ($p = 0.0661$), and Logical-Mathematical Intelligence had a Mann-Whitney U value of 466.5 ($p = 0.0726$), both showing no significant differences. Similar results were observed for Musical, Naturalist, Verbal-Linguistic, Bodily-Kinesthetic, Visual-Spatial, Existential, and Intrapersonal intelligences.

Thus, the results confirmed that there were no significant differences in the MI profiles between the experimental and control groups before the intervention. This validated the null hypothesis, indicating that both groups were statistically equivalent in their MI profiles. Therefore, any differences in subsequent mathematics achievement could be attributed to the teaching intervention rather than initial cognitive disparities.

iii) Analysis of Linguistic Intelligence

Analysis of Linguistic Intelligence 'indicated the pre-test scores of both experimental group and the control group were not normal. Also, the score of post-test of control group was not normal. However, the score of post-test of experimental group indicated normality.

Therefore, non-parametric tests were selected for subsequent analysis. Wilcoxon Signed Rank Test was employed for comparing paired pre-test and post-test scores

within groups, and Mann-Whitney U Test was used for comparing post-test scores between the experimental and control groups. 'These non-parametric methods were chosen because they do not require the assumption of normality and are robust to outliers and distributional irregularities' (Field, 2018).

iv) Analysis of Logical Mathematical Intelligence

Analysis of Logical Mathematical Intelligence results indicate that while scores of pre-tests were approximately normally distributed, the scores of post-tests for both Experimental and Control groups were not normal

Hence, 'Wilcoxon Signed Rank Test' was employed for comparing pre-test and post-test scores within groups, and the Mann-Whitney U Test was used for comparing post test score of both the experimental and control groups. However, since both groups have normally distributed pre-test scores, a parametric test, Independent Samples t-test, was used for between-group comparison of the scores of pre-tests.

v) Analysis of Visual Spatial Intelligence

Analysis of Visual Spatial Intelligence results indicate that **the data is not normally distributed**. Hence, Wilcoxon Signed-Rank Test' is adopted for comparing scores within the same group, 'and the Mann-Whitney U Test is adopted for comparing scores between experimental group and control group.

RETAINED HYPOTHESES

The Null Hypothesis 1 which states that - There is no significant difference in the Multiple Intelligence profiles of Class VII students in the experimental and control groups.' – is retained. This indicates that 'across all nine intelligences, no statistically significant differences were found between the experimental group and control group

before the intervention. As a result, 'the null hypothesis was retained.' This finding suggests that both groups were equivalent in their Multiple Intelligence profiles before the implementation of the teaching intervention

Hypothesis 4 (Linguistic Intelligence), Hypothesis 8 (Logical Mathematical Intelligence) and Hypothesis 12 (Visual Spatial Intelligence) which state that 'There is no significant difference in the pre-test test scores of the students who are taught using MI-based teaching activities compared to those taught using traditional methods.'- are retained. This indicates that the experimental group and control group were statistically comparable in their mathematics achievement before the intervention. This implies that the post-test improvement in the achievement of the students is because of the MI-based Instruction. the impact of MI instruction versus traditional teaching methods.

REJECTED HYPOTHESES

Hypothesis 2 (Linguistic Intelligence), Hypothesis 6 (Logical Mathematical Intelligence), and Hypothesis 10 (Visual Spatial Intelligence) which state that There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using MI-based teaching activities.'

Hypothesis 3 (Linguistic Intelligence), Hypothesis 7 (Logical Mathematical Intelligence) and Hypothesis 11 (Visual Spatial Intelligence) which state that There is no significant difference in the pre-test and post test scores of the students in the control group taught using Traditional method of teaching.'

Hypothesis 5 (Linguistic Intelligence), Hypothesis 9 (Logical Mathematical Intelligence), Hypothesis 13 (Visual Spatial Intelligence) which state that There is no significant difference in the post test scores of the students who are taught using MI based teaching activities compared to those taught using traditional methods.'

The rejection of the above hypotheses implies that although both teaching approaches—MI-based and traditional—led to significant improvements in mathematics achievement from pre-test to post-test, the MI-based approach produced significantly higher post-test scores. This indicates that the MI-based teaching methods have significantly improved the performance of the students in mathematics

CHAPTER 5

FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1 INTRODUCTION

This chapter gives the entire study in a capsule form. The findings of each tool and each objective is discussed. The chapter ends with suggestions for further researches.

5.2 SUMMARY

The present study is grounded in Howard Gardner's (1983) theory of Multiple Intelligences (MI), which challenges the traditional notion of intelligence as a single, unitary ability. Gardner proposed that individuals possess a combination of intelligences—such as linguistic, logical-mathematical, and visual-spatial—that can be effectively utilized in classroom teaching to enhance student engagement and academic outcomes.

The rationale for the study arises from persistent challenges in mathematics education in India, especially in Goa. The National Achievement Survey (NAS, 2021) revealed that Goan students consistently scored below the national average in mathematics. For instance, in Class 8, the average score in Goa was 242 compared to the national average of 255, highlighting a consistent pattern of underachievement. These findings emphasize the urgency of pedagogical innovation, particularly at the middle school level, which forms a critical foundation for higher-order learning.

In this context, Multiple Intelligences-based instructional strategies present a promising alternative. Research suggests that when instructional design aligns with students' dominant intelligences, their motivation, understanding, and performance improve significantly. For example, linguistic learners benefit from reading, storytelling, and group discussions; logical-mathematical learners thrive on puzzles, classification tasks, and reasoning exercises; and visual-spatial learners excel through diagrams, models, and drawing (Gardner, 1999).

Several Indian studies support the efficacy of MI-based teaching in mathematics. Soni and Kaur (2011) reported that using MI strategies led to significant gains in mathematical understanding among middle school students. Joshi and Desai (2018) found that MI-aligned lessons improved both academic achievement and classroom participation. Malhotra (2021) demonstrated that logical-mathematical intelligence, when activated through problem-solving exercises, enhanced students' analytical thinking skills. Kumar and Gupta (2015) highlighted the positive role of MI-based cooperative learning in enhancing performance, while Verma and Bansal (2012) emphasized the effectiveness of combining interpersonal intelligence with mathematics instruction.

International studies echo these findings. Campbell and Campbell (1999) showed that MI-based education improved student performance across multiple disciplines, including mathematics. Saban (2002) found that using MI-based approaches in Turkish classrooms led to greater academic engagement and understanding. Gurbuz (2010) demonstrated that mathematics learners benefited significantly from visual and logical intelligence strategies, especially when solving geometric and algebraic problems.

The present study also incorporates the 5E Instructional Model—Engage, Explore, Explain, Elaborate, and Evaluate—a constructivist model that encourages hands-on, inquiry-based learning. The 5E model has proven effective in mathematics education by promoting conceptual clarity and active learning. George (2020) found that employing the 5E model led to increased academic achievement in mathematics. Desai and Mehta (2020) reported higher engagement and interest levels when students participated in exploratory and evaluative activities structured around the 5E model. Rao and Srinivasan (2015) similarly observed that using the 5E model improved students' problem-solving abilities and interest in mathematics.

The objectives of the present study are:

1) To construct and standardize an achievement test in Mathematics for Class VII students of Goa.

2) To compare the Multiple Intelligence Profile of Class VII students of Goa in the experimental and control group.

3) To find out the effectiveness of Linguistic Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa.

4) To compare the effectiveness of Linguistic Intelligence based Teaching Activities and the traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

5) To find out the effectiveness of Logical Mathematical Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa.

6) To compare the effectiveness of Logical Mathematical Intelligence based Teaching Activities and traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

7) To find out the effectiveness of Visual-Spatial Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa. Class VII students of Goa.

8) To compare the effectiveness of Visual-Spatial Intelligence based Teaching Activities and traditional method of teaching on Mathematics Achievement of Class VII students of Goa.

The study hypothesizes, through the following null hypotheses:

i) There is no significant difference in the Multiple Intelligence profiles of Class VII students in the experimental and control groups.

ii) There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Linguistic Intelligence based teaching activities.

iii) There is no significant difference in the pre-test and post test scores of the students in the control group taught Linguistic Intelligence based content using Traditional method of teaching.

iv) There is no significant difference in the pre-test test scores of the students who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.

v) There is no significant difference in the post test scores of the students who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.

vi) There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Logical Mathematical Intelligence based teaching activities.

vii) There is no significant difference in the pre-test and post test scores of the students in the control group taught Logical Mathematical Intelligence based content using Traditional method of teaching.

viii) There is no significant difference in the pre-test test scores of the students who are taught using Logical Mathematical Intelligence based teaching activities compared to those taught using traditional methods.

ix) There is no significant difference in the post test scores of the students who are taught using Logical Mathematical Intelligence based teaching activities compared to those taught using traditional methods.

x) There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Visual-Spatial Intelligence based teaching activities.

xi) There is no significant difference in the pre-test and post test scores of the students in the control group taught Visual-Spatial Intelligence based content using Traditional method of teaching.

xii) There is no significant difference in the pre-test test scores of the students who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods.

xiii) There is no significant difference in the post test scores of the students who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods.

Operational definitions are provided to clarify key terms. “Multiple Intelligences-Based Teaching Activities” refer to instructional practices aligned with the three intelligences under investigation. “Mathematics Achievement” is defined in terms of student performance on pre-tests and post-tests designed by the researcher. “Effectiveness” refers to measurable improvements in scores attributable to MI-based instruction.

The population of the study consists of students from Class VII studying in 233 middle and high schools in North Goa schools. In 2024-2025, North Goa had 11,134 students (5,706 boys, 5,428 girls).’The sample includes All 54 students of Class VII of one of the randomly selected schools from North Goa were selected as the sample for the study. Control variables considered for the study are curriculum content, identical test instruments, uniform age and grade level of participants, equal instructional time, identical teaching resources, similar classroom settings, and comparable teacher experience and training, and test difficulty in mathematics

Intervening variables such as student fatigue, boredom, enthusiasm, and emotional state are acknowledged as potential influencers on learning outcomes.

The independent variable is the use of MI-based teaching activities, while the dependent variable is the mathematics achievement of students. The study's design controls for confounding variables to ensure validity and reliability of findings.

This study holds significant relevance in addressing the shortcomings of traditional teaching methods in mathematics. Mathematics is often perceived as abstract and difficult, especially when taught through rote learning. MI-based teaching, by contrast, presents content in multiple formats, allowing students to use their strengths to access and understand mathematical concepts. This not only enhances comprehension but also fosters a positive attitude towards the subject (Gardner, 2006).

By integrating MI theory with the 5E instructional model, the study promotes inquiry, collaboration, and reflection—key 21st-century skills needed for holistic education. As suggested by George (2020), this blend of pedagogy can empower students to become active participants in their learning and enable teachers to create inclusive, differentiated classrooms.

In the Goan context, where mathematics performance has consistently lagged behind national standards (NAS, 2021), this study introduces an innovative and inclusive pedagogical approach. Thus, this study laid the groundwork for a comprehensive investigation into the effectiveness of Multiple Intelligence-based teaching activities in improving mathematics achievement among Class VII students in Goa.

5.2.1 SUMMARY OF REVIEW OF RELATED LITERATURE

The reviewed literature on mathematics achievement in India and abroad highlights the complex interaction of cognitive, emotional, demographic, instructional, and technological factors that influence student performance. Indian studies revealed that poor teaching practices, mathematical anxiety, and negative attitudes are key barriers

to success (George, 2003; Chaman, 2023; Rani & Rani, 2024). Conversely, supportive parental involvement, diagnostic teaching, and positive attitudes were shown to improve outcomes. Cognitive abilities like problem-solving skills were also strongly correlated with higher achievement (Raja et al., 2022). Demographic influences such as gender, school location, and medium of instruction were found to play a significant role, often with boys and urban, English-medium students outperforming their counterparts (Pandey, 2017; Paulpandi & Govindharaj, 2017). Large-scale studies like that of Das and Singhal (2021) revealed persistent gender disparities in basic math skills across Indian states. Similar trends were noted internationally, with UCL (2023) reporting the largest recorded gender gap in mathematics scores in England. Globally, other influencing factors included socioeconomic status, teacher quality, home learning environments, and technological interventions. For instance, Henkel et al. (2024) demonstrated that AI-based tutoring delivered via WhatsApp significantly improved math performance in Ghana, while McConney and Perry (2010) emphasized the impact of SES in Australia. Studies from Taiwan, Italy, Turkey, Chile, and Indonesia further highlighted the roles of school support, cultural values, curriculum design, and access to resources.

The studies on teaching methods in mathematics in India highlight various factors influencing student achievement and suggest innovative approaches to enhance learning. Rani and Rani (2024) highlighted the role of mathematical anxiety, emphasizing the need for teaching strategies that reduce anxiety and foster positive attitudes. Janardhanan and Charles (2024) found that innovative teaching methods led to higher student achievement compared to traditional approaches. Educational Initiatives (2024) revealed that 80% of mathematics teachers lacked fundamental mathematical concepts, urging the need for professional development. Das and Singhal (2021) discussed the persistent gender gap in rural India's mathematics performance, calling for gender-sensitive educational strategies. Sindhu S (2024)

observed a strong connection between positive student attitudes toward mathematics and achievement, particularly during the COVID-19 pandemic. Other studies explored the benefits of integrating traditional methods, like Vedic Mathematics, with modern technologies, and highlighted the importance of digital tools, activity-based learning, and collaborative learning in improving student engagement and understanding.

Studies related to mathematics teaching methods outside India emphasize diverse approaches and their impact on student achievement. Freeman et al. (2014) conducted a meta-analysis across STEM disciplines and found that active learning significantly improved student performance, with a 6% increase in exam scores. Oribhabor (2020) explored the effectiveness of activity-based teaching in Nigerian secondary schools, finding a significant improvement in students' math scores when using interactive, hands-on activities. Iyamuremye et al. (2022) examined the impact of teaching strategies in Africa, concluding that hands-on methods with concrete manipulatives were highly effective in improving students' understanding. Mazana et al. (2020) identified issues contributing to poor performance in Tanzania, including ineffective teaching strategies, and recommended student-centered approaches for better outcomes. Santos and Costa (2021) showed that the flipped classroom model increased engagement and improved performance in linear algebra at the University of Lisbon. Other studies, including Simanjuntak et al. (2021), and Mustapa et al. (2021), emphasized differentiated instruction, visual aids, and professional development to enhance teaching strategies and student achievement in mathematics.

Several studies in India have explored the impact of Multiple Intelligences (MI)-based teaching strategies across various subjects. Joshi (2013) found that MI-based strategies improved engagement and understanding in social science, especially for students with interpersonal and linguistic intelligences Other studies like Choudhury (2016), showed that MI strategies effectively improved academic performance, problem-

solving, and critical thinking, with specific strategies suited to students' dominant intelligences.

Several studies outside India have explored the application of Multiple Intelligences (MI) theory across various subjects. Armstrong (2009) found that MI-based strategies improved student engagement and achievement in language arts, mathematics, and science in the U.S. Similarly, Smit and Jonker (2007) demonstrated improvements in English reading and writing through MI-based instruction in the Netherlands. Lazear (1999) highlighted increased student interest and performance in social studies, mathematics, and art through MI methods in the U.S. Tarman and Tarman (2011) found that MI-based teaching led to better conceptual understanding and problem-solving in science and mathematics

Studies in India have explored the impact of Multiple Intelligences (MI) theory on mathematics education across different school levels. Soni and Kaur (2011) found that MI-based teaching improved high school students' understanding, particularly in algebra and geometry, by engaging logical-mathematical and spatial intelligences. Rajendran and Kumar (2012) highlighted significant achievement gains in secondary school students in Tamil Nadu, particularly for students with logical-mathematical and spatial intelligences. Other studies like Bansal and Verma (2014) also found that MI strategies led to better mathematics performance, with hands-on activities being particularly effective. Patel and Mehta (2016) emphasized improvements in mathematical reasoning, especially for students with logical-mathematical intelligence. Studies by Kumar and Sharma (2017) and Joshi and Desai (2018) further demonstrated the positive impact of MI on students' understanding of algebra, geometry, and mathematical problem-solving, with visual and kinesthetic strategies enhancing engagement.

Studies on the impact of Multiple Intelligences (MI) on mathematics education outside India reveal significant improvements in student outcomes. Armstrong (2009) found that MI-based strategies enhanced understanding of abstract math concepts and problem-solving skills in middle school students in the U.S. Studies in Brazil (Silva, 2017) and South Korea (Lee, 2020) confirmed similar results, with visual aids and hands-on activities aiding students' understanding of complex concepts.

Studies in India have demonstrated the effectiveness of the 5E instructional model across various subjects. For instance, Sharma and Verma (2017) found that the 5E model significantly enhanced science learning outcomes in secondary school students in Delhi, fostering better engagement and retention. In environmental studies, Ranjan and Soni (2016) observed higher achievement in middle school students when using the 5E model. Other subjects, such as social studies (Patel and Shah, 2018), also showed positive results with increased understanding and problem-solving abilities. Notably, the Explore and Explain phases were key in enhancing conceptual clarity and critical thinking skills.

Studies across various countries have highlighted the effectiveness of the 5E instructional model in enhancing student achievement in diverse subjects. Bybee et al. (2006) found significant improvements in U.S. middle school students' science test scores, particularly in energy and motion concepts. Studies in Australia (Walker et al., 2015) showed improved problem-solving and conceptual understanding in mathematics and physics.

Several studies in India have highlighted the positive impact of the 5E instructional model on mathematics learning at various educational levels. George (2020) found that seventh-grade students taught using the 5E model outperformed those taught traditionally, showing significant gains in learning and retention. Sharma and Yadav

(2017) observed improved conceptual clarity in algebra, with active engagement during the Explore and Elaborate phases. Singh and Kumar (2016) reported enhanced geometry achievement, especially in spatial reasoning and shape understanding. Rao and Srinivasan (2015) found that rural Class VII students had better engagement and understanding of fractions and ratios through the 5E model. Verma and Gupta (2019) highlighted improved comprehension of statistical measures like mean, median, and mode among secondary school students. Additionally, studies by Pandey and Kumar (2017) and Desai and Mehta (2020) emphasized improvements in basic mathematical operations and students' attitudes toward mathematics.

Several international studies have explored the impact of the 5E instructional model on mathematics education, yielding positive results across various topics. Atkinson et al. (2017) found that high school students in the U.S. demonstrated better understanding of algebraic concepts, especially during the Explanation phase. McNeil and Karp (2016) observed improved comprehension of geometry in Canada, with the Engage and Explore phases fostering curiosity and participation. Phipps and Hunsader (2018) noted enhanced understanding of trigonometry in the U.K., particularly through the Elaborate phase, which allowed students to apply their knowledge to real-world situations. In Mexico, Perez and Chang (2019) highlighted improved problem-solving and conceptual understanding in algebra and geometry among middle school students. Lee and Kim (2020) reported notable improvements in both student achievement and attitudes toward mathematics in South Korea. Other studies, such as those by Smith and Anderson (2017) in Australia and Chang and Zhang (2021) in Singapore, demonstrated enhanced understanding of statistics, probability, and calculus. Studies from other countries, including Vietnam, China, New Zealand, and Chile, also showed significant improvements in mathematical reasoning, problem-solving, and conceptual understanding, with the 5E model's inquiry-based, student-

centered approach contributing to deeper engagement and better academic performance across various mathematical topics.

Several studies in India have explored the integration of Multiple Intelligences (MI) theory with the 5E instructional model to enhance mathematics learning. Ramesh and Kumar (2018) found that this integrated approach improved geometry skills among secondary school students, promoting better conceptual understanding. Joshi and Sharma (2020) observed improved algebra learning in Class VII students, with MI catering to diverse learning styles and the 5E model fostering engagement and comprehension. Mehta and Singh (2017) highlighted gains in trigonometry understanding, particularly in practical applications, while Agarwal and Bansal (2019) saw significant improvements in problem-solving skills in number theory and algebra in Class VIII students. Patel and Mehta (2021) reported stronger conceptual understanding in various mathematical topics, while Sharma and Soni (2020) found better performance in solving arithmetic word problems. Other studies, like those by Kumar and Singh (2016) and Deshmukh and Gupta (2019), also demonstrated improvements in algebraic expressions and probability, respectively. Yadav and Joshi (2020) noted enhanced mastery of number theory in Class X students, and Tiwari and Sharma (2021) found better comprehension of measurement concepts in Class VIII.

Numerous studies outside India have explored the integration of Multiple Intelligences (MI) theory with the 5E instructional model to improve mathematics learning. Gök and Eryılmaz (2016) found that Turkish high school students demonstrated significant improvement in algebra and geometry using this integrated approach. Lee and Kim (2018) observed that South Korean elementary students outperformed peers in solving complex math problems, with MI addressing individual learning styles and the 5E model fostering engagement. Alwan and Saleh (2019) reported improved problem-solving and critical thinking skills in Jordanian secondary school students. Haris and

Yusoff (2020) found that Malaysian high school students grasped geometry concepts better, while Bada and Olusegun (2020) noted Nigerian students' improved algebra understanding. Greer and Hermans (2017) demonstrated enhanced statistics learning in U.S. middle school students, while McLeod and McKinnon (2018) reported better outcomes in solving linear equations for Australian high school students. Tan and Tan (2020) found enhanced understanding of functions in Singaporean students. Other studies, such as those by Silva and de Almeida (2019) in Brazil and Yildirim and Yildirim (2021) in Turkey, highlighted significant improvements in problem-solving and geometry skills.

5.2.2 SUMMARY OF METHODOLOGY OF THE STUDY

This section summarizes the methodology adopted to evaluate the impact of Multiple Intelligence (MI)-based teaching on the mathematics achievement of Class VII students in North Goa. A true experimental design, specifically a pre-test–post-test equivalent groups design, was employed. The experimental group received instruction based on Gardner's MI theory—incorporating linguistic, logical-mathematical, and visual-spatial intelligences—while the control group was taught using traditional methods. The independent variable was the MI-based teaching intervention, and the dependent variable was students' mathematics achievement. Control variables included curriculum content, identical test instruments, age and grade level of participants, equal instructional time, identical teaching resources, similar classroom settings, comparable teacher experience and training, and test difficulty in mathematics, while intervening variables such as student fatigue, boredom, enthusiasm, and emotional state were acknowledged (Cohen, Manion, & Morrison, 2018; Trochim & Donnelly, 2008).

The population consisted of 11,134 Class VII students across 233 middle schools and high schools in North Goa during the academic year 2024–2025. Sampling occurred in three phases: (a) construction and standardization of the achievement test, (b) development of MI-based lesson plans, and (c) experimentation. Samples were selected through cluster and random sampling for different study stages For test construction, a pilot test was administered to 16 students, and the final test was administered to 122 students from five schools. Reliability was checked with 167 students from five schools. For lesson plan development, the pilot study was conducted on students from Class VII in four schools. The achievement test was created using textbook topics not yet covered in Class VII and was standardized through pilot testing and item analysis with Class VIII students. Cluster sampling was used to select five schools, and psychometric principles were applied to ensure reliability. For experimentation, a school with two Class VII divisions with total 54 students was randomly selected, and groups were matched by formative assessment scores and age to ensure equivalence. Random assignment ensured both internal and external validity (Cohen et al., 2018). Two tools were used for data collection: the Mathematics Achievement Test which was constructed and standardized by the researcher and the Multiple Intelligence Survey by McKenzie (1999) adopted for the study. The latter was chosen for its practicality and alignment with Gardner's MI theory, offering an accessible and effective method to assess student intelligence profiles and inform differentiated instruction.

The Mathematics Achievement Test was developed to evaluate the effectiveness of Multiple Intelligence (MI)-based teaching activities on Class VII students' mathematics achievement, focusing on three intelligences: Linguistic, Logical-Mathematical, and Visual-Spatial. Following psychometric principles, the test development included planning, preparation, and evaluation phases.

During planning, the test's purpose was defined, and a blueprint was created, aligning with cognitive levels: Knowledge, Understanding, Application, and Skill (Anderson & Krathwohl, 2001; OECD, 2019). The test comprised 80 multiple-choice questions (MCQs), categorized by content, objective, and difficulty level, ensuring broad representation and standardized scoring (Haladyna, Downing, & Rodriguez, 2002). Topics selected were "Comparing Quantities" and "Symmetry" from Class VII Mathematics textbook, Directorate of Education, Goa.

In the preparation phase, items were written and pilot tested with 16 students. Feedback from students and teachers led to revisions for clarity and grammar (Cohen, Manion, & Morrison, 2018). The item analysis stage involved administering the test to 122 students. Items were assessed for difficulty and discrimination. Items outside the acceptable difficulty range which is 40–70%, or with discrimination indices below 0.30 were excluded (Crocker & Algina, 2006; Ebel & Frisbie, 1991). The final version had 42 items.

For evaluation, the final version was administered to 167 students from five schools selected using cluster sampling (Anastasi & Urbina, 1997). Reliability testing employed the Split-Half and KR-21 methods. The Split-Half method, using even-odd item scoring and the Spearman-Brown formula, yielded a high reliability coefficient of 0.92832. The KR-21 formula further confirmed internal consistency (McMillan & Schumacher, 2010). Validity ensures a test measure what it is intended to, making findings meaningful and appropriate (Creswell & Creswell, 2018; Fraenkel et al., 2012). Experts evaluated face and content validity, and Content Validity Ratio (CVR) was calculated using Lawshe's (1975) method, retaining items with CVR ≥ 0.62 for 10 panelists. Establishing reliability and validity ensured the tool accurately measured learning outcomes from MI-based instruction (Creswell & Creswell, 2018; Fraenkel, Wallen, & Hyun, 2012).

The development of lesson plans for this study was grounded in Howard Gardner's (1983) Theory of Multiple Intelligences, focusing on Linguistic, Logical-Mathematical, and Visual-Spatial intelligences due to their strong alignment with the cognitive demands of mathematics education. Lesson plans were designed around the Class VII chapters Comparing Quantities and Symmetry, identified through content analysis for their pedagogical suitability to the selected intelligences. The 5E Instructional Model (Bybee et al., 2006)—comprising Engage, Explore, Explain, Elaborate, and Evaluate phases—was adopted to structure these plans, ensuring inquiry-based, student-centered learning.

The selected intelligences were chosen for their cognitive proximity to mathematics. Logical-Mathematical Intelligence supports analytical reasoning and problem-solving (Gardner, 1999; Armstrong, 2009), Visual-Spatial Intelligence enhances spatial reasoning and visual interpretation (McClellan & Conti, 2008; Sulaiman et al., 2010), and Linguistic Intelligence aids in verbal reasoning and comprehension of mathematical language (Lazear, 2003; Yavuz, 2010). Teaching strategies were drawn from Armstrong (2009) and Wheeler (2007), with validation from experts and pilot testing ensuring content relevance and feasibility.

The selection of Comparing Quantities addressed both linguistic and logical-mathematical competencies, while Symmetry leveraged visual-spatial reasoning (Ozdemir et al., 2006). The instructional model choice was informed by comparative analysis: while models like ADDIE or Direct Instruction offer structural clarity, they lacked adaptability for active, intelligence-based classroom learning (Darch et al., 1984). The 5E Model, in contrast, has been shown to significantly enhance understanding and achievement in mathematics (George, 2020; Duran & Duran, 2004).

Ultimately, the integration of MI theory with the 5E Model enabled the creation of inclusive, engaging, and conceptually rich lesson plans tailored to diverse learner strengths, supporting meaningful learning and improved achievement in mathematics.

The lesson plans developed for Linguistic, Logical-Mathematical, and Visual-Spatial Intelligences in this study were grounded in Gardner's (1983) Theory of Multiple Intelligences and structured according to the 5E Instructional Model (Bybee et al., 2006). For Linguistic Intelligence, the plans incorporated activities such as storytelling, journaling, brainstorming, and group discussions to promote verbal expression, comprehension, and reflection. These activities were mapped to the 5E phases: storytelling and brainstorming in Engage and Explore connected prior knowledge to new content, while verbal articulation and reflective writing in Explain and Elaborate deepened conceptual understanding. Evaluation involved peer reviews and journal-based assessments, promoting metacognition and communication skills (Armstrong, 2009; Gredler, 2009; Ekinci & Çelik, 2015).

Lesson plans designed for Logical-Mathematical Intelligence focused on reasoning, pattern recognition, and quantitative problem-solving. Activities included use of formulas, classification, Socratic questioning, and heuristic strategies, all aligned with the 5E framework. In the Engage and Explore phases, students addressed real-world problems and engaged in analytical thinking. Structured reasoning and collaborative discussion during Explain and Elaborate helped consolidate abstract understanding. The Evaluate phase employed quizzes and self-assessment tasks, measuring both procedural and conceptual mastery (Gardner, 1983; Armstrong & Wheeler, 2009; Gredler, 2009).

Visual-Spatial Intelligence-based lesson plans emphasized visualization, spatial reasoning, and visual metaphors. Phases of the 5E Model included visual exploration

with real-life objects and color-coded diagrams (Engage), sketching and manipulation of cut-outs (Explore), graphic symbol use for explanation (Explain), peer-reviewed visual tasks (Elaborate), and diagram-based assessments (Evaluate). These activities supported abstract mathematical understanding through visual pathways (Armstrong & Wheeler, 2009; Gagné, Yekovich, & Yekovich, 1993; Gardner, 1983).

The lesson plans were validated through pilot implementation in four North Goa schools using cluster sampling. Content Validity Index (CVI) was 1.00 and Inter-Rater Reliability (IRR) reached 100%, indicating unanimous expert agreement and methodological soundness (Polit & Beck, 2006; Gwet, 2014; McHugh, 2012).

For comparative purposes, eight traditional lesson plans were also developed. These followed a teacher-centered approach emphasizing direct instruction, rote learning, and minimal student interaction (Ornstein & Hunkins, 2018; Slavin, 2020). Structured uniformly across topics, they served as a pedagogical control to assess the effectiveness of MI-based instruction (Joyce et al., 2015; Marzano & Kendall, 2007).

Thus, the MI-based lesson plans were theoretically robust, contextually relevant, and culturally responsive, enhancing cognitive engagement and inclusivity in middle school mathematics classrooms (Vygotsky, 1978).

The study employed a quantitative research methodology to assess the effectiveness of Multiple Intelligence (MI)-based teaching activities on mathematics achievement of Class VII students in Goa. The intervention was implemented over five weeks in a randomly selected school in North Goa using a true experimental pre-test post-test equivalent groups design (Campbell & Stanley, 1963). The teaching programme consisted of 19 concepts delivered in three phases: pre-test, instructional, and post-test.

Phase I included teacher orientation and the administration of a pre-test and McKenzie's (1999) MI Inventory. In Phase II, the MI-based lesson plans were implemented: Linguistic Intelligence (Week 2), Logical-Mathematical Intelligence (Week 3), and Visual-Spatial Intelligence (Week 4), followed by revision. In Phase III, the post-test was administered, and the results were evaluated.

To ensure ecological validity and reduce researcher bias, the intervention was conducted by the regular mathematics teacher (Cohen, Manion, & Morrison, 2018; Fraenkel, Wallen, & Hyun, 2019). This decision preserved the authenticity of classroom interactions and minimized the Hawthorne effect (Denscombe, 2017). The teacher was trained in advance and provided with structured lesson plans and instructional materials (Guskey, 2000; Creswell & Creswell, 2018). Implementation fidelity was ensured through student work samples, teacher feedback, and regular review meetings.

Data analysis employed both descriptive and inferential statistics. Descriptive statistics provided summaries of central tendency and dispersion. The Shapiro-Wilk test assessed data normality, given its sensitivity for small to moderate samples (Razali & Wah, 2011). For normally distributed data, the independent t-test was used. Otherwise, Mann-Whitney U and Wilcoxon Signed-Rank Tests were applied, suitable for non-parametric conditions in pre-test post-test designs (Pallant, 2020). Effect sizes (Cohen's d, r) were calculated to interpret the practical significance of results, ensuring comprehensive evaluation of the intervention's impact.

5.2.3 SUMMARY OF DATA ANALYSIS AND INTERPRETATION

i) Construction and Standardization of Achievement Test in Mathematics

The development and standardization of the Mathematics Achievement Test for Class VII students in Goa was a methodical process aimed at creating a valid and reliable tool to assess students' performance after exposure to Multiple Intelligence (MI)-based teaching. The test was designed using a structured blueprint that categorized content under four cognitive levels—Knowledge, Understanding, Application, and Skill—drawing from established educational frameworks and Bloom's revised taxonomy (Anderson & Krathwohl, 2001). Emphasis was placed on the "Understanding" level, which accounted for 46.25% of the test, aligning with the study's goal to evaluate conceptual comprehension influenced by MI strategies.

The test comprised Multiple-Choice Questions (MCQs) selected for their objectivity, ease of administration, and ability to assess varying cognitive levels. Items were designed across three difficulty levels—easy, average, and difficult—to ensure broad assessment coverage and discriminative power. A total of 80 MCQs were developed targeting students' Linguistic, Logical-Mathematical, and Visual-Spatial intelligences.

Pilot testing with 16 students helped refine item clarity, language, and administration logistics. Subsequently, item analysis was conducted with 122 students from five schools (selected using cluster sampling) to evaluate each item's difficulty and discrimination index. Only items with a difficulty value between 40%-70% and a discrimination index of 0.30 or higher were retained.

Reliability testing showed high internal consistency, with coefficients of 0.92832 (Split-Half) and 0.925326 (KR-21). Expert validation and Lawshe's Content Validity Ratio confirmed strong face and content validity, ensuring alignment with curriculum and MI objectives.

Finally, the validated MAT was administered to 167 students, enabling generalizable results. Overall, the test development process established MAT as a sound instrument

for assessing the effectiveness of MI-based teaching on mathematical achievement among Class VII students.

ii) Analysis of Multiple Intelligence Profiles

The hypothesis for this study was that there would be no significant difference in the Multiple Intelligence (MI) profiles of Class VII students in the experimental and control groups. The sample consisted of 54 students, with 27 students in each group. To assess normality of the MI scores, the Shapiro-Wilk test was performed, revealing that most intelligences followed a normal distribution, except for Logical-Mathematical and Bodily-Kinesthetic intelligences. For normally distributed data, an Independent Samples t-test was used, while the Mann-Whitney U test was employed for non-normally distributed data.

The analysis found no significant differences between the two groups across all nine intelligences. For example, Interpersonal Intelligence had a t-value of 1.8771 ($p = 0.0661$), and Logical-Mathematical Intelligence had a Mann-Whitney U value of 466.5 ($p = 0.0726$), both showing no significant differences. Similar results were observed for Musical, Naturalist, Verbal-Linguistic, Bodily-Kinesthetic, Visual-Spatial, Existential, and Intrapersonal intelligences.

Thus, the results confirmed that there were no significant differences in the MI profiles between the experimental and control groups before the intervention. This validated the null hypothesis, indicating that both groups were statistically equivalent in their MI profiles. Therefore, any differences in subsequent mathematics achievement could be attributed to the teaching intervention rather than initial cognitive disparities.

iii) Analysis of Linguistic Intelligence

Analysis of Linguistic Intelligence 'indicated the pre-test scores of both experimental group and the control group were not normal. Also, the score of post-test of control group was not normal. However, the score of post-test of experimental group indicated normality.

Therefore, non-parametric tests were selected for subsequent analysis. Wilcoxon Signed Rank Test was employed for comparing paired pre-test and post-test scores within groups, and Mann-Whitney U Test was used for comparing post-test scores between the experimental and control groups. 'These non-parametric methods were chosen because they do not require the assumption of normality and are robust to outliers and distributional irregularities' (Field, 2018).

iv) Analysis of Logical Mathematical Intelligence

Analysis of Logical Mathematical Intelligence results indicate that while scores of pre-tests were approximately normally distributed, the scores of post-tests for both Experimental and Control groups were not normal

Hence, 'Wilcoxon Signed Rank Test' was employed for comparing pre-test and post-test scores within groups, and the Mann-Whitney U Test was used for comparing post test score of both the experimental and control groups. However, since both groups have normally distributed pre-test scores, a parametric test, Independent Samples t-test, was used for between-group comparison of the scores of pre-tests.

xv) Analysis of Visual Spatial Intelligence

Analysis of Visual Spatial Intelligence results indicate that the data is not normally distributed. Hence, for comparing scores within the same group, 'Wilcoxon Signed-

Rank Test' is adopted, and for comparing scores between experimental group and control group, the Mann-Whitney U Test is adopted.

RETAINED HYPOTHESES

The Null Hypothesis 1 which states that - There is no significant difference in the Multiple Intelligence profiles of Class VII students in the experimental and control groups.' – is retained. This indicates that 'across all nine intelligences, no statistically significant differences were found between the experimental group and control group before the intervention. As a result, 'the null hypothesis was retained.' This finding suggests that both groups were equivalent in their Multiple Intelligence profiles before the implementation of the teaching intervention

Hypothesis 4 (Linguistic Intelligence), Hypothesis 8 (Logical Mathematical Intelligence) and Hypothesis 12 (Visual Spatial Intelligence) which state that 'There is no significant difference in the pre-test test scores of the students who are taught using MI-based teaching activities compared to those taught using traditional methods.'- are retained. This indicates that the experimental group and control group were statistically comparable in their mathematics achievement before the intervention. This implies that the post-test improvement in the achievement of the students is because of the MI-based Instruction. the impact of MI instruction versus traditional teaching methods.

REJECTED HYPOTHESES

Hypothesis 2 (Linguistic Intelligence), Hypothesis 6 (Logical Mathematical Intelligence), and Hypothesis 10 (Visual Spatial Intelligence) which state that There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using MI-based teaching activities.'

Hypothesis 3 (Linguistic Intelligence), Hypothesis 7 (Logical Mathematical Intelligence) and Hypothesis 11 (Visual Spatial Intelligence) which state that There is no significant difference in the pre-test and post test scores of the students in the control group taught using Traditional method of teaching.'

Hypothesis 5 (Linguistic Intelligence), Hypothesis 9 (Logical Mathematical Intelligence), Hypothesis 13 (Visual Spatial Intelligence) which state that There is no significant difference in the post test scores of the students who are taught using MI based teaching activities compared to those taught using traditional methods.'

The rejection of the above hypotheses implies that although both teaching approaches—MI-based and traditional—led to significant improvements in mathematics achievement from pre-test to post-test, the MI-based approach produced significantly higher post-test scores. This indicates that the MI-based teaching methods have significantly improved the performance of the students in mathematics

5.3 FINDINGS OF THE STUDY

This section presents the findings derived from the statistical analysis of the data collected for the study. The results are organized according to the research objectives and hypotheses framed to assess the effectiveness of Multiple Intelligence-based teaching activities—specifically Linguistic, Logical-Mathematical, and Visual-Spatial—on the mathematics achievement of Class VII students in Goa. Both descriptive and inferential analyses were employed to draw meaningful insights and conclusions.

5.3.1 FINDINGS BASED ON THE MATHEMATICS ACHIEVEMENT TEST CONSTRUCTED AND STANDARDIZED FOR CLASS VII STUDENTS IN GOA

Objective 1: To construct and standardize an achievement test in Mathematics for Class VII students of Goa.

Findings

The development and standardization of the Mathematics Achievement Test for Class VII students in Goa followed a structured and systematic process, which ensured the test's validity, reliability, and relevance in assessing students' mathematical achievement after engaging in Multiple Intelligence (MI)-based teaching activities. The process involved several key phases:

Test Planning

The test was designed to assess students' mathematical achievement, specifically focusing on how MI-based teaching activities influenced performance in mathematics. The planning phase adhered to a structured blueprint, organizing the test content according to cognitive levels—Knowledge, Understanding, Application, and Skill. This approach, grounded in educational frameworks (Van Der Klink, 2007; OECD, 2019), ensured that the test evaluated higher-order cognitive skills, aligning with Anderson and Krathwohl's (2001) revised Bloom's Taxonomy.

Weightage to Objectives and Content Areas

The test's weightage distribution was carefully planned to reflect the core objectives of the study and ensure a balance across content areas and cognitive objectives. A significant emphasis (46.25% of the total weightage) was placed on "Understanding," focusing on the comprehension and interpretation of mathematical concepts. This distribution aligned with the study's aim to assess the influence of different intelligences on students' mathematical achievement.

TEST FORMAT AND MCQ DESIGN

The test used Multiple-Choice Questions (MCQs) to assess students' mathematical achievement. MCQs were chosen based on their efficiency, reliability, and validity (Haladyna, Downing, & Rodriguez, 2002). The test incorporated varying levels of difficulty—easy, average, and difficult—to enhance its discriminatory power. This allowed the test to assess a wide range of student abilities, providing a nuanced measure of achievement.

Item Preparation and Pilot Testing

During the item preparation phase, 80 MCQs were created to assess students' Linguistic, Logical-Mathematical, and Visual-Spatial intelligences. A pilot test involving 16 students was conducted to gather feedback on item clarity, language, and overall administration (Cohen, Manion, & Morrison, 2018). This pilot phase was crucial for refining the items and improving the overall effectiveness of the test.

Item Analysis and Evaluation

Following the pilot test, item analysis was performed to evaluate each item's difficulty and discriminatory power. The test was administered to 122 students from 5 schools which were selected through cluster sampling technique. The test was administered to obtain the difficulty value of each item and the discriminating power of each test item. The upper and lower 27% of students were used to assess how well each item distinguished between high and low performers (Cohen et al., 2018). Items with a discrimination index of 0.30 or higher were retained, and those outside the 40%-70% difficulty range were excluded (Crocker & Algina, 2006). This ensured that the test was appropriately challenging and effective in measuring the intended construct.

Reliability and Validity

The reliability of the MAT was assessed using the Split-Half and KR-21 methods. The reliability coefficients of 0.92832 (Split-Half) and 0.925326 (KR-21) indicated a high degree of internal consistency, confirming the test's reliability (Creswell & Creswell, 2018; McMillan & Schumacher, 2014). Expert reviews ensured face and content validity, confirming that the test items were relevant and comprehensive. The Content Validity Ratio (CVR), calculated following Lawshe's (1975) guidelines, further supported the validity of the test, demonstrating alignment with the curriculum and targeted intelligences.

Final Administration

The finalized test was administered to a larger sample of 167 students, providing sufficient data for reliability and validity testing. This sample size, as recommended by Anastasi and Urbina (1997), ensured the generalizability of the results, allowing meaningful conclusions to be drawn about the effectiveness of MI-based teaching activities.

CONCLUSION

The systematic construction and standardization process of the Mathematics Achievement Test ensured that it is a reliable and valid tool for assessing students' mathematical achievement. Through careful planning, item analysis, and validation, the test effectively measures students' performance in the context of MI-based teaching activities. The high reliability and validity coefficients, along with the test's discriminatory power, confirm that it is an appropriate instrument for evaluating the impact of MI-based teaching strategies on students' mathematical achievement.

5.3.2 FINDINGS BASED ON MULTIPLE INTELLIGENCE PROFILES OF THE STUDENTS

Objective 2: To compare the Multiple Intelligence Profile of Class VII students of Goa in experimental and control group.

Hypothesis 1: There is no significant difference in the Multiple Intelligence profiles of Class VII students in the experimental and control groups.

FINDINGS

The sample comprised 54 students, with 27 students in each group. To assess the normality of the MI scores, the Shapiro-Wilk test was performed. The results indicated that most of the intelligences in both groups followed a normal distribution, with the exception of Logical-Mathematical and Bodily-Kinesthetic intelligences, which did not meet the assumption of normality. Based on these results, different statistical tests were employed. For the intelligences that met the normality assumption—Interpersonal, Musical, Naturalist, Verbal-Linguistic, Visual-Spatial, Existential, and Intrapersonal—an Independent Samples t-test was used. For Logical-Mathematical and Bodily-Kinesthetic intelligences, which violated the assumption of normality, the Mann-Whitney U test was adopted. The results of the analysis showed that there were no significant differences between the experimental and control groups across all nine types of intelligence. For Interpersonal Intelligence, the t-value was 1.8771 with a p-value of 0.0661, indicating no significant difference. In the case of Logical-Mathematical Intelligence, the Mann-Whitney U value was 466.5 with a p-value of 0.0726, which also showed no significant difference. Similarly, for Musical Intelligence, the t-value was -1.7199 with a p-value of 0.0914, and for Naturalist Intelligence, the t-value was 1.5297 with a p-value of 0.1322, both showing no

significant differences. The analysis for Verbal-Linguistic Intelligence produced a t-value of -1.4058 with a p-value of 0.1657, and for Bodily-Kinesthetic Intelligence the Mann-Whitney U value was 414 with a p-value of 0.3864, both of which were not significant. For Visual-Spatial Intelligence the t-value was -0.3618 with a p-value of 0.719, and for Existential Intelligence, the t-value was 0.2347 with a p-value of 0.8154, both of which were also not significant. Lastly, Intrapersonal Intelligence had a t-value of -0.0531 with a p-value of 0.9578, showing no significant difference. Thus, no significant differences were found between the two groups in any of the intelligence types.

CONCLUSION

The analysis confirmed that there were no significant differences in the Multiple Intelligence profiles between the experimental and control groups before the intervention. As such, the null hypothesis - 'There is no significant difference in the Multiple Intelligence profiles of Class VII students in the experimental and control groups.' - was retained. This result validates that both groups were statistically equivalent in terms of their Multiple Intelligence profiles at the outset of the study, thereby ensuring that any subsequent differences in mathematics achievement could be attributed to the teaching intervention rather than initial disparities in cognitive strengths.

5.3.3 FINDINGS BASED ON LINGUISTIC INTELLIGENCE-BASED TEACHING ACTIVITIES

DESCRIPTIVE ANALYSIS OF VARIABLE MATHEMATICS ACHIEVEMENT WITH REGARDS TO LINGUISTIC INTELLIGENCE BASED TEACHING ACTIVITIES

FINDINGS

The descriptive analysis of the mathematics achievement of Class VII students with regard to Linguistic Intelligence-based teaching activities showed significant differences between pre-test and post-test scores for both the experimental and control groups. The experimental group, taught using Linguistic Intelligence-based activities, demonstrated a marked improvement, with a large effect size (Cohen's d = 4.1). In contrast, the control group, which received traditional instruction, also showed improvement, but with a smaller effect size (Cohen's d = 2.56). The Shapiro-Wilk test indicated that while the pre-test scores of both groups and the post-test of the control group deviated from normality, the post-test scores of the experimental group were normally distributed.

CONCLUSION

The descriptive analysis of mathematics achievement in relation to Linguistic Intelligence-based teaching activities revealed that both the experimental and control groups showed improvement from pre-test to post-test. However, the experimental group, which received instruction through Linguistic Intelligence-based activities, demonstrated a significantly greater improvement, supported by a large effect size (Cohen's d = 4.1). Although the control group also showed progress under traditional teaching methods, the effect size was notably smaller (Cohen's d = 2.56). These findings suggest that Linguistic Intelligence-based teaching had a more substantial impact on enhancing students' mathematics achievement. The normality analysis further indicated that only the post-test scores of the experimental group followed a normal distribution, reinforcing the strength and consistency of the gains achieved through this instructional approach.

Objective 3: To find out the effectiveness of Linguistic Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa.

Hypothesis 2: There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Linguistic Intelligence based teaching activities.

FINDINGS

The results of the Wilcoxon Signed-Rank Test for the experimental group indicated a statistically significant difference between the pre-test and post-test scores ($W = 0.0$, $p < 0.0001$). The effect size ($r = 0.86$) was very large, suggesting a strong positive effect of the Linguistic Intelligence-based teaching activities on the students' mathematics achievement.

CONCLUSION

The null hypothesis - 'There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Linguistic Intelligence based teaching activities'- is rejected. The data strongly supports that the Linguistic Intelligence-based teaching activities had a significant positive impact on the students' mathematics achievement.

Objective 4: To compare the effectiveness of Linguistic Intelligence based Teaching Activities and the traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

Hypothesis 3: **There is no significant difference in the pre-test and post test scores of the students in the control group taught Linguistic Intelligence based content using Traditional method of teaching.**

FINDINGS

The Wilcoxon Signed-Rank Test results for the control group revealed a statistically significant increase in post-test scores compared to pre-test scores ($W = 3.0$, $p < 0.0001$). The effect size ($r = 0.85$) was also very large, indicating that the traditional method, even with Linguistic Intelligence-based content, led to measurable academic gains.

CONCLUSION

The null hypothesis - 'There is no significant difference in the pre-test and post test scores of the students in the control group taught Linguistic Intelligence based content using Traditional method of teaching.' - is rejected. This suggests that even traditional teaching methods, when combined with Linguistic Intelligence-based content, positively influenced the students' mathematics achievement.

Hypothesis 4: There is no significant difference in the pre-test test scores of the students who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.

FINDINGS

The Mann-Whitney U Test results indicated no significant difference between the pre-test scores of the experimental and control groups ($U = 340.0$, $p = 0.674$). Both groups had comparable mathematics achievement before the intervention.

CONCLUSION

The null hypothesis - 'There is no significant difference in the pre-test test scores of the students who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.'- is retained. There were no pre-existing differences in mathematics achievement between the two groups, supporting the validity of the comparison between the groups after the intervention.

Hypothesis 5: There is no significant difference in the post test scores of the students who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.

FINDINGS

The Mann-Whitney U Test for post-test scores revealed a statistically significant difference between the experimental and control groups ($U = 493.0$, $p = 0.025$). The experimental group, taught using Linguistic Intelligence-based activities, outperformed the control group. The effect size ($r = 0.30$) indicated a moderate difference between the groups.

CONCLUSION

The null hypothesis - 'There is no significant difference in the post test scores of the students who are taught using Linguistic Intelligence based teaching activities compared to those taught using traditional methods.' - is rejected. The results demonstrate that Linguistic Intelligence-based teaching activities had a significantly greater positive impact on students' mathematics achievement compared to traditional teaching methods.

5.3.4 FINDINGS BASED ON LOGICAL MATHEMATICAL INTELLIGENCE-BASED TEACHING ACTIVITIES

DESCRIPTIVE ANALYSIS OF VARIABLE MATHEMATICS ACHIEVEMENT WITH REGARDS TO LOGICAL MATHEMATICAL INTELLIGENCE BASED TEACHING ACTIVITIES

FINDINGS

In the descriptive analysis of the mathematics achievement scores, the experimental group showed a pre-test mean score of 3.04, with a standard deviation of 1.4 and a median of 3. The skewness and kurtosis values for the pre-test indicated a relatively normal distribution. After the intervention, the experimental group's post-test mean score increased to 7.81, with a standard deviation of 0.7 and a median of 8. The post-test distribution exhibited slight negative skewness (-0.3) and low kurtosis (-0.02), suggesting a moderate concentration of scores around the mean. For the control group, the pre-test had a mean score of 2.96, with a standard deviation of 2.1 and a median of 3. The skewness (0.7) and kurtosis (0.59) suggested a slight positive skew and a moderate peak. In the post-test, the control group's mean score was 7.07, with a standard deviation of 1.0 and a median of 7. The distribution showed slight negative skewness (-0.42) and kurtosis (-0.06), indicating a relatively symmetric distribution. Normality testing was conducted using the Shapiro-Wilk test. For the experimental group, the pre-test scores showed normality ($p = 0.1785$, $W = 0.948$), whereas the post-test scores significantly deviated from normality ($p = 0.0004$, $W = 0.833$). Similarly, for the control group, the pre-test scores were normally distributed ($p = 0.0773$, $W = 0.932$), but the post-test scores significantly deviated from normality ($p = 0.0089$, $W = 0.892$).'

CONCLUSION

The descriptive analysis of mathematics achievement scores revealed that both the experimental and control groups showed substantial improvement from pre-test to post-test. The experimental group's mean score increased notably from 3.04 to 7.81, while the control group's mean score rose from 2.96 to 7.07. These gains suggest a positive impact of the interventions in both groups. However, the experimental group exhibited a more consistent and concentrated improvement, as reflected in a lower post-test standard deviation and distribution characteristics.

Despite this improvement, normality testing using the Shapiro-Wilk test indicated that while the pre-test scores for both groups were normally distributed, the post-test scores in both groups deviated significantly from normality. This suggests that while achievement levels improved overall, the pattern of score distribution changed post-intervention, particularly with higher clustering around the upper end of the score range. This outcome reflects a shift in performance levels and provides further evidence of the effectiveness of the teaching interventions, especially for the experimental group.

Objective 5: To find out the effectiveness of Logical Mathematical Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa

Hypothesis 6: There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Logical Mathematical Intelligence based teaching activities.

FINDINGS

The Wilcoxon Signed-Rank Test for the experimental group showed a highly significant difference between the pre-test and post-test scores ($W = 0.0$, $p < 0.0001$, effect size $r = 0.86$). The p-value indicates that the difference between the pre-test and post-test scores is statistically significant, and the large effect size ($r = 0.86$) suggests that the improvement in students' mathematics achievement was substantial.

CONCLUSION

The null hypothesis - 'There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Logical Mathematical Intelligence based teaching activities'- is rejected based on the highly significant results. This suggests that the Logical-Mathematical Intelligence-based teaching activities had a strong positive impact on the mathematics achievement of the experimental group. The large effect size highlights the effectiveness of the intervention, making a compelling case for incorporating Logical-Mathematical Intelligence-based activities into mathematics instruction.

Objective 6: To compare the effectiveness of Logical-Mathematical Intelligence based Teaching Activities and the traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

Hypothesis 7: There is no significant difference in the pre-test and post test scores of the students in the control group taught Logical Mathematical Intelligence based content using Traditional method of teaching.

FINDINGS:

The Wilcoxon Signed-Rank Test for the control group revealed a significant improvement in the pre-test and post-test scores ($W = 10.0$, $p < 0.0001$, effect size $r =$

0.79). The large effect size (r = 0.79) indicates that the improvement in mathematics achievement was substantial, even though the control group was taught using traditional methods. The integration of Logical-Mathematical Intelligence-based content still led to meaningful progress.

CONCLUSION:

The null hypothesis - 'There is no significant difference in the pre-test and post test scores of the students in the control group taught Logical Mathematical Intelligence based content using Traditional method of teaching'- is rejected because the p-value is below 0.05 and the effect size is large, suggesting that the Logical-Mathematical Intelligence-based content had a positive impact on the control group's achievement. This finding underscores the value of integrating intelligence-based content into traditional teaching methods to enhance student learning outcomes.

Hypothesis 8: There is no significant difference in the pre-test test scores of the students who are taught using Logical Mathematical Intelligence based teaching activities compared to those taught using traditional methods.

FINDINGS:

The Independent Samples t-test showed no significant difference between the pre-test scores of the experimental and control groups ($t(52) = 0.151$, $p = 0.880$, Cohen's $d = 0.06$). The very small effect size ($d = 0.06$) confirms that the two groups were statistically equivalent in terms of their initial mathematical achievement levels.

CONCLUSION:

The null hypothesis - 'There is no significant difference in the pre-test test scores of the students who are taught using Logical Mathematical Intelligence based teaching

activities compared to those taught using traditional methods' - is retained because the pre-test scores of both groups were not significantly different. This ensures that any differences in the post-test results can be attributed to the instructional interventions, rather than pre-existing disparities between the two groups.

Hypothesis 9: There is no significant difference in the post test scores of the students who are taught using Logical Mathematical Intelligence based teaching activities compared to those taught using traditional methods.

FINDINGS:

The Mann-Whitney U Test revealed a statistically significant difference in the post-test scores between the experimental and control groups ($U = 524.0$, $p = 0.0033$, effect size $r = 0.40$). The medium effect size ($r = 0.40$) indicates that the experimental group, which was taught using Logical-Mathematical Intelligence-based teaching activities, outperformed the control group.

CONCLUSION:

The null hypothesis- 'There is no significant difference in the post test scores of the students who are taught using Logical Mathematical Intelligence based teaching activities compared to those taught using traditional methods.' - is rejected, as the p-value is less than 0.05 and the effect size is moderate, suggesting that Logical-Mathematical Intelligence-based teaching activities had a significantly greater impact on students' mathematics achievement than traditional methods. This reinforces the value of using intelligence-based instructional strategies to enhance learning outcomes in mathematics.

5.3.5 FINDINGS BASED ON VISUAL SPATIAL INTELLIGENCE-BASED TEACHING ACTIVITIES

DESCRIPTIVE ANALYSIS OF VARIABLE MATHEMATICS ACHIEVEMENT WITH REGARDS TO VISUAL SPATIAL INTELLIGENCE BASED TEACHING ACTIVITIES

FINDINGS

The findings of the descriptive analysis reveal a significant improvement in the mathematics achievement of students exposed to Visual-Spatial Intelligence-based teaching activities. In the experimental group, the pre-test mean score was 3.48 (SD = 1.60), which increased to 9.22 (SD = 0.70) in the post-test, indicating a substantial gain in performance. In comparison, the control group showed a pre-test mean score of 3.37 (SD = 1.57) and a post-test mean score of 8.56 (SD = 0.89), reflecting improvement but to a lesser extent than the experimental group. This suggests that while traditional teaching methods had a positive effect, the Visual-Spatial Intelligence-based approach led to greater achievement gains. Additionally, the skewness and kurtosis values for both groups indicated deviations from a perfectly normal distribution, which was confirmed by the Shapiro-Wilk test showing significant departures from normality in both pre-test and post-test scores.

CONCLUSION:

The descriptive analysis reveals that Visual-Spatial Intelligence-based teaching activities led to a substantial improvement in the experimental group's mathematics achievement. However, despite using traditional methods, the control group also showed significant improvements, though not as pronounced as the experimental group.

Objective 7: To find out the effectiveness of Visual-Spatial Intelligence based Teaching Activities on Mathematics Achievement of Class VII students of Goa. Class VII students of Goa.

Hypothesis 10: There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Visual-Spatial Intelligence based teaching activities.'

FINDINGS

The Wilcoxon Signed-Rank Test for the experimental group yielded a p-value of less than 0.0001, indicating a statistically significant difference between the pre-test and post-test scores. The large effect size ($r = 0.68$) further supports the substantial improvement in mathematics achievement.

CONCLUSION

The null hypothesis - 'There is no significant difference in the pre-test and post test scores of the students in the experimental group taught using Visual-Spatial Intelligence based teaching activities.'- is rejected, as Visual-Spatial Intelligence-based teaching activities significantly improved the experimental group's mathematics achievement. This suggests that these teaching strategies effectively enhance students' understanding of mathematical concepts by leveraging their visual and spatial strengths.

Objective 8: To compare the effectiveness of Visual-Spatial Intelligence based Teaching Activities and the traditional method of teaching on the Mathematics Achievement of Class VII students of Goa.

Hypothesis 11: There is no significant difference in the pre-test and post test scores of the students in the control group taught Visual-Spatial Intelligence based content using Traditional method of teaching.

FINDINGS

The Wilcoxon Signed-Rank Test for the control group showed a statistically significant improvement ($p < 0.0001$) from pre-test to post-test, with a large effect size ($r = 0.68$). This indicates that even with traditional methods, incorporating Visual-Spatial Intelligence-based content can lead to meaningful improvements in mathematics achievement.

CONCLUSION

The null hypothesis - 'There is no significant difference in the pre-test and post test scores of the students in the control group taught Visual-Spatial Intelligence based content using Traditional method of teaching' - is rejected, suggesting that traditional teaching methods can still be effective when the content is designed to engage students' Visual-Spatial Intelligence. This highlights the importance of content design in achieving student learning outcomes, even without tailoring the method specifically to the students' cognitive strengths.

Hypothesis 12: There is no significant difference in the pre-test test scores of the students who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods.

FINDINGS

The Mann-Whitney U Test indicated no significant difference between the pre-test

scores of the experimental and control groups ($p = 0.873$), confirming that both groups were academically equivalent at the start of the study.

CONCLUSION

The null hypothesis - 'There is no significant difference in the pre-test test scores of the students who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods.'- is retained, suggesting that both groups started at a similar academic level. This equivalence strengthens the study's internal validity, allowing the observed post-test differences to be attributed to the instructional methods used.

Hypothesis 13: There is no significant difference in the post test scores of the students who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods.

FINDINGS

The Mann-Whitney U Test revealed a significant difference in post-test scores between the experimental and control groups ($p = 0.004$, $r = 0.41$). The experimental group, taught using Visual-Spatial Intelligence-based teaching activities, outperformed the control group, indicating the superiority of this teaching method.

CONCLUSION

The null hypothesis - 'There is no significant difference in the **post test scores of the students** who are taught using Visual-Spatial Intelligence based teaching activities compared to those taught using traditional methods' - is rejected, confirming that Visual-Spatial Intelligence-based teaching strategies significantly enhanced mathematics achievement compared to traditional methods. The moderate to large

effect size further emphasizes the effectiveness of aligning teaching strategies with students' cognitive strengths.

5.4 CONCLUSIONS OF THE STUDY

1. The Mathematics Achievement Test developed for this study was found to be both valid and reliable, ensuring accurate measurement of student performance in mathematics.
2. The experimental and control groups were statistically equivalent in terms of their Multiple Intelligence profiles, confirming the validity of the comparisons made.
3. Teaching activities based on Linguistic Intelligence, Logical-Mathematical Intelligence, and Visual-Spatial Intelligence significantly improved the mathematics achievement of Class VII students in the experimental group.
4. Students taught through traditional methods also showed improvement; however, the experimental group consistently outperformed them in post-test scores, highlighting the effectiveness of MI-based strategies.
5. Lesson plans designed using the Multiple Intelligences approach were successfully developed and implemented, demonstrating the practical feasibility of incorporating MI theory into classroom teaching.

The findings of this study clearly establish that Multiple Intelligence-based teaching activities—specifically those designed for Linguistic, Logical-Mathematical, and Visual-Spatial intelligences—are highly effective in improving the mathematics achievement of Class VII students in Goa.

5.5 SUGGESTIONS

Based on the findings of this study, several suggestions are proposed for teachers, educational institutions, school administrators and principals, curriculum designers and educational boards, educational policymakers, and parents and guardians.

5.5.1 SUGGESTIONS FOR TEACHERS

1. Incorporate MI-Based Activities: Design and implement teaching activities that cater to different intelligences such as Linguistic, Logical-Mathematical, and Visual-Spatial to address diverse learning needs and styles.

2. Use the 5E Instructional Model: Adopt the Engage, Explore, Explain, Elaborate, and Evaluate model to structure lessons, making learning more student-centered and interactive.

3. Differentiate Instruction: Recognize that students have varying intelligence profiles and tailor instructional methods accordingly to ensure all learners have equitable opportunities to succeed.

5.5.2 SUGGESTIONS FOR EDUCATIONAL INSTITUTIONS

1. Curriculum Enrichment: Encourage the inclusion of Multiple Intelligence (MI)-based strategies in the mathematics curriculum to cater to varied student strengths and enhance conceptual understanding.

2. Professional Development: Organize regular workshops and training programs for teachers to familiarize them with innovative teaching methods

3. Encouragement of Innovation: Motivate teachers to experiment with innovative teaching methods by recognizing and rewarding creative instructional practices that integrate MI strategies.

5.5.3 SUGGESTIONS FOR SCHOOL ADMINISTRATORS AND PRINCIPALS

1. Policy Support: Promote school-wide policies that encourage the integration of Multiple Intelligence (MI) theory into classroom instruction, especially in mathematics.

2. Promote Collaborative Planning: Encourage teachers to work together in designing interdisciplinary and MI-based lesson plans that cater to the diverse learning needs of students.

5.5.4 SUGGESTIONS FOR CURRICULUM DESIGNERS AND EDUCATIONAL BOARDS

1. Incorporate MI-Based Strategies: Integrate teaching-learning strategies aligned with Howard Gardner's Multiple Intelligences theory across subjects, particularly in mathematics, to address the varied cognitive strengths of students.

2. Teacher Guidelines and Manuals: Develop comprehensive teaching manuals and training modules that equip educators with practical methods to implement MI strategies effectively within the curriculum.

5.5.5 SUGGESTIONS FOR EDUCATIONAL POLICYMAKERS

1. Policy Support for Innovative Practices: Develop and implement policies that support the integration of MI-based instructional strategies into mainstream education. This includes encouraging research-based, learner-centered teaching approaches.

2. Equity and Inclusion: Use MI-based strategies to support inclusive education policies that cater to students with varied learning profiles, promoting equity and reducing learning gaps.

5.5.6 SUGGESTIONS FOR PARENTS AND GUARDIANS

1. Encourage Experiential Learning at Home: Support your child's learning through hands-on activities, discussions, storytelling, games, art, and music that align with their dominant intelligences.

2. Provide a Supportive Environment: Create a home environment that encourages curiosity, exploration, and creative expression. Provide access to books, educational tools, art supplies, or digital resources that match your child's interests.

3. Avoid Comparisons: Refrain from comparing your child with others. Recognize that each child has a unique learning profile and develops skills at their own pace.

4. Promote Balanced Development: Encourage your child to engage in a variety of activities that stimulate different types of intelligences, such as sports, music, nature walks, puzzles, or group activities.

5. Support School Initiatives: Be open to and supportive of innovative teaching methods introduced by schools, including MI-based approaches that aim to make learning more inclusive and effective.

5.5.7 SUGGESTIONS FOR FURTHER STUDY

This study on the Effectiveness of Multiple Intelligence-Based Teaching Activities on the Mathematics Achievement of Class VII Students in Goa provides a foundation for further exploration in the field of education. To expand upon these findings and address additional research gaps, future studies can explore the following areas:

1. Longitudinal Studies on the Long-Term Impact of MI-Based Teaching: Future research should explore how MI-based teaching influences students' academic growth and retention over extended periods.

2. Effectiveness of MI-Based Teaching across Different Subjects: Studies can be conducted to assess how MI-based strategies impact learning outcomes in subjects beyond mathematics, such as science, language, or social studies.

3. Comparative Studies with Other Student-Centered Teaching Strategies: Researchers may compare MI-based teaching with approaches like project-based learning, flipped classrooms, or experiential learning to evaluate relative effectiveness.

4. Role of Technology in MI-Based Teaching: Further exploration is needed into how digital tools, educational technologies, educational apps, and gamification can support and enhance the implementation of MI-based instruction.

5. MI-Based Teaching for Diverse Learner Groups: Research should examine how MI-based strategies benefit students with special needs, gifted learners, or those from various socio-cultural backgrounds.

6. MI-Based Teaching in Online and Blended Learning Environments: The effectiveness of MI-based instruction should be evaluated in virtual and hybrid classrooms, especially in light of evolving educational modalities.

7. MI-Based Instruction for Non-Academic Skills Development: Research may focus on how MI strategies can be applied to promote life skills, emotional intelligence, creativity, and interpersonal competencies.

8. AI and MI Integration: The effectiveness of Artificial Intelligence (AI) and adaptive learning platforms in personalizing MI-based instruction can be studied

This study establishes the effectiveness of Multiple Intelligence-Based Teaching Activities in improving mathematics achievement among Class VII students. However, further research can deepen the understanding of MI-based teaching across various subjects, learning environments, and student populations. By conducting future studies in the suggested areas, educators and policymakers can develop more inclusive, student-centered, and effective teaching methodologies that maximize learning potential for all students.

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Appendix 1

Multiple Intelligences Survey

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http://surfaquarium.com/MI/inventory.htm

Part I

Complete each section by placing a “1” next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

_____ I enjoy categorizing things by common traits
_____ Ecological issues are important to me
_____ Classification helps me make sense of new data
_____ I enjoy working in a garden
_____ I believe preserving our National Parks is important
_____ Putting things in hierarchies makes sense to me
_____ Animals are important in my life
_____ My home has a recycling system in place
_____ I enjoy studying biology, botany and/or zoology
_____ I pick up on subtle differences in meaning

_____ TOTAL for Section 1

Section 2

_____ I easily pick up on patterns
_____ I focus in on noise and sounds
_____ Moving to a beat is easy for me
_____ I enjoy making music

_____ I respond to the cadence of poetry
_____ I remember things by putting them in a rhyme
_____ Concentration is difficult for me if there is background noise
_____ Listening to sounds in nature can be very relaxing
_____ Musicals are more engagingto me than dramatic plays
_____ Remembering song lyrics is easy for me

_____ TOTAL for Section 2
Section 3

_____ I am known for being neat and orderly
_____ Step-by-step directions are a big help
_____ Problem solving comes easily to me
_____ I get easily frustrated with disorganized people
_____ I can complete calculations quickly in my head
_____ Logic puzzles are fun
_____ I can't begin an assignment until I have all my "ducks in a row"
_____ Structure is a good thing
_____ I enjoy troubleshooting something that isn't working properly
_____ Things have to make sense to me or I am dissatisfied

_____ TOTAL for Section 3

Section 4

_____ It is important to see my role in the “big picture” of things
_____ I enjoy discussing questions about life
_____ Religion is important to me
_____ I enjoy viewing art work
_____ Relaxation and meditation exercises are rewarding to me
_____ I like traveling to visit inspiring places
_____ I enjoy reading philosophers
_____ Learning new things is easier when I see their real world application
_____ I wonder if there are other forms of intelligent life in the universe
_____ It is important for me to feel connected to people, ideas and beliefs

_____ TOTAL for Section 4

Section 5

_____ I learn best interacting with others
_____ I enjoy informal chat and serious discussion
_____ The more the merrier
_____ I often serve as a leader among peers and colleagues
_____ I value relationships more than ideas or accomplishments
_____ Study groups are very productive for me
_____ I am a “team player”
_____ Friends are important to me
_____ I belong to more than three clubs or organizations
_____ I dislike working alone

_____ TOTAL for Section 5

Section 6

_____ I learn by doing
_____ I enjoy making things with my hands
_____ Sports are a part of my life
_____ I use gestures and non-verbal cues when I communicate
_____ Demonstrating is better than explaining
_____ I love to dance
_____ I like working with tools
_____ Inactivity can make me more tired than being very busy
_____ Hands-on activities are fun
_____ I live an active lifestyle

_____ TOTAL for Section 6

Section 7

_____ Foreign languages interest me
_____ I enjoy reading books, magazines and web sites

_____ I keep a journal
_____ Word puzzles like crosswords or jumbles are enjoyable
_____ Taking notes helps me remember and understand
_____ I faithfully contact friends through letters and/or e-mail
_____ It is easy for me to explain my ideas to others
_____ I write for pleasure
_____ Puns, anagrams and spoonerisms are fun
_____ I enjoy public speaking and participating in debates

_____ TOTAL for Section 7

Section 8

_____ My attitude effects how I learn
_____ I like to be involved in causes that help others
_____ I am keenly aware of my moral beliefs
_____ I learn best when I have an emotional attachment to the subject
_____ Fairness is important to me
_____ Social justice issues interest me
_____ Working alone can be just as productive as working in a group
_____ I need to know why I should do something before I agree to do it
_____ When I believe in something I give more effort towards
_____ I am willing to protest or sign a petition to right a wrong

_____ TOTAL for Section 8

Section 9

_____ I can visualize ideas in my mind
_____ Rearranging a room and redecorating are fun for me
_____ I enjoy creating my own works of art
_____ I remember better using graphic organizers
_____ I enjoy all kinds of entertainment media
_____ Charts, graphs and tables help me interpret data
_____ A music video can make me more interested in a song
_____ I can recall things as mental pictures
_____ I am good at reading maps and blueprints

_____ Three dimensional puzzles are fun

_____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:

100									

90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

Now determine your intelligence profile!

Key:

Section 1 – This reflects your Naturalist strength
Section 2 – This suggests your Musical strength
Section 3 – This indicates your Logical strength
Section 4 – This illustrates your Existential strength
Section 5 – This shows your Interpersonal strength
Section 6 – This tells your Kinesthetic strength
Section 7 – This indicates your Verbal strength

Section 8 – This reflects your Intrapersonal strength
Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen an intelligence!
- This inventory is meant as a snapshot in time – it can change! M.I. is meant to empower, not label people!

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Appendix 2

MATHEMATICS TEST

NAME:

_____

AGE: _____ Years

SEX: Male ☐ Female ☐

GRADE/CLASS: VIII

INSTRUCTIONS:

1. There are THREE Sections in this Paper –
   SECTION A, SECTION B, and SECTION C
2. There are 80 Questions in total –
   SECTION A – 39 questions
   SECTION B – 11 questions
   SECTION C – 30 questions
3. Each question carries 1 mark
4. Select the correct alternative from those given below and put a tick mark (√)against the correct option.

5. ROUGH WORK, if any, could be done on the last page.
6. Time duration: 90 minutes

SECTION A (39 questions)

(Put a tick mark (√)against the correct option.)

1. The ratio of Rs 10 to 50 paise is

(a) 20 : 1 (b) 10 : 1 (c) 5 : 1 (d) 1 : 20

2. The ratio of 6 kg to 400 g is

(a) 10 : 1 (b) 15 : 1 (c) 12 : 1 (d) 6 : 1

3. The ratio of 3 m to 60 cm is

(a) 4 : 1 (b) 3 : 1 (c) 5 : 1 (d) 2 : 1

4. The ratio of 15 days to 72 hours is

(a) 2 : 1 (b) 3 : 1 (c) 4 : 1 (d) 5 : 1

5. The ages of father and son are 45 years and 10 years. The ratio of their ages is

(a) 3 : 2 (b) 5 : 2 (c) 9 : 2 (d) 15 : 2

6. The cost of 3 envelopes is Rs. 15. Find the cost of 5 envelopes.

(a) Rs. 20 (b) Rs. 25 (c) Rs. 30 (d) Rs. 40

7. The cost of 7 kg of potatoes is Rs. 42. How many kg of potatoes can be purchased for Rs. 96?

(a) 10 kg (b) 12 kg (c) 15 kg (d) 16 kg

8. The cost of 4 m of cloth is Rs 40. Find the cost of 9 m of cloth.

(a) Rs. 90 (b) Rs. 60 (c) Rs. 50 (d) Rs. 40

9. The cost of 8 pencils is Rs. 10. Find the cost of 20 pencils.

(a) Rs. 20 (b) Rs. 25 (c) Rs. 24 (d) Rs. 30

10. A motorcycle goes 120 km in 3 l of petrol. How much petrol will be required to go 600 km?

(a) 10 l (b) 12 l (c) 15 l (d) 20 l

11. ¼ as per cent is

(a) 20% (b) 25% (c) 30% (d) 12 %

12. ⅛ as per cent is

(a) 25% (b) 121% (c) 20% (d) 16%

13. 5/2 as per cent is

(a) 125% (b) 150% (c) 200% (d) 250%

14. 0.1 as per cent is

(a) 1% (b) 10% (c) 100% (d) 0.1%

15. 0.04 as per cent is

(a) 10% (b) 20% (c) 25% (d) 4%

16. 2/2 as per cent is

(a) 19% (b) 10% (c) 100% (d) none of these

17. Out of 40 children in a class, 10 are boys. What is the percentage of boys?

(a) 10% (b) 40% (c) 4% (d) 25%

18. Out of 25 students, 5 are absent. What percent of the students are absent?

(a) 10% (b) 20% (c) 25% (d) 30%

19. A shop has 50 televisions; out of which 5 are defective, what percent are defective?

(a) 5% (b) 10% (c) 50% (d) 25%

20. There are 100 students. 50 of them played ‘FOOTBALL’. What percent played ‘FOOTBALL’?

(a) 10% (b) 25% (c) 50% (d) 15%

21. If 40% of students in a class like cake, what percent of the students do not like cake?

(a) 40% (b) 10% (c) 50% (d) 60%

22. A basket is full of bananas, mangoes and apples. If 50% are mangoes, 30% are apples, then what percent are bananas?

(a) 10% (b) 20% (c) 25% (d) 40%

23. What is 5% of 200?

(a) 2 (b) 5 (c) 10 (d) 100

24. What is 12 1/2 % of 200?

(a) 25 (b) 12 (c) 40 (d) 100

25. There are 40 children in a class. 25% like playing football. How many children like playing football?

(a) 10 (b) 20 (c) 30 (d) 40

26. The salary of Manish is Rs. 4000. He saves 10% of his salary. How much does he save?

(a) Rs. 400 (b) Rs. 2000 (c) Rs. 3000 (d) Rs. 4000

27. Convert 1/5 to percent

(a) 10% (b) 20% (c) 40% (d) 80%

28. A traveler covered 8% of his total journey which is 50 km long on foot. How many kilometers did he cover on foot?

(a) 1 km (b) 2 km (c) 3 km (d) 4 km

29. In a particular kind of pulses, the quantity of protein is 25%. How much protein is there in 4 kg of that pulse?

(a) 1kg (b) 2kg (c) 3kg (d) 4kg

30. The angles of a triangle are in the ratio 1: 1: 2. What is the largest angle?

(a) 90° (b) 45° (c) 30° (d) 60°

31. The marks in a test decreased from 40 to 30. The percentage decrease is

(a) 10% (b) 20% (c) 25% (d) 40%

32. The number of students in 2008 was 1000. It became 1100 in 2009. The percentage increase is

(a) 10% (b) 5% (c) 100% (d) 1000%

33. If 10 is 10% of a number, then the number is

(a) 10 (b) 100 (c) 1 (d) 1000

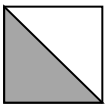
34. The ratio of a unit is:

(a) rupees (b) meters (c) no unit (d) grams

35. What percent of Rs 4500 is Rs 9000?

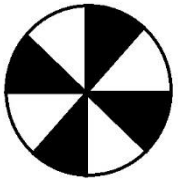
(a) 200% (b) 1/2% (c) 2% (d) 50%

36. What percent of the adjoining figure is shaded?



(a) 50% (b) 40% (c) 100% (d) None of these

37. What percent of adjoining figure is shaded?



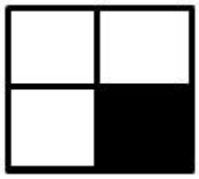
(a) 50% (b)90% (c)75% (d)85%

38. Find the percentage of the coloured part.



(a) 45% (b) 37.5% (c) 25% (d) 38.5%

39. What percent of the given figure is not shaded?



(a) 10% (b) 75% (c) 25% (d) 90%

SECTION B (11 Questions)

(Put a tick mark (√)against the correct option.)

1. Meenu purchased a coat for Rs. 600. She had to pay 4% sales tax on it. Find the amount of sales tax.

(a) Rs. 24 (b) Rs. 16 (c) Rs. 20 (d) Rs. 32

2. The price of petrol has risen from Rs. 48 to Rs. 52 a liter. By what percent has the price risen up?

(a) 25/3% or 8.33% (b) 25% (c) 4% (d) 40%

3. Rs. 100 is to be divided between Apala and Meenu. Apala gets 60%. What does Meenu get?

(a) Rs. 10 (b) Rs. 20 (c) Rs. 30 (d) Rs. 40

4. An article was purchased for Rs. 100 and sold for Rs. 120. What is the profit?

(a) Rs. 20 (b) Rs. 100 (c) Rs. 120 (d) None of these

5. A watch was purchased for Rs. 316 and sold for Rs. 300. What is the loss?

(a) Rs. 16 (b) Rs. 8 (c) Rs. 24 (d) Rs. 32

6. A shopkeeper bought a table for Rs. 500 and sold it for Rs. 400. Find the loss percentage.

(a) 10% (b) 20% (c) 40% (d) 50%

7. Meenu purchased an item for Rs. 800 and sold the same for Rs. 1000. The gain percentage is

(a) 25% (b) 20% (c) 40% (d) 50%

8. The interest on a sum of Rs. 2500 for 4 years at the interest rate 4% is

(a) Rs. 100 (b) Rs. 200 (c) Rs. 300 (d) Rs. 400

9. Interest on Rs 100 at 10% p.a for one year is

(a) Rs 1 (b) Rs 10 (c) Rs 90 (d) Rs 100

10. Gayatri's income is Rs 160000 per year. She pays 15% of this as house rent and 10% of the remainder on her child's education. The money left with her is

(a) Rs 136000 (b) Rs 120000 (c) Rs 122400 (d) Rs 14000

11. Selling price of an item is

(a) Profit + Cost price (b) Cost price + Loss (c) Cost price – Profit
(d) Loss – Cost price

SECTION C (30 Questions)

(Put a tick mark (√)against the correct option.)

1. How many lines of symmetry are there in an equilateral triangle?

(a) 1 (b) 2 (c) 3 (d) 4

2. How many lines of symmetry are there in a square?

(a) 1 (b) 2 (c) 3 (d) 4

3. How many lines of symmetry are there in a rectangle?

(a) 1 (b) 2 (c) 3 (d) 4

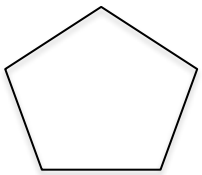
4. How many lines of symmetry are there in a regular pentagon?

(a) 1 (b) 2 (c) 3 (d) 5

5. How many lines of symmetry are there in a regular hexagon?

(a) 2 (b) 4 (c) 6 (d) 3

6. What is the order of the rotational symmetry of the following figure?



(a) 1 (b) 5 (c) 3 (d) 4

7. How many lines of symmetry are there in a quadrilateral?

(a) 0 (b) 2 (c) 4 (d) None of these

8. When an object rotates, its shape and size do not change. The rotation turns an object about a fixed time. This point is called as ----------

(a) angle of rotation (b) Centre of rotation (c) Angle of symmetry (d) Point of rotation

9. The angle of turning during rotation is called as

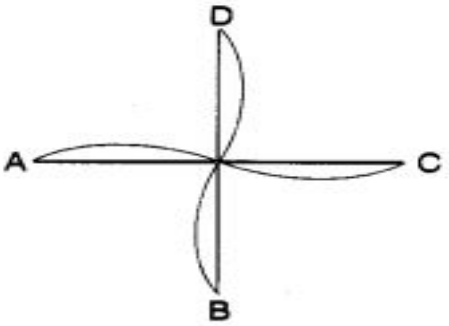
(a) Angle of rotation (b) Angle of symmetry (c) Angle of clockwise rotation

(d) Angle of anticlockwise rotation

10. What is the degree measure of the angle of rotation for a half - turn?

(a) 180 (b) 360 (c) 120 (d) 100

11. What is the order of the rotational symmetry of the following figure?



(a) 4 (b) 3 (c) 2 (d) 1

12. The order of rotational symmetry of a square is _____

(a) 1 (b) 2 (c) 3 (d) 4

13. Which of the following has only one line of symmetry?

(a) A rectangle (b) A square (c) A semi-circle (d) An equilateral triangle

14. How many lines of symmetry are there in a scalene triangle?

(a) 1 (b) 0 (c) 2 (d) 4

15. What is the degree of measure of angle of rotation for a full - turn?

(a)120 (b) 360 (c) 340 (d)180

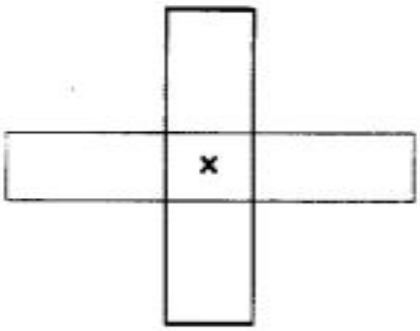
16. How many lines of symmetry are there in a rhombus?

(a) 1 (b) 2 (c) 3 (d) 4

17. How many lines of symmetry are there in a parallelogram?

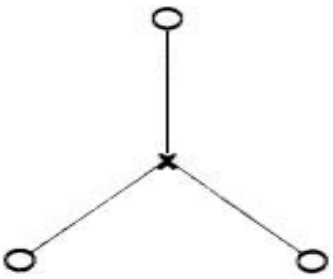
(a) 0 (b) 1 (c) 2 (d) None of these

18. The order of the rotational symmetry of the following figure about the point marked x (cross) is



(a) 1 (b) 2 (c) 3 (d) 4

19. The order of the rotational symmetry of the following figure about the point marked x is



(a) 1 (b) 2 (c) 3 (d) 4

20. Which of the following letters of English alphabet has reflectional symmetry about a vertical mirror?

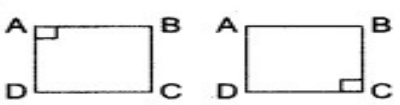
(a) H (b) J (c) Z (d) P

21. Which of the following letters of English alphabet has reflectional symmetry about both horizontal and vertical mirrors?

(a) O (b) Y (c) T (d) L

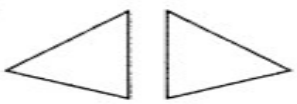
22. Which of the following has rotational symmetry?

(a)



.

(b)



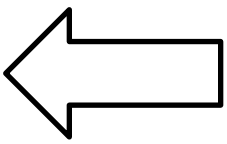
(c)



(d)

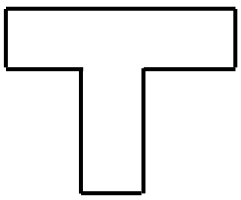


23. How many lines of symmetry are there in the following figure?



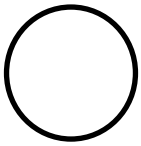
(a) 3 (b) 2 (c) 1 (d) 4

24. How many lines of symmetry are there in the following figure?



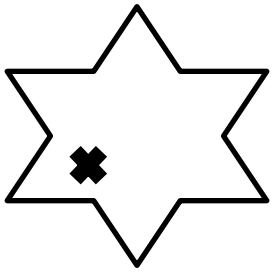
(a) 1 (b) 2 (c) 6 (d) 4

25.How many lines of symmetry are there in the following figure?



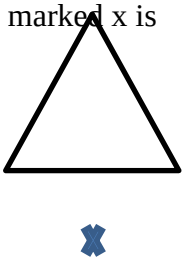
(a)1 (b) 2 (c) 8 (d) Infinitely many

26. The order of the rotational symmetry of the following figure about the point marked x is



(a) 2 (b) 3 (c) 6 (d) 7

27. The order of the rotational symmetry of the following figure about the point marked x is



(a) 3 (b) 4 (c) 9 (d)1

28. Which of these quadrilaterals have both line and rotational symmetries of order more than 3?

(a) A Triangle (b) A Square (c) A Kite (d) A Rectangle

29. Which of the following figures have both line symmetry and rotational symmetry.

(a) Kite (b) Rectangle (c) Square (d) Circle

30. Letter D of the English alphabet has reflectional symmetry (i.e. Symmetry related to mirror reflection) about

(a) a vertical mirror (b) a horizontal mirror (c) Both (d) None of these

ROUGH WORK

(Please use this page for any rough work)

ROUGH WORK

(Please use this page for any rough work)

Appendix 3
ANSWER KEY MATHEMATICS TEST - PILOT

SECTION A	
Q. No.	Answer
1	(a) 20 : 1
2	(b) 15 : 1
3	(c) 5 : 1
4	(d) 5 : 1
5	(c) 9 : 2
6	(b) Rs. 25
7	(d) 16 kg
8	(a) Rs. 90
9	(b) Rs. 25
10	(c) 15 litres
11	(b) 25%
12	(b) 12.5%
13	(d) 250%
14	(b) 10%
15	(d) 4%
16	(c) 100%
17	(d) 25%
18	(b) 20%
19	(b) 10%
20	(c) 50%
21	(d) 60%
22	(b) 20%
23	(c) 10
24	(a) 25
25	(a) 10
26	(a) Rs. 400
27	(b) 20%
28	(d) 4 km
29	(a) 1 kg
30	(a) 90°
31	(c) 25%
32	(a) 10%
33	(b) 100
34	(c) no unit
35	(a) 200%
36	(a) 50%
37	(a) 50%
38	(b) 37.5%
39	(b) 75%
SECTION B	
Q. No.	Answer
1	(a) Rs. 24
2	(a) (25/3)% or 8.33%
3	(d) Rs. 40
4	(a) Rs. 20
5	(a) Rs. 16
6	(b) 20%
7	(a) 25%
8	(d) Rs. 400
9	(b) Rs. 10
10	(c) Rs. 122400
11	(a) Profit + Cost price
SECTION C	
Q. No.	Answer
1	(c) 3
2	(d) 4
3	(b) 2
4	(d) 5
5	(c) 6
6	(b) 5
7	(a) 0
8	(b) Centre of rotation
9	(a) Angle of rotation
10	(a) 180
11	(a) 4
12	(d) 4
13	(c) A semi-circle
14	(b) 0
15	(b) 360
16	(b) 2
17	(a) 0
18	(d) 4
19	(c) 3
20	(a) H
21	(a) O
22	(a)
23	(c) 1
24	(a) 1
25	(d) Infinitely many
26	(c) 6
27	(a) 3
28	(b) A Square
29	(a) Kite
30	(b) a horizontal mirror

Appendix 4

Mathematics Achievement Test - Final Test Paper

Name of the School: _____

Where is your school located? (Address of the school - for e.g. Panaji, Mapusa, or any other place)

_____

Student's First Name: _____

Student's Last Name: _____

Age (in years) - How old are you?: _____

Sex: _____

Grade / Class: _____

INSTRUCTIONS:

1. The questions in this paper are divided into **THREE** Sections –

SECTION A, SECTION B, and SECTION C

2. There are **42 Questions** in total based on two topics of Class VII – Comparing Quantities and Symmetry

SECTION A – **23** questions

SECTION B – **9** questions

SECTION C – **10** questions

3. Each question carries **1 mark**
4. Select the correct alternative from those given below each question
5. ROUGH WORK, if any, could be done on a separate page.
6. Time duration: **90 minutes**
7. ***ALL QUESTIONS ARE COMPULSORY***

SECTION A (23 QUESTIONS)

1. ⅛ as per cent is _____

(a) 25%
(b) 12.5%
(c) 20%

(d) 16%

2. A traveller covered 8% of his total journey which is 50 km long on foot. How many kilometres did he cover on foot?

(a) 1 km (b)
2 km (c) 3
km (d) 4
km

3. A basket is full of bananas, mangoes and apples. If 50% are mangoes, 30% are apples, then what percent are bananas?

(a) 10%
(b) 20%
(c) 25%
(d) 40%

4. A motorcycle goes 120 km in 3 litres of petrol. How much petrol will be required to go 600 km?

(a) 10 litres
(b) 12 litres
(c) 15 litres
(d) 20 litres

5. What is 5% of 200?

(a) 2
(b) 5
(c) 10
(d) 100

6. The ratio of 3 m to 60 cm is _____

(a) 4 : 1
(b) 3 : 1
(c) 5 : 1
(d) 2 : 1

7. The cost of 8 pencils is Rs. 10. Find the cost of 20 pencils.

(a) Rs. 20
(b) Rs. 25
(c) Rs. 24
(d) Rs. 30

8. A shop has 50 televisions; out of which 5 are defective, what percent are defective?

(a) 5%
(b) 10%
(c) 50% (d) 25%

9. The salary of Manish is Rs. 4000. He saves 10% of his salary. How much does he save?

(a) Rs. 400
(b) Rs. 2000 (c) Rs. 3000 (d)
Rs. 4000

10. If 10 is 10% of a number, then the number is _____

(a) 10
(b) 100
(c) 1
(d) 1000

11. The angles of a triangle are in the ratio 1: 1: 2. What is the largest angle?

(a) 90° (b)
45° (c)
30° (d)
60°

12. The number of students in 2008 was 1000. It became 1100 in 2009. What is the percentage increase? (a) 10% (b) 5%
(c) 100%
(d) 1000%

13. Out of 40 children in a class, 10 are boys. What is the percentage of boys?

(a) 10% (b)
40%
(c) 4%
(d) 25%

14. If 40% of students in a class like cake, what percent of the students do not like cake?

(a) 40% (b)
10% (c)
50% (d)
60%

15. What is 12½ % of 200?

(a) 25 (b)
12 (c) 40
(d) 100

16. Convert 1/5 to percent

(a) 10% (b)
20% (c)
40%

(d) 80%

17. There are 40 children in a class. 25% like playing football. How many children like playing football?

(a) 10 (b)
20 (c) 30
(d) 40

18. In a particular kind of pulses, the quantity of protein is 25%. How much protein is there in 4 kg of that pulse?

(a) 1kg (b)
2kg (c)
3kg (d)
4kg

19. The ratio of a unit is _____

(a) rupees
(b) meters
(c) no unit
(d) grams

20. 5/2 as per cent is _____

(a) 125% (b)
150% (c)
200% (d)
250%

21. 2/2 as per cent is _____

(a) 19% (b)
10%
(c) 100%
(d) none of these

22. 0.1 as per cent is _____

(a) 1%
(b) 10%
(c) 100%
(d) 0.1%

23. The marks in a test decreased from 40 to 30. What is the percentage decrease?

(a) 10% (b)
20% (c)
25%
(d) 40%

SECTION B (9 QUESTIONS)

24. An article was purchased for Rs. 100 and sold for Rs. 120. What is the profit?

(a) Rs. 20
(b) Rs. 100 (c) Rs. 120
(d) None of these

25. A watch was purchased for Rs. 316 and sold for Rs. 300. What is the loss?

(a) Rs. 16
(b) Rs. 8
(c) Rs. 24 (d) Rs. 32

26. The interest on a sum of Rs. 2500 for 4 years at the interest rate 4% is _____

(a) Rs. 100 (b)
Rs. 200
(c) Rs. 300
(d) Rs. 400

27. Interest on Rs 100 at 10% p.a for one year is _____

(a) Rs 1
(b) Rs 10 (c) Rs 90
(d) Rs 100

28. Meenu purchased a coat for Rs. 600. She had to pay 4% sales tax on it. Find the amount of sales tax.

(a) Rs. 24 (b)
Rs. 16 (c)
Rs. 20 (d)
Rs. 32

29. The price of petrol has risen from Rs. 48 to Rs. 52 a liter. By what percent has the price risen up?

(a) (25/3)% or 8.33%
(b) 25%
(c) 4%
(d) 40%

30. Selling price of an item is _____

(a) Profit + Cost price
(b) Cost price + Loss
(c) Cost price – Profit
(d) Loss – Cost price

31. A shopkeeper bought a table for Rs. 500 and sold it for Rs. 400. Find the loss percentage.

(a) 10% (b)
20% (c)
40% (d)
50%

32. Meenu purchased an item for Rs. 800 and sold the same for Rs. 1000. The gain percentage is _____

(a) 25% (b)
20% (c)
40%
(d) 50%

SECTION C (10 QUESTIONS)

33. The angle of turning during rotation is called as _____

(a) Angle of rotation
(b) Angle of symmetry
(c) Angle of clockwise rotation
(d) Angle of anticlockwise rotation

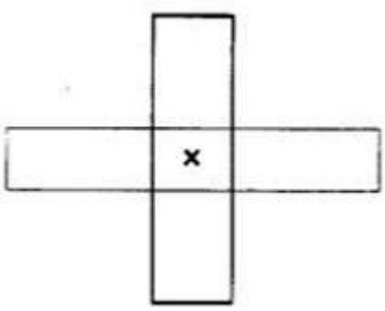
34. Which of the following has only one line of symmetry?

(a) A rectangle
(b) A square
(c) A semi-circle
(d) An equilateral triangle

35. When an object rotates, its shape and size does not change. The rotation turns an object about a fixed point. This point is called as _____

(a) Angle of rotation
(b) Centre of rotation
(c) Angle of symmetry
(d) Point of rotation

36. The order of the rotational symmetry of the following figure about the point marked x (cross) is _____



(a) 1
(b) 2
(c) 3
(d) 4

37. Which of the following letters of English alphabet has reflection symmetry about a vertical mirror?

(a) H
(b) J
(c) Z
(d) P

38. How many lines of symmetry are there in a rhombus?

(a) 1
(b) 2
(c) 3
(d) 4

39. Which of the following letters of English alphabet has reflection symmetry about both horizontal and vertical mirrors?

(a) O (b)
Y
(c) T (d)
L

40. Letter D of the English alphabet has reflection symmetry (i.e. Symmetry related to mirror reflection) about _____

(a) a vertical mirror
(b) a horizontal mirror
(c) Both
(d) None of these

41. How many lines of symmetry are there in a scalene triangle?

(a) 1
(b) 0
(c) 2
(d) 4

42. Which of these quadrilaterals have both line and rotational symmetries of order more than 3?

(a) A Trapezium
(b) A Square
(c) A Kite
(d) A Rectangle

ROUGH WORK

(Please use this page for any rough work)

Appendix 5

ANSWER KEY - FINAL ACHIEVEMENT TEST

Question No.	Answer
1	(b) 12.5%
2	(d) 4 km
3	(b) 20%
4	(c) 15 litres
5	(c) 10
6	(c) 5 : 1
7	(b) Rs. 25
8	(b) 10%
9	(a) Rs. 400
10	(b) 100
11	(a) 90°
12	(a) 10%
13	(d) 25%
14	(d) 60%
15	(a) 25
16	(b) 20%
17	(a) 10
18	(a) 1kg
19	(c) no unit
20	(d) 250%
21	(c) 100%

Question No.	Answer
22	(b) 10%
23	(c) 25%
24	(a) Rs. 20
25	(a) Rs. 16
26	(d) Rs. 400
27	(b) Rs 10
28	(a) Rs. 24
29	(a) (25/3)% or 8.33%
30	(a) Profit + Cost price
31	(b) 20%
32	(a) 25%
33	(a) Angle of rotation
34	(c) A semi-circle
35	(b) Centre of rotation
36	(d) 4
37	(a) H
38	(b) 2
39	(a) O
40	(b) a horizontal mirror
41	(b) 0
42	(b) A Square

APPENDIX 6

Content analysis of chapters of the Class VII Mathematics

CONTENT ANALYSIS							
COMPARING QUANTITIES							
Lesson Plan	**Sr. No.**	**Sub-topic**	**Concept**	**Linguistic Intelligence**	**Logical Mathematical Intelligence**	**Visual Spatial Intelligence**	**Intelligence can be used**
1	1	8.1 Introduction and 8.2 Equivalent Ratios	Ratio and Equivalent Ratios	√			Linguistic Intelligence

	2		Keeping Things in Proportion and getting solutions	√			Linguistic Intelligence
2	3	8.3 Percentage - Another Way of Comparing Quantities	8.3.1 Meaning of Percentage	√			Linguistic Intelligence
	4		Percentage when total is not hundred	√			Linguistic Intelligence
3	5		8.3.2 Converting fractional numbers to percentages	√			Linguistic Intelligence
	6		8.3.3 Converting decimals to percentages	√			Linguistic Intelligence

4	7		8.3.4 Converting percentages to fractions	√			Linguistic Intelligence
	8		8.3.4 Converting percentages to decimals	√			Linguistic Intelligence
5	9	8.4 - Use of Percentages	8.4.1 Interpreting percentages	√			Linguistic Intelligence
	10		8.4.2 Converting percentages to 'how many'	√			Linguistic Intelligence
6	11		8.4.3 Converting ratios to percents	√			Linguistic Intelligence
	12		8.4.4 Increase or decrease as percents	√			Linguistic Intelligence

7	13	8.5 - Prices related to an item or Buying and Selling	Prices related to an item or Buying and Selling - Introduction, Profit and Loss		√		Logical-Mathematical Intelligence
8	14		8.5.1 Profit or Loss as a percentage		√		Logical-Mathematical Intelligence
9	15	8.6 - Charge given on borrowed money or Simple Interest	Charge given on borrowed money or Simple Interest - Introduction		√		Logical-Mathematical Intelligence
10	16		8.6.1 Interest for Multiple Years		√		Logical-Mathematical Intelligence
SYMMETRY							

11	17	14.1 Introduction and 14.2 Lines of Symmetry for Regular Polygons	14.2 Lines of Symmetry for Regular Polygons			√	Visual-Spatial Intelligence
12	18	14.3 Rotational Symmetry	14.3 Rotational Symmetry			√	Visual-Spatial Intelligence
13	19	14.4 Line Symmetry and Rotational Symmetry	14.4 Line Symmetry and Rotational Symmetry			√	Visual-Spatial Intelligence

APPENDIX 7

LINGUISTIC INTELLIGENCE-BASED LESSON PLANS

MI Lesson Plan 1

Chapter: COMPARING QUANTITIES

Topic: Ratios and Equivalent Ratios; Keeping Things in Proportion and Getting Solutions

Duration: 35 minutes

Objectives: The student will:

1) Understand the concepts of ratios and equivalent ratios
2) Keep things in proportion and find solutions to ratio-related problems
3) Enhance the linguistic skills through various activities based on Linguistic Intelligence

Teaching Method:

USING LINGUISTIC INTELLIGENCE-BASED TEACHING ACTIVITIES

Teaching Model:

5E MODEL – ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Linguistic Intelligence-based Teaching Activities used:

1) Storytelling
2) Group Discussion
3) Brainstorming
4) Writing Activity on board by Teacher
5) Writing Activity on Worksheet and Journal by students

6) Lecture
7) Journal Writing
8) Individualized Reading
9) Sharing the Journal Entry with the class
10) Worksheet

Materials:

- Chalkboard
- Chalk
- Sheets of paper for students
- Worksheet with ratio problems

Products from students:

1) **Written short story involving ratio and proportions similar to the one done in the class**
2) **Worksheet with solutions of problems related to ratio**
3) **Journal Entry about what a ratio is and how the students have seen ratios used in their daily lives**

Lesson Structure:

1. Engage (5 minutes):

- **Storytelling:**
    - Begin the lesson with a short story that involves ratios and proportions.
    - For example, tell a story about a chef who needs to adjust a recipe to serve more guests, emphasizing the need to keep ingredients in proportion.
    - **Story:** "Imagine Chef Sam is preparing a cake recipe that serves 4 people. The recipe calls for 2 cups of flour and 1 cup of sugar. Now, Chef Sam needs to

adjust the recipe to serve 8 people. How will the ratios of flour to sugar change?"

- Ask students questions related to the story to engage their thinking.
- For instance, "What would happen if the chef used twice as much flour but the same amount of sugar?"
- **Divide the class into two groups and ask students to write down a similar story involving ratio and proportions.**

2. Explore (7 minutes):

- **Brainstorming:**
  - After the story, have a brainstorming session where students list real-life scenarios where ratios are used (e.g., cooking, mixing paint, creating a sports team).
  - Write their ideas on the board and discuss how ratios and proportions play a role in each scenario.
  - **Questions:**
    - "Where have you seen ratios used in sports?"
    - "Can you think of a situation in art or music where ratios might be important?"

3. Explain (8 minutes):

- **Interactive Explanation:**
  - Explain the concept of ratios and equivalent ratios on the board. Show how to simplify ratios and find equivalent ratios.
  - **Explanation:**
    - "A ratio is a way to compare two quantities. For example, the ratio of flour to sugar in our cake recipe is 2:1. To make an equivalent ratio for 8 people, we multiply both parts of the ratio by the same number."

- Use examples from the brainstorming session to make the explanation relatable.

4. Elaborate (10 minutes):

- **Problem Solving:**
  - Distribute a worksheet with problems related to ratios and equivalent ratios.
  - Read out the questions to the class.
  - Include questions that require students to keep things in proportion and find solutions
  - **Example:** "If 3 apples cost Rs. 6, how much would 5 apples cost?").
  - **Worksheet Problems:**
    - "Given the ratio 3:5, find two equivalent ratios."
    - "If the ratio of boys to girls in a class is 4:6, what would be the ratio if there are 12 boys?"
    - "A recipe calls for 2 cups of sugar for every 3 cups of flour. How much sugar is needed if you use 9 cups of flour?"

5. Evaluate (5 minutes):

- **Peer Review:**
  - Have students read and review each other's solutions and provide constructive feedback.
  - "Check whether your partner's solution was correct or incorrect."

- **Journal Writing:**

  - Have students write a brief journal entry on a sheet of paper explaining in their own words what a ratio is and how they have seen ratios used in their daily lives.
  - "Write a few sentences about a time when you used or saw ratios being used. How did understanding the ratio help in that situation?"

- Ask them to read and share their entry with the class.

Closure:

- **Summarize Key Concepts:**
  - Summarize the main points of the lesson, emphasizing the importance of understanding and using ratios correctly in various contexts.
  - "Today, we learned that ratios are a way to compare two quantities and equivalent ratios can help us keep things in proportion. This is important in cooking, sports, and many other areas of life."
- **Encourage Further Exploration:**
  - Encourage students to look for ratios in their daily lives and share their findings in the next class.
  - **Homework:** "For homework, find a real-life example of a ratio and be prepared to share it with the class tomorrow."

MI Lesson Plan 2

Chapter: COMPARING QUANTITIES

Topic: Percentage – Meaning and Percentage When Total is Not Hundred

Duration: 35 minutes

Objectives: The student will:

- Understand the concept of percentage.
- Calculate percentages when the total is not 100.
- Enhance the linguistic skills through various activities.

Teaching Method:

USING LINGUISTIC INTELLIGENCE-BASED TEACHING ACTIVITIES

Teaching Model:

5E MODEL – ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Linguistic Intelligence-based Activities used:

1) Storytelling
2) Group Discussion
3) Brainstorming
4) Writing Activity on board by Teacher
5) Writing Activity on Worksheet and Journal by students
6) Lecture
7) Journal Writing
8) Individualized Reading
9) Sharing the Journal Entry with the class

10) Worksheet

Materials:

- Chalkboard
- Chalk
- Sheets of paper for students
- Worksheet with ratio problems

Products from students:

1) **Written short story involving percentages similar to the one done in the class**
2) **Worksheet with solutions of problems related to percentages**
3) **Journal Entry about what a percentage is and how they have encountered percentages in their lives.**

Lesson Structure:

1. Engage (5 minutes):

- **Storytelling:**
    - Begin with a compelling story that illustrates the concept of percentages in a relatable way.
    - **Example:** "In Greenfield School, there was a fundraiser to buy new library books. Class 7A collected Rs. 150, Class 7B collected Rs. 200, and Class 7C collected Rs. 250. The principal decided to use percentages to show the contribution of each class. What percentage of the total did each class contribute?"
    - Use vivid descriptions and characters to make the story engaging.
    - Pose questions related to the story to prompt thinking and curiosity.

- **Questions to Ask:** "Why do you think the principal used percentages instead of just the dollar amounts? How does knowing the percentage help in understanding the contribution of each class?"
- **Divide the class into two groups and ask students to write down a similar story involving percentages.**

2. Explore (7 minutes):

- **Brainstorming:**
  - Engage students in a brainstorming session about different scenarios where percentages are used in everyday life.
  - Write their ideas on the board and discuss each one briefly to show how percentages help in understanding various situations.
  - **Brainstorming Questions:**
    - "Where have you seen percentages used while shopping?" (e.g., discounts)
    - "How do percentages help in understanding grades or scores?"
    - "Can you think of any other places where percentages are important?" (e.g., sports statistics, nutrition labels)
  - Encourage students to share their experiences and relate them to the concept of percentages.

3. Explain (8 minutes):

- **Interactive Explanation:**
  - Clearly explain the concept of percentage on the board.
  - **Example:** "A percentage is a way to express a number as a part of 100. For example, 25% means 25 out of 100."
  - Show how to calculate percentages using examples from the brainstorming session.

- **Example:** "If you have 25 out of 100 candies, you have 25%. If you have 50 candies out of 200, what percentage do you have?"

4. Elaborate (10 minutes):

- **Problem Solving:**
  - Distribute a worksheet with problems related to percentages, including scenarios where the total is not 100.
  - Read out the questions to the class.
  - **Worksheet Problems:**
    - "Calculate 20% of 250."
    - "A student scored 45 out of 60 in a test. What is their percentage score?"
    - "A store sells 150 items and 45 of them are on sale. What percentage of items are on sale?"

5. Evaluate (5 minutes):

- **Peer Review:**
  - Have students read and review each other's solutions and provide constructive feedback.
  - "Check whether your partner's solution was correct or incorrect."
- **Journal Writing:**
    - Have students write a brief journal entry explaining in their own words what a percentage is and how they have encountered percentages in their lives.
    - "Write a few sentences about what a percentage means to you and where you have seen it used."
    - Ask the students to read and share their entry with the class.

Closure:

- **Summarize Key Concepts:**
    - Summarize the main points of the lesson, emphasizing the importance of understanding percentages and their applications.
    - "Today, we learned that percentages are a way to express a part of a whole and can be used in many real-life situations, like discounts and grades. We also learned how to calculate percentages when the total is not 100."
- **Encourage Further Exploration:**
    - Encourage students to look for percentages in their daily lives and share their findings in the next class.
    - **Homework:** "For homework, find a real-life example of a percentage and be prepared to share it with the class tomorrow."

MI Lesson Plan 3

Chapter: COMPARING QUANTITIES

Topic: Converting Fractional Numbers to Percentages and Converting Decimals to Percentages

Duration: 35 minutes

Objectives: The student will:

- Understand how to convert fractional numbers to percentages.
- Learn how to convert decimals to percentages.
- Enhance their linguistic skills through various activities.

Teaching Method:

USING LINGUISTIC INTELLIGENCE-BASED TEACHING ACTIVITIES

Teaching Model:

5E MODEL – ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Linguistic Intelligence-based Activities used:

1. Storytelling
2. Group Discussion
3. Brainstorming
4. Writing Activity on board by Teacher
5. Writing Activity on Worksheet and Journal by students
6. Lecture
7. Journal Writing
8. Individualized Reading
9. Sharing the Journal Entry with the class

10. Worksheet

Materials:

- Chalkboard
- Chalks
- Sheets of paper for students
- Worksheet with conversion problems

Products from students:

1) **Written short story involving conversion of fractions and decimals into percentages similar to the one done in the class**
2) **Worksheet with solutions of problems related to conversion of fractions and decimals into percentages**
3) **Journal Entry about steps to convert a fraction to a percentage and a decimal to a percentage.**

Lesson Structure:

1. Engage (5 minutes):

Storytelling:

- Begin with a compelling story to capture students' interest and connect the topic to real-life scenarios.
- **Example Story:** "Sarah is planning a party and needs to buy drinks. She knows that 3/5 of the guests like orange juice and 0.25 of them prefer lemonade. To make it easier to decide how much to buy, she decides to convert these fractions and decimals into percentages."
- Use vivid descriptions and characters to make the story engaging.
- Pose questions related to the story to prompt thinking and curiosity.
- **Questions to Ask:**

    - "Why do you think Sarah wants to convert the fractions and decimals into percentages?"
    - "How can converting these numbers help her?"
- **Divide the class into two groups and ask students to write down a similar story.**

2. Explore (7 minutes):

Brainstorming:

- Engage students in a brainstorming session about why and where they might need to convert fractions and decimals into percentages in real life.
- Write their ideas on the board and discuss each one briefly to show how percentages help in understanding various situations.
- **Brainstorming Questions:**
    - "Where have you seen fractions or decimals converted into percentages?"
    - "Why do you think it's useful to convert these numbers into percentages?"
    - "Can you think of any situations where you might need to do this?"
- Encourage students to share their experiences and relate them to the concept of conversions.

3. Explain (8 minutes):

Interactive Explanation:

- Clearly explain the process of converting fractions to percentages using a step-by-step approach:
    - Convert the fraction to a decimal (e.g., 3/5 = 0.6).
    - Multiply the decimal by 100 to get the percentage (e.g., 0.6 × 100 = 60%).
- Then, explain the process of converting decimals to percentages:
    - Simply multiply the decimal by 100 (e.g., 0.25 × 100 = 25%).
- Use the board to demonstrate these conversions.
- **Example Problems:**

- Converting 4/5 to a percentage.
- Converting 0.75 to a percentage.

4. Elaborate (10 minutes):

Problem Solving:

- Distribute a worksheet with problems related to converting fractions and decimals to percentages.
- Read out the questions to the class.
- **Worksheet Problems:**
  - "Convert 3/4 to a percentage."
  - "Convert 0.4 to a percentage."
  - "If 2/5 of the students in a class are boys, what percentage are boys?"

5. Evaluate (5 minutes):

Peer Review:

- Have students review each other's solutions and provide constructive feedback.
- "Check your partner's solution if it was done correctly or not."

Journal Writing:

- Have students write a brief journal entry explaining in their own words the steps to convert a fraction to a percentage and a decimal to a percentage.
- **Example:** "Write down the steps to convert a fraction to a percentage and a decimal to a percentage. Explain why this is useful."
- Ask the students to read and share with the class.

Closure:

- **Summarize Key Concepts:**

- Summarize the main points of the lesson, emphasizing the importance of understanding how to convert fractions and decimals to percentages.
- "Today, we learned how to convert fractions and decimals to percentages. This is useful in many real-life situations, like understanding survey results or comparing data."

- **Encourage Further Exploration:**
  - Encourage students to look for fractions and decimals in their daily lives and practice converting them to percentages.
  - **Homework:** "For homework, find an example of a fraction or decimal in your daily life and convert it to a percentage. Be prepared to share it with the class tomorrow."

MI Lesson Plan 4

Chapter: COMPARING QUANTITIES

Topic: Converting Percentages to Fractions and Converting Percentages to Decimals

Duration: 35 minutes

Objective: The student will:

- Understand how to convert percentages to fractions.
- Learn how to convert percentages to decimals.
- Enhance their linguistic skills through various activities.

Teaching Method:

USING LINGUISTIC INTELLIGENCE-BASED TEACHING ACTIVITIES

Teaching Model:

5E MODEL – ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Linguistic Intelligence-based Activities used:

1. Storytelling
2. Group Discussion
3. Brainstorming
4. Writing Activity on board by Teacher
5. Writing Activity on Worksheet and Journal by students
6. Lecture
7. Journal Writing
8. Individualized Reading
9. Sharing the Journal Entry with the class

10. Worksheet

Materials:

- Chalkboard
- Chalks
- Sheets of paper for students
- Worksheet with conversion problems

Products from students:

1) **Written short story involving conversion of percentages to fractions and decimals similar to the one done in the class**
2) **Worksheet with solutions of problems related to conversion of percentages to fractions and decimals**
3) **Journal Entry about steps to convert a percentage to a fraction and a decimal.**

Lesson Structure:

1. Engage (5 minutes):

Storytelling:

- Begin with a story that introduces the need for converting percentages to fractions and decimals.
- **Example Story:** "Tom is baking cookies and finds a recipe that requires 75% of a cup of sugar. He realizes he doesn't know how to measure 75% with his measuring cups. Tom decides to convert the percentage to a fraction and then to a decimal to understand it better."
- Use vivid descriptions and relatable characters to make the story engaging.
- Pose questions related to the story to prompt thinking and curiosity.
- **Questions to Ask:**

    - "Why do you think Tom wants to convert the percentage to a fraction and a decimal?"
    - "How can converting these numbers help him in measuring the ingredients?"
- **Divide the class into two groups and ask students to write down a similar story.**

2. Explore (7 minutes):

Brainstorming:

- Engage students in a brainstorming session about why and where they might need to convert percentages to fractions and decimals in real life.
- Write their ideas on the board and discuss each one briefly to show how conversions help in various situations.
- **Brainstorming Questions:**
    - "Where have you seen percentages converted to fractions or decimals?"
    - "Why do you think it's useful to convert these numbers?"
    - "Can you think of any situations where you might need to do this?"
- Encourage students to share their experiences and relate them to the concept of conversions.

3. Explain (8 minutes):

Interactive Explanation:

- Clearly explain the process of converting percentages to fractions using a step-by-step approach:
    - Write the percentage as a fraction with a denominator of 100 (e.g., 75% = 75/100).
    - Simplify the fraction by finding the greatest common divisor (e.g., 75/100 = 3/4).
- Then, explain the process of converting percentages to decimals:
    - Simply divide the percentage by 100 (e.g., 75% = 75 ÷ 100 = 0.75).

- Use the board to demonstrate these conversions.
- **Example Problems:**
    - Converting 50% to a fraction and a decimal.
    - Converting 25% to a fraction and a decimal.

4. Elaborate (10 minutes):

Problem Solving:

- Distribute a worksheet with problems related to converting percentages to fractions and decimals.
- Read out the questions to the class.
- **Worksheet Problems:**
    - "Convert 60% to a fraction and a decimal."
    - "Convert 85% to a fraction and a decimal."
    - "If 40% of the students in a class are girls, what fraction and decimal represent the girls?"

5. Evaluate (5 minutes):

Peer Review:

- Have students read and review each other's solutions and provide constructive feedback.
- "Check your partner's solution if it is done correctly or not."
- **Journal Writing:**
    - Have students write a brief journal entry explaining in their own words the steps to convert a percentage to a fraction and a decimal.
    - **Example:** "Write down the steps to convert a percentage to a fraction and a decimal. Explain why this is useful."
    - Ask them to read and share their entry with the class.

Closure:

- **Summarize Key Concepts:**
    - Summarize the main points of the lesson, emphasizing the importance of understanding how to convert percentages to fractions and decimals.
    - "Today, we learned how to convert percentages to fractions and decimals. This is useful in many real-life situations, like understanding recipes or comparing data."
- **Encourage Further Exploration:**
    - Encourage students to look for percentages in their daily lives and practice converting them to fractions and decimals.
    - **Homework:** "For homework, find an example of a percentage in your daily life and convert it to a fraction and a decimal. Be prepared to share it with the class tomorrow."

MI Lesson Plan 5

Chapter: COMPARING QUANTITIES

Topic: Interpreting Percentages and Converting Percentages to 'How Many'

Duration: 35 minutes

Objectives: The student will:

- Understand how to interpret percentages.
- Learn how to convert percentages into actual numbers (e.g., "how many").
- Enhance their linguistic skills through various activities.

Teaching Method:

USING LINGUISTIC INTELLIGENCE-BASED TEACHING ACTIVITIES

Teaching Model:

5E MODEL – ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Linguistic Intelligence-based Activities used:

1. Storytelling
2. Group Discussion
3. Brainstorming
4. Writing Activity on board by Teacher
5. Writing Activity on Worksheet and Journal by students
6. Lecture
7. Journal Writing
8. Individualized Reading
9. Sharing the Journal Entry with the class

10. Worksheet

Materials:

- Chalkboard
- Chalks
- Sheets of paper for students
- Worksheet with conversion problems

Products from students:

1) **Written short story illustrating the use and interpretation of percentages, similar to the one done in the class**
2) **Worksheet with solutions of problems related to interpreting percentages and converting them to actual numbers.**
3) **Journal Entry about interpreting percentages and converting them to actual numbers**

Lesson Structure:

1. Engage (5 minutes):

Storytelling:

- **Story:** Start with a story that illustrates the use and interpretation of percentages.
    - **Example:** "In a school election, 60% of the students voted for Jane as the president. The school has 200 students. Jane wants to know exactly how many students voted for her."
    - Describe the setting, characters, and the problem Jane is facing.
- **Questions to Engage Students:**
    - "Why might Jane want to convert the percentage into an actual number?"
    - "How can interpreting percentages help in understanding voting results?"

- Use a dynamic and animated storytelling approach to captivate students' attention and make the problem relatable.
- **Divide the class into two groups and ask students to write down a similar story.**

2. Explore (7 minutes):

Brainstorming:

- **Activity:** Engage students in a brainstorming session about the importance of interpreting percentages and converting them into actual numbers in real-life situations.
- **Questions for Brainstorming:**
    - "Where have you seen percentages used in real life?"
    - "Why do you think it's useful to convert percentages into actual numbers?"
    - "Can you think of any situations where interpreting percentages is important?"
- Write their ideas on the board and discuss each briefly.
- **Discussion:** Allow students to share their personal experiences and relate them to the concept of percentages.

3. Explain (8 minutes):

Interactive Explanation:

- **Concept of Interpreting Percentages:**
    - Explain that percentages represent parts out of 100 (e.g., 60% means 60 out of every 100).
- **Converting Percentages to Actual Numbers:**
    - Demonstrate the process using a simple formula:
    - Actual Number=Percentage × Total Quantity÷100
    - **Example:** If 60% of 200 students voted for Jane, then calculate the number of students who voted for Jane.

    - **Solution:** Actual Number = (Percentage × Total Quantity) ÷ 100 = (60×200)/100 = 120
- Use the board to visually break down the steps.
- **Example Problems:**
    - Interpreting 45% of a classroom of 30 students.
    - Converting 75% of 80 apples to an actual number.

4. Elaborate (10 minutes):

Problem Solving:

- **Worksheet Distribution:** Hand out a worksheet with problems related to interpreting percentages and converting them to actual numbers.
- Read out the questions to the class.
- **Worksheet Problems:**
    - "Interpret 50% of a school having 500 total students."
    - "Convert 20% of 150 books to an actual number."
    - "If 70% of a garden has flowers and the garden has 200 plants, how many plants have flowers?"

5. Evaluate (5 minutes):

Peer Review:

- **Activity:** Have students read and review each other's solutions and provide constructive feedback.
- "Check your partner's solution if it is done correctly or not."
- **Journal Writing:**
    - Have students write a brief journal entry explaining in their own words how to interpret percentages and convert them to actual numbers.
    - "Write down how you would interpret a percentage and convert it into an actual number. Explain why this is useful."

- Ask them to read and share their entry with the class.

Closure:

- **Summarize Key Concepts:**
  - Summarize the main points of the lesson, emphasizing the importance of understanding how to interpret percentages and convert them to actual numbers.
  - "Today, we learned how to interpret percentages and convert them to actual numbers. This is useful in many real-life situations, like understanding survey results or calculating quantities."
- **Encourage Further Exploration:**
  - Encourage students to look for percentages in their daily lives and practice interpreting them and converting them to actual numbers.
  - **Homework:** "For homework, find an example of a percentage in your daily life and interpret it by converting it to an actual number. Be prepared to share it with the class tomorrow."

MI Lesson Plan 6

Chapter: COMPARING QUANTITIES

Topic: Converting Ratios to Percent and Increase or Decrease as Percent

Duration: 35 minutes

Objectives: The student will:

- Learn how to convert ratios to per cent.
- Understand how to calculate percentage increase or decrease.
- Enhance their linguistic skills through various activities.

Teaching Method:

USING LINGUISTIC INTELLIGENCE-BASED TEACHING ACTIVITIES

Teaching Model:

5E MODEL – ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Linguistic Intelligence-based Activities used:

1. Storytelling
2. Group Discussion
3. Brainstorming
4. Writing Activity on board by Teacher
5. Writing Activity on Worksheet and Journal by students
6. Lecture
7. Journal Writing
8. Individualized Reading
9. Sharing the Journal Entry with the class

10. Worksheet

Materials:

- Chalkboard
- Chalks
- Sheets of paper for students
- Worksheet with conversion and percentage problems

Products from students:

1) **Written short story about converting Ratios to Percent and Increase or Decrease as Percent, similar to the one done in the class**
2) **Worksheet with solutions of problems related to converting ratios to percents and calculating percentage changes.**
3) **Journal Entry about how to convert ratios to percents and calculate percentage increases or decreases**

Lesson Structure:

1. Engage (5 minutes):

Storytelling:

- **Story:** Start with a story that illustrates converting ratios to percents and calculating percentage increase or decrease.
    - **Example:** "A toy store had a sale last weekend. On Friday, the ratio of sold toys to unsold toys was 3:2. By the end of the weekend, the percentage of toys sold increased by 20%. The store owner wants to understand these changes better."
    - Describe the scenario and the characters, making the story engaging and relatable.
- **Questions to Engage Students:**

    - "Why might the store owner want to convert the ratio of sold toys to a percent?"
    - "How can understanding the percentage increase help in analyzing sales?"
- Use expressive storytelling to capture students' attention and set the stage for the lesson.
- **Divide the class into two groups and ask students to write down a similar story.**

2. Explore (7 minutes):

Brainstorming:

- **Activity:** Engage students in a brainstorming session about the importance of converting ratios to percents and understanding percentage changes in various contexts.
- **Questions for Brainstorming:**
    - "Where have you seen ratios and percents used in real life?"
    - "Why do you think it's important to convert ratios to percents?"
    - "Can you think of any situations where understanding percentage increase or decrease is crucial?"
- Write their ideas on the board and discuss each briefly.
- **Discussion:** Allow students to share their personal experiences and relate them to the concepts of ratios and percents.

3. Explain (8 minutes):

Interactive Explanation:

- **Converting Ratios to Percents:**
    - Explain that to convert a ratio to a percent, you first convert the ratio to a fraction and then multiply by 100.
    - **Example:** For the ratio 3:2, the fraction is 3/5. To convert to a percent: $(3/5)\times100=60\%$.

- **Calculating Percentage Increase or Decrease:**
    - Explain the formula for percentage increase or decrease:
        - Percentage Increase
          =[(New Value−Original Value)/Original Value]×100
        - Percentage Decrease=
          [(Original Value−New Value)/Original Value]×100
    - **Example:** If the number of sold toys increased from 50 to 60, the percentage increase is [(60−50)/50]×100 = 20%
- Use the board to visually break down the steps.
- **Example Problems:**
    - Converting the ratio 4:1 to a percent.
    - Calculating the percentage decrease if the number of unsold toys decreased from 20 to 15.

4. Elaborate (10 minutes):

Problem Solving:

- **Worksheet Distribution:** Hand out a worksheet with problems related to converting ratios to percents and calculating percentage changes.
- Read out the questions to the class.
- **Worksheet Problems:**
    - "Convert the ratio 5:3 to a percent."
    - "Calculate the percentage increase if the number of sold items increases from 40 to 50."
    - "Calculate the percentage decrease if the number of unsold items decreases from 30 to 25."

5. Evaluate (5 minutes):

Peer Review:

- **Activity:** Have students review each other's solutions and provide constructive feedback.
- "Check your partner's solution if it is done correctly or not."
- **Journal Writing:**
    - Have students write a brief journal entry explaining in their own words how to convert ratios to percents and calculate percentage increases or decreases.
    - "Write down how you would convert a ratio to a percent and calculate a percentage increase or decrease. Explain why this is useful."
    - Ask them to read and share their entry with the class.

Closure:

- **Summarize Key Concepts:**
    - Summarize the main points of the lesson, emphasizing the importance of understanding how to convert ratios to percents and calculate percentage changes.
    - "Today, we learned how to convert ratios to percents and calculate percentage changes. These skills are useful in many real-life situations, like analyzing sales or understanding data."
- **Encourage Further Exploration:**
    - Encourage students to look for ratios and percentage changes in their daily lives and practice converting and calculating them.
    - **Homework:** "For homework, find an example of a ratio or percentage change in your daily life and convert or calculate it. Be prepared to share it with the class tomorrow."

APPENDIX 8

LOGICAL MATHEMATICAL INTELLIGENCE-BASED LESSON PLANS

MI Lesson Plan 7

Chapter: COMPARING QUANTITIES

Topic: Prices Related to an Item or Buying and Selling

Duration: 35 minutes

Objectives: The student will:

1) Understand the concept of pricing, buying and selling, and
2) Apply the knowledge of pricing, buying and selling to calculate profit and loss

Teaching Method:

USING LOGICAL-MATHEMATICAL INTELLIGENCE-BASED ACTIVITIES

Teaching Model:

5E MODEL: ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Logical-Mathematical Intelligence Activities used:

1. Mathematical Problems on the board
2. Translate into a mathematical formula
3. Calculations and Quantification,
4. Classifications and Categorizations,
5. Socratic Questioning,
6. Heuristics,/Simple Rules of Thumb
7. Scientific Thinking
8. Problem solving exercises
9. Logical sequential presentation of subject matter

Materials Needed:

- Chalkboard
- Chalk
- Worksheets with problems
- Chart paper
- Markers

Products from students:

1) **Problem designed by students related to buying and selling items, calculating the cost price, selling price, profit, and loss.**
2) **Worksheet with solutions to problems related to Profit, Profit Percentage, Loss and Loss Percentage**

Lesson Structure:

1. Engage (5 minutes)

Real-Life Scenario Discussion

- **Scenario**: Present a relatable scenario to the class:
  - Example: "Imagine you run a small shop. You buy items in bulk and sell them individually. You need to calculate your profit or loss."
- **Socratic Questioning:** Ask questions to stimulate thinking and connect the topic to real-life situations:
  - "Why do businesses need to consider their costs and selling prices?"
  - "What happens if you sell an item for less than it cost you to make?"

2. Explore (7 minutes)

Hands-On Calculations

- **Calculations and Quantification:** Introduce the basic formulas for calculating cost price, selling price, profit, and loss:
  - Profit = Selling Price (SP) - Cost Price (CP)
  - Loss = Cost Price (CP) - Selling Price (SP)
  - Profit Percentage = (Profit / Cost Price) × 100
  - Loss Percentage = (Loss / Cost Price) × 100
- **Worksheet Activity:** Provide students with worksheets containing basic problems to practice these calculations:
  - "If you buy an item for Rs.50 and sell it for Rs.70, what is your profit and profit percentage?"
  - "If you buy an item for Rs.80 and sell it for Rs.60, what is your loss and loss percentage?"

3. Explain (8 minutes)

Detailed Explanation

- **Heuristics:** Break down the process of calculating profit, loss, and their percentages step-by-step:
  - Identify the cost price and selling price.
  - Substitute these values into the formulas.
  - Perform the calculations to find the profit/loss and percentages.
- **Classroom Demonstration**: Solve a few problems on the whiteboard with student participation:
  - "If you buy an item for Rs.120 and sell it for Rs.150, what is your profit and profit percentage?"
  - "If the selling price of an item is Rs.200 and you make a profit of Rs.40, what is the cost price?"

4. Elaborate (10 minutes)

- **Group Work and Real-Life Applications**

- Group Activity: Divide students into small groups. Each group will create a scenario where they buy and sell items, calculate the cost price, selling price, profit, and loss.
- "Your group needs to calculate the profit if you buy 10 notebooks for Rs.5 each and sell them for Rs.7 each."

- **Scientific Thinking:** Encourage groups to consider how changing one variable (cost price, selling price, quantity) affects the profit or loss. Discuss the real-life implications of these changes.
- **Divide the class into two groups and ask students to write down a similar problem.**
- **Classifications and Categorizations:** Groups will categorize their scenarios into different types of transactions (e.g., bulk purchases, single items) and discuss how these factors impact the calculations.
  - Presentation: Each group presents their scenario and the calculated profit/loss to the class, explaining their calculations and reasoning.

5. Evaluate (5 minutes)

Quiz and Homework

- **Quiz:** Conduct a short quiz with problems:
  - "Calculate the profit and profit percentage if you buy an item for Rs.150 and sell it for Rs.180."
  - "If you buy an item for Rs.200 and sell it for Rs.170, what is your loss and loss percentage?"

Closure:

- **Summarize Key Concepts:**
  - Summarize the main points of the lesson – Cost Price, Selling Price, Profit and Loss
- **Homework:** "Explain how you calculate profit and loss using the formulas."

MI Lesson Plan 8

Chapter: COMPARING QUANTITIES

Topic: Profit or Loss as a Percentage

Duration: 35 minutes

Objectives: The student will:

- Understand how to calculate profit or loss as a percentage.
- Enhance their logical-mathematical intelligence through various activities.

Teaching Method:

USING LOGICAL-MATHEMATICAL INTELLIGENCE-BASED ACTIVITIES

Teaching Model:

5E MODEL: ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Logical-Mathematical Intelligence-based Activities used:

1. Mathematical Problems on the board
2. Translate into a mathematical formula
3. Calculations and Quantification,
4. Classifications and Categorizations,
5. Socratic Questioning,
6. Heuristics,/Simple Rules of Thumb
7. Scientific Thinking
8. Problem solving exercises
9. Logical sequential presentation of subject matter

Materials:

- Chalkboard
- Chalk
- Chart paper
- Worksheets with problems

Products from students:

1) **Problem designed by students related to profit or loss percentage.**
2) **Worksheet with solutions to problems related to profit and loss percentage.**

Lesson Structure:

1. Engage (5 minutes):

Introduction with a Real-Life Scenario:

- **Scenario:** Introduce a scenario involving buying and selling items.
    - **Example:** "Imagine you bought a bicycle for Rs. 100 and sold it for Rs. 150. How would you determine your profit as a percentage?"
- **Questions to Engage Students:**
    - "Have you ever sold something for more than you bought it? How did you feel?"
    - "Why do you think it's important to know the profit or loss as a percentage?"
- Use the scenario to introduce the concepts of profit, loss, and percentage.

2. Explore (7 minutes):

Classifications and Categorizations:

- **Activity:** Have students categorize different transactions as profit or loss.
- **Examples on Chart Paper:**
    - Buying a book for Rs. 10 and selling it for Rs. 12 (Profit)
    - Buying a toy for Rs. 20 and selling it for Rs. 15 (Loss)

- **Discussion:**
    - Discuss the factors that lead to profit or loss in transactions.
- **Classifying:** Write the transactions on the board and ask students to classify them as profit or loss.

3. Explain (8 minutes):

Interactive Explanation:

- **Calculations and Quantification:**
    - Explain the formulas for calculating profit or loss as a percentage:
        - Profit Percentage = (Profit/Cost Price)×100
        - Loss Percentage = (Loss/Cost Price)×100
    - **Example Calculation:**
        - Cost Price: Rs. 100, Selling Price: Rs. 150
        - Profit: Rs. 150 - Rs. 100 = Rs. 50
        - Profit Percentage: (50/100) × 100 = 50%
- Use the board to show the steps and calculations.
- **Socratic Questioning:**
    - **Questions:**
        - "What would happen to the profit percentage if the selling price increased?"
        - "How does understanding profit or loss percentage help in making business decisions?"
- **Heuristics:**
    - Encourage students to develop a step-by-step approach to solving profit and loss problems.
    - **Heuristic Steps:**
        - Identify the cost price and selling price.
        - Calculate the profit or loss.
        - Apply the percentage formula.

4. Elaborate (10 minutes):

Problem Solving and Science Thinking:

- **Worksheet Distribution:** Hand out a worksheet with problems related to profit or loss percentage.
- **Worksheet Problems:**
    - "Calculate the profit percentage if the cost price is Rs. 80 and the selling price is Rs. 100."
    - "Calculate the loss percentage if the cost price is Rs. 60 and the selling price is Rs. 50."
- **Group Activity:**
    - Divide students into small groups or two groups and assign each group one of the problems.
    - **Scientific Thinking:** Encourage groups to use logical reasoning and systematic approaches to solve problems.
    - **Discussion within Groups:** Have students discuss their solutions and reasoning with their group members.
- **Divide the class into two groups and ask students to write down a similar problem.**
- **Class Discussion:**
    - Bring the class together and have each group present their solutions.
    - Discuss any differences in approaches and answers.

5. Evaluate (5 minutes):

Assessment and Homework:

- **Assessment:**
    - Provide a problem related to calculating profit or loss as a percentage.

Question: "If the cost price of a pen is Rs. 5 and the selling price is Rs.10, what is the profit percentage?"

- **Homework:**
    - "Write about what you found interesting or challenging in today's lesson on profit and loss percentages."

MI Lesson Plan 9

Chapter: COMPARING QUANTITIES

Topic: Charge Given on Borrowed Money or Simple Interest

Duration: 35 minutes

Objectives: The student will:

- Understand the concept of Simple Interest
- Apply the knowledge of Simple Interest to calculate it using the formula
- Apply the calculations in real-life scenarios.

Teaching Method:

USING LOGICAL-MATHEMATICAL INTELLIGENCE-BASED ACTIVITIES

Teaching Model:

5E MODEL: ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Logical-Mathematical Intelligence-based Activities used:

1. Mathematical Problems on the board
2. Translate into a mathematical formula
3. Calculations and Quantification,
4. Classifications and Categorizations,
5. Socratic Questioning,
6. Heuristics,/Simple Rules of Thumb
7. Scientific Thinking
8. Problem solving exercises
9. Logical sequential presentation of subject matter

Materials:

- Chalkboard

- Chalk
- Chart paper
- Worksheets with problems

Products from students:

1) **Problem designed by students related to simple interest.**
2) **Worksheet with solutions to problems related to simple interest.**

Lesson Structure:

1. Engage (5 minutes)

- **Real-Life Scenario Discussion**
    - **Example Scenario:** "Imagine you want to buy a bicycle that costs Rs. 300. You don't have the money right now, so you borrow it from a friend. Your friend asks you to pay back Rs. 330 after one year. How much extra are you paying?"
- **Socratic Questioning:** Ask questions to stimulate thinking and connect the topic to real-life situations:
    - "Why do people need to pay extra when they borrow money?"
    - "What do you think determines how much extra money they need to pay?"
    - "Can you think of any examples in your own life where you might need to borrow money?"

2. Explore (7 minutes)

Activity: Hands-On Calculations

- **Calculations and Quantification:** Introduce the formula for simple interest:
    - Simple Interest (SI) = Principal (P) × Rate (R) × Time (T) / 100
- **Worksheet Activity:** Provide students with worksheets containing basic problems to practice calculating simple interest:

- "If you borrow Rs. 200 at an interest rate of 5% per year for 2 years, how much interest will you pay?"
- "Calculate the simple interest for a principal of Rs. 500 at 4% per year for 3 years."

- **Classifications and Categorizations:** Have students classify different scenarios based on the principal amount, rate of interest, and time period.

3. Explain (8 minutes)

Activity: Detailed Explanation

- **Heuristics:** Break down the process of calculating simple interest using the formula step-by-step:
  - Identify the principal (P), rate (R), and time (T).
  - Substitute these values into the formula.
  - Perform the multiplication and division to find the simple interest.
- **Classroom Demonstration:** Solve a few problems on the whiteboard with student participation:
  - "If you borrow Rs. 400 at an interest rate of 6% per year for 1.5 years, what is the simple interest?"
  - "If the simple interest on a Rs. 1,000 loan for 2 years is Rs. 120, what is the rate of interest?"

4. Elaborate (10 minutes)

- **Activity: Group Work and Real-Life Applications**
- **Group Activity:** Divide students into small groups. Each group will create a scenario where someone borrows money and needs to calculate the interest.
  - Example: "Your group needs to calculate the interest on a loan of Rs. 600 at a 3% interest rate for 4 years."
- **Scientific Thinking**: Encourage groups to consider how changing one variable (principal, rate, or time) affects the simple interest. Discuss the real-life implications of these changes.

- **Classifications and Categorizations**: Groups will categorize their scenarios into different interest rates and time periods, discussing how these factors impact the total interest.
    - Presentation: Each group presents their scenario and the calculated simple interest to the class, explaining their calculations and reasoning.
- **Divide the class into two groups and ask students to write down a similar problem.**

5. Evaluate (5 minutes)

- **Quiz and Homework -** Quiz: Conduct a short quiz with problems:
    - "Calculate the simple interest for a principal of Rs. 800 at 5% per year for 2 years."
    - "If you borrow Rs. 1,000 at 7% per year for 3 years, what is the total amount you will repay?"
- **Homework**:
    - "Explain how you calculate simple interest using the formula."

"Describe a real-life situation where understanding simple interest would be important."

MI Lesson Plan 10

Chapter: COMPARING QUANTITIES

Topic: Charge Given on Borrowed Money or Interest for Multiple Years

Duration: 35 minutes

Objective: The student will:

- Understand how to calculate simple interest for multiple years.
- Enhance their logical-mathematical intelligence through various activities.

Teaching Method:

USING LOGICAL-MATHEMATICAL INTELLIGENCE-BASED ACTIVITIES

Teaching Model:

5E MODEL: ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Logical-Mathematical Intelligence-based Activities used:

1. Mathematical Problems on the board
2. Translate into a mathematical formula
3. Calculations and Quantification,
4. Classifications and Categorizations,
5. Socratic Questioning,
6. Heuristics,/Simple Rules of Thumb
7. Scientific Thinking
8. Problem solving exercises
9. Logical sequential presentation of subject matter

Materials:

- Chalkboard

- Chalk
- Chart paper
- Worksheets with problems

Products from students:

1) **Problem designed by students related to interest for multiple years.**
2) **Worksheet with solutions to problems related to interest for multiple years.**

Lesson Structure:

1. Engage (5 minutes):

Introduction with a Real-Life Scenario:

- **Scenario:** Introduce a scenario involving borrowing money and calculating interest over multiple years.
    - **Example:** "Imagine you borrowed Rs. 500 from a bank at an interest rate of 5% per year for 3 years. How much interest would you pay?"
- **Questions to Engage Students:**
    - "Have you ever borrowed money or seen someone borrow money? What was the reason?"
    - "Why is it important to know how much interest you will pay over time?"
- **Interactive Discussion:** Use the scenario to introduce the concepts of principal, rate, time, and interest.
    - **Prompt:** "Think about different loans you might encounter, like a student loan or a car loan. Why do you think understanding interest is important?"

2. Explore (7 minutes):

Classifications and Categorizations:

- **Activity:** Have students categorize different loans based on the time period and interest rate.
    - **Examples on Chart Paper:**
        - Loan A: Rs. 200 for 2 years at 3% per year
        - Loan B: Rs. 150 for 3 years at 4% per year
        - Loan C: Rs. 500 for 5 years at 2% per year
- **Discussion:**
    - Discuss how the time period and interest rate affect the total interest paid.
    - **Categorizing Activity:** Write the loan details on the board and ask students to classify them based on interest rates and time periods.
    - **Guiding Questions:** "Which loan has the highest interest rate? Which loan has the longest time period? How do these factors influence the total interest?"

3. Explain (8 minutes):

Interactive Explanation:

- **Calculations and Quantification:**
    - Explain the formula for calculating simple interest:
        - Interest (I)=Principal (P)×Rate (R)×Time (T)
    - **Example Calculation:**
        - Principal: Rs. 500, Rate: 5%, Time: 3 years
        - Interest: $I = 500 \times 0.05 \times 3 = 75$
    - Total Amount Paid: Rs. 500 + Rs. 75 = Rs. 575
    - **Step-by-Step Guide:** Use the board to show the steps and calculations.
- **Socratic Questioning:**
    - Use flashcards with questions to stimulate thinking.
    - **Questions:**
        - "How does increasing the time period affect the interest?"
        - "What happens to the interest if the rate is doubled?"

        - "Why is it important to understand the formula for calculating interest?"
- **Heuristics:**
    - Encourage students to develop a step-by-step approach to solving interest problems.
    - **Heuristic Steps:**
        - Identify the principal, rate, and time.
        - Apply the interest formula.
        - Calculate the total amount paid.

4. Elaborate (10 minutes):

Problem Solving and Scientific Thinking:

- **Worksheet Distribution:** Hand out a worksheet with problems related to interest calculations.
    - **Example Problems:**
        - "Calculate the interest for a Rs. 400 loan at 6% per year for 4 years."
        - "Find the total amount paid for a Rs. 350 loan at 3% per year for 5 years."
- **Group Activity:**
    - Divide students into small groups or two groups and assign one problem to each group.
    - **Scientific Thinking:** Encourage groups to use logical reasoning and systematic approaches to solve problems.
    - **Discussion within Groups:** Have students discuss their solutions and reasoning with their group members.
    - **Questions:** "What steps did you follow to solve the problem? How did you verify your answer?"
- **Class Discussion:**
    - Bring the class together and have each group present their solutions.

- Discuss any differences in approaches and answers.

- **Divide the class into two groups and ask students to write down a similar problem**

5. Evaluate (5 minutes):

Assessment and Reflection:

- **Assessment:**
  - Provide problems related to calculating interest for multiple years.
  - **Question:** "If the principal is Rs. 300, the rate is 4%, and the time is 2 years, what is the interest?"
  - **Real-Life Application Question:** "If you borrow Rs. 1000 at an interest rate of 5% per year for 3 years, how much will you have to pay back in total?"
- **Homework:**
  - "Write about what you found interesting or challenging in today's lesson on interest calculations."

APPENDIX 9

VISUAL SPATIAL INTELLIGENCE-BASED LESSON PLANS

MI Lesson Plan 11

Chapter: SYMMETRY

Topic: Lines of Symmetry for Regular Polygons

Duration: 35 minutes

Objectives: The student will:

1) Understand the concept of symmetry and lines of symmetry.
2) Identify and draw lines of symmetry for regular polygons (triangle, square, pentagon, hexagon, etc.).
3) Use visual-spatial activities to enhance understanding of symmetry in regular polygons.

Teaching Method:

USING VISUAL-SPATIAL INTELLIGENCE-BASED TEACHING ACTIVITIES

Teaching Model:

5E MODEL: ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Visual-Spatial Intelligence-based Teaching Activities Used:

1. Visualization,
2. Diagrams
3. Colour Cues,
4. Picture Metaphors,
5. Sketching
6. Visual Thinking Exercises

7. Idea Sketching,
8. Graphic Symbols

Materials Needed:

- Fruits / Vegetables
- Chalkboard
- Coloured chalk
- Real life objects like fruits and vegetables
- Geometry tools (ruler, protractor, compass)
- Pre-drawn regular polygons on paper
- Coloured paper for cutting shapes
- Cut outs of polygons

Products from students:

1) **Polygons drawn by students with lines of symmetry**
2) **Graphic Symbols Assessment/Worksheet related to drawing lines of symmetry on polygons**

Lesson Structure:

1. Engage (5 minutes)

- **Visualization:**
    - Begin with an activity by asking one student to come forward and **blindfold** that student. Then, give **real-life objects like fruits and vegetables** to that student and ask him/her to identify that fruit or vegetable. Ask the student to identify anything that seems "balanced" or "symmetrical" about them.
    - Then show images of various regular polygons (equilateral triangle, square, regular pentagon, etc.) to the class on the board. Ask students to visually explore

the polygons and identify anything that seems "balanced" or "symmetrical" about them.

- Encourage students to share what they notice about the objects and shapes. Use leading questions to guide them:
  - "What happens if we cut this fruit/vegetable into half? Does one side look like the other?"
  - What happens if we divide this shape in half? Does one side look like the other?"

- **Colour Cues:**

  - After a brief discussion, cut the fruits/vegetables and ask if the two parts look symmetrical or not.
  - Then, use coloured chalk to draw potential lines of symmetry directly on the images. For example, for a square, draw one vertical line of symmetry using a red marker, and a horizontal line using a blue marker.
  - Discuss with the class why these lines create symmetry. Ask students:
    - "Why do you think this line creates symmetry? What would happen if I cut this fruit / vegetable in a different way? What would happen if I folded the square along this line?"

2. Explore (7 minutes)

- **Picture Metaphors:**

  - Introduce the concept of symmetry through **real life** objects. Use metaphors that students can easily relate to. Use cut outs to supplement the discussion.
    - "Think of a butterfly's wings. If you fold the butterfly along the middle, both wings match perfectly. That's symmetry!"
    - "A face has symmetry: if you draw a line down the middle, each side mirrors the other."

- **Idea Sketching:**
    - Hand out cut outs of regular polygons (e.g., equilateral triangle, square, and pentagon). Instruct students to use the coloured markers to draw what they believe are the lines of symmetry on each shape.
    - Allow students to fold the polygons along these lines to check if the sides match up perfectly. This hands-on activity reinforces their understanding through tactile and visual means.

3. Explain (8 minutes)

- **Graphic Symbols:**

    - On the board, draw regular polygons and demonstrate how each line of symmetry can be represented by a distinct graphic symbol. For instance:
        - A vertical line of symmetry could be represented by a dashed line.
        - A diagonal line of symmetry could be marked with arrows pointing inward to emphasize the symmetry.

- **Class Discussion:**

    - Engage students in identifying the number of lines of symmetry for each polygon you've drawn. Encourage participation by asking guiding questions:
        - "How many lines of symmetry do you see in this hexagon?"
        - "If we add another line here, would both sides still be symmetrical?"
    - Confirm the correct answers by folding the polygons.

4. Elaborate (10 minutes)

- **Idea Sketching:**

    - **Have students create their own regular polygon that wasn't used in earlier examples.** They should use the geometric tools provided (ruler, compass) to

ensure accuracy. Once they've drawn the shape, they should identify and sketch all possible lines of symmetry using different coloured markers.

- **Peer Review:**

    - Ask students to exchange their work with a partner. They should review each other's identified lines of symmetry, discussing whether they agree or disagree with their partner's findings. They can suggest corrections if necessary.
    - To guide this interaction, ask them questions like:
        - "Did your partner identify all the correct lines of symmetry?"
        - "How could you prove that a line is or isn't a line of symmetry?"

5. Evaluate (5 minutes)

- **Graphic Symbols Assessment/Worksheet:**

    - **Divide the class into two groups.**
    - Distribute a short quiz that asks students to identify or draw lines of symmetry on polygons. Ensure that each line is marked with a different graphic symbol or colour, as practiced earlier in the lesson.
        - "Draw all the lines of symmetry for a regular pentagon, and a regular hexagon and label each with a different graphic symbol."
    - **Summary and Q&A:**

        - Summarize the key points covered in the lesson:

Homework:" Find the relationship between number of lines of symmetry of regular polygons and their number of sides.

MI Lesson Plan 12

Chapter: SYMMETRY

Topic: Rotational Symmetry

Duration: 35 minutes

Objectives: The student will:

1) Understand the concept of rotational symmetry
2) Identify the order of rotational symmetry in various shapes using visual-spatial intelligence activities

Teaching Method:

USING VISUAL-SPATIAL INTELLIGENCE-BASED TEACHING ACTIVITIES

Teaching Model:

5E MODEL: ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Visual-Spatial Intelligence-based Teaching Activities Used:

1. Visualization,
2. Diagrams
3. Colour Cues,
4. Picture Metaphors,
5. Sketching
6. Visual Thinking Exercises

7. Idea Sketching,
8. Graphic Symbols

Materials Needed:

- Fruits / Vegetables
- Chalkboard and coloured chalk
- Geometry tools (ruler, protractor, compass)
- Pre-drawn regular polygons on paper
- Cut outs of polygons

Products from students:

1) **Geometric shapes or pattern created by students exhibiting rotational symmetry**
2) **Graphic Symbols Assessment/Worksheet related to drawing and labelling the order of rotational symmetry of a regular pentagon and a regular hexagon using symbols**

Lesson Structure

1. Engage (5 minutes)

- **Visualization:**
    - Start the class by showing some **real-life objects like fruits or vegetables** and ask students to describe what happens to their shapes when these objects are rotated.
    - Next, draw an image of a familiar object, like a windmill, a ceiling fan, or a car wheel, on the board. Encourage students to describe what they observe about the object when it rotates.
    - *Questions:* "What do you notice when the fruit/vegetable/windmill/ fan rotates? Does it look the same at certain points? What is it about the object that remains unchanged?"

- **Colour Cues:** Use coloured chalk to draw different positions of the windmill blades at various rotation angles (e.g., 90°, 180°, 270°, 360°). Highlight how the object looks identical at specific intervals.
    - "Let's mark these positions using different colours. What can we say about the symmetry of this windmill?"

2. Explore (7 minutes)

- **Picture Metaphors:** Discuss **real-life** objects that students interact with daily, such as a pizza, a steering wheel, or the petals of a flower. Introduce the metaphor of a pizza that looks the same after a slice is turned a certain degree.
    - *Example:* "Imagine you're turning a pizza. If you turn it a little, it still looks like the same pizza! This happens because the pizza has rotational symmetry."
- **Idea Sketching:** Distribute pre-drawn polygons (equilateral triangle, square, regular hexagon) on paper. Ask students to sketch these shapes as they imagine rotating them at different angles (90°, 180°, 270°, etc.). Encourage them to label or mark when the shape appears identical to its original position.
    - "Use your compass to rotate the shape on paper. What do you notice about the shape at these different angles?"

3. Explain (8 minutes)

- **Graphic Symbols:** On the whiteboard, draw various shapes like a square, equilateral triangle, and regular hexagon. Use arrows or symbols to visually represent rotations at different angles (e.g., 90°, 180°, etc.). Illustrate how the shape returns to its original appearance at specific intervals, identifying these intervals as key points of rotational symmetry.
    - *Example:* "Here's a square. Let's rotate it 90° at a time. Each time it looks the same, we mark it with a symbol. How many times do we see this happen in a full 360° rotation?"

- **Class Discussion:** Facilitate a discussion where students suggest the order of rotational symmetry for each shape based on the graphic symbols. Encourage them to explain their reasoning and compare the rotational symmetry of different shapes.
    - *Discussion Questions:* "How many times does this square look exactly the same in a full rotation? What about the triangle?"

4. Elaborate (10 minutes)

- **Idea Sketching: Ask students to create their own geometric shapes or patterns on paper, focusing on designing shapes that exhibit rotational symmetry. They should experiment with different designs, sketching the shapes and indicating their symmetry orders using colours or symbols.**
    - *Creative Task:* "Design a pattern or shape that has rotational symmetry. Mark the angles where it looks the same as it rotates. Can you create a shape with a higher order of symmetry than a square?"
- **Peer Review:** Pair up students to review each other's work. Each pair will check the order of rotational symmetry identified by their partner, discussing any discrepancies and providing feedback on the accuracy of the rotational symmetry order.
    - *Peer Interaction:* "Check your partner's design. Did they correctly identify the symmetry order? How would you explain why their shape has that order?"

5. Evaluate (5 minutes)

- **Graphic Symbols Assessment/Worksheet:**
    - **Divide the class into two groups.**
    - Ask students to identify the order of rotational symmetry for shapes using graphic symbols.
    - **Question:** " Draw and label the order of rotational symmetry of a regular pentagon and a regular hexagon using symbols."
    - **Homework:** "Draw any two regular polygons and mark the lines of symmetry using different colours."

MI Lesson Plan 13

Chapter: SYMMETRY

Topic: Line Symmetry and Rotational Symmetry

Duration: 35 minutes

Objectives: The student will:

- Understand the concepts of line symmetry and rotational symmetry.
- Identify and draw lines of symmetry for various geometrical shapes and letters.
- Explore and apply the concept of rotational symmetry.

Teaching Method:

USING VISUAL-SPATIAL INTELLIGENCE-BASED TEACHING ACTIVITIES

Teaching Model:

5E MODEL: ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE

Visual-Spatial Intelligence-based Teaching Activities Used:

1. Visualization,
2. Diagrams
3. Colour Cues,
4. Picture Metaphors,
5. Sketching
6. Visual Thinking Exercises
7. Idea Sketching,
8. Graphic Symbols

Materials Needed

- Sheets of paper for students

- Coloured chalk
- Geometrical shapes cut outs (e.g., square, triangle, hexagon)
- Alphabet letter cut outs (e.g., A, B, C, D, H, X, S, Z, O)
- Whiteboard and markers

Products from students:

1) **Symmetrical designs designed using geometric shapes and letters by students, incorporating both line symmetry and rotational symmetry.**
2) **Graphic Symbols Assessment/Worksheet related to identifying and drawing the lines of symmetry and points of rotational symmetry for each example given in the worksheet.**

Lesson Structure

1. Engage (5 minutes)

Visualization & Colour Cues

- **Introduction with Familiar Letters:** Display large letters of the English alphabet on the board (e.g., A, H, X, O). Engage the students by asking them if they notice anything unique about these letters.
    - "What happens when you fold the letter 'A' vertically? Does it look the same on both sides?"
- **Interactive Visualization:** Use coloured chalk to draw vertical and horizontal lines on these letters. Demonstrate how some letters can be divided into two identical halves (line symmetry).
    - Draw a vertical line through 'A' and 'H', showing that both sides mirror each other. Use different colours to highlight each line of symmetry.
- **Rotational Symmetry Introduction:** Rotate the letter 'O' on the board, showing that it looks the same after a 90° or 180° rotation. Use arrows to indicate the rotation angles in different colours.

2. Explore (8 minutes)

Picture Metaphors & Idea Sketching

- **Picture Metaphors with Geometrical Shapes:** Draw various geometrical shapes on the board (e.g., square, rectangle, triangle, and hexagon). Discuss how these shapes, like letters, can exhibit symmetry.
    - "A square has multiple lines of symmetry, both horizontal and vertical. Can anyone guess how many lines of symmetry it has?"
- **Interactive Sketching:** Distribute paper and coloured pencils. Ask students to draw the same geometrical shapes on their paper. Have them draw and colour the lines of symmetry.
    - Example task: "Draw a square and show all its lines of symmetry using different coloured pencils. Now, rotate your paper by 90° and see if the shape looks the same."
- **Exploring Rotational Symmetry:** Students can rotate their papers to observe rotational symmetry. Guide them to mark the angles where the shape looks identical.

3. Explain (7 minutes)

Graphic Symbols & Interactive Explanation

- **Graphic Symbols on the Board:** Draw geometric shapes (e.g., square, equilateral triangle, regular hexagon) and letters (e.g., X, H, O) on the board. Use different coloured chalks to mark the lines of symmetry and rotation points.
    - Define **line symmetry** as a line dividing a shape into two identical parts. Define **rotational symmetry** as when a shape looks the same after a specific rotation.
    - Explanation: "A square has four lines of symmetry and rotational symmetry at 90°, 180°, and 270°. Each rotation brings the square back to its original appearance."

- **Interactive Student Involvement:** Invite students to come up to the board to identify and draw lines of symmetry on shapes and letters. Encourage them to demonstrate rotational symmetry by drawing arrows that show possible rotations.
    - Can someone show the lines of symmetry for this triangle?
    - What happens if we rotate the letter 'X' by 180°?

4. Elaborate (10 minutes)

Creative Design & Peer Review

- **Creative Design Activity:**
    - **Divide the class into two groups.**
    - Ask students to create their own symmetrical designs using geometric shapes and letters. They should incorporate both line symmetry and rotational symmetry in their designs.
    - **Task**: "Design a pattern that remains symmetrical when folded along a line and when rotated by 180°. Use any shapes or letters you like."
- **Peer Collaboration:** Once students complete their designs, they will pair up and exchange their work. Each pair will analyze and mark the lines of symmetry and rotation points in their partner's design.
    - Encourage feedback: "Discuss with your partner if you both found the same lines of symmetry. What other symmetrical properties could your partner add?"

5. Evaluate (5 minutes)

- **Graphic Symbols Assessment/Worksheet:**
    - Provide students with a mix of shapes and letters. They will identify and draw the lines of symmetry and points of rotational symmetry for each example.

- "Draw the lines of symmetry for the letter 'H'. Does it have rotational symmetry? If so, at what angles?"
- "Draw the lines of symmetry for the letter ‘O’. Does it have rotational symmetry? If so, at what angles?"
- "Draw the lines of symmetry for a square. Does it have rotational symmetry? If so, at what angles?"
- "Draw the lines of symmetry for a circle. Does it have rotational symmetry? If so, at what angles?"

- **Homework:**
  - "Draw the lines of symmetry for the letter ‘X’. Does it have rotational symmetry? If so, at what angles?"
  - "Draw the lines of symmetry for a regular pentagon. Does it have rotational symmetry? If so, at what angles?"

Appendix 10
Traditional Lesson Plans

Traditional Lesson Plan 1

Chapter: COMPARING QUANTITIES

Topic: 8.1 Introduction and 8.2 Equivalent Ratios

Duration: 35 minutes

Objectives:

The pupil will:

1) Develop understanding about equivalent ratio.

a) Define equivalent ratio.

2) Develop an understanding of the concept of comparing quantities.

a) Compare quantities effectively using the concept of equivalent ratio.

3) Apply the concept of ratio to new situation.

a) Apply the concept of equivalent ratio to real- world scenarios.

Previous knowledge: The pupil knows about addition, subtraction, multiplication, division and fractions.

Teacher Interaction	Pupil Response	Learning Objective Met
SET INDUCTION Good morning students	Good morning teacher	
Let us consider a situation. After the teacher shows us the marks that we scored in the test, what is the first thing that we do after checking our marks?	We check how much our friends have scored.	
Yes		
After checking our friends' marks, what we do?	We see who have scored more among us.	
Correct		
So here we compare our marks to those of our friends and check who has scored more.		
Let us take another example.		
(The teacher calls two students in front of the class.)		

(Let us consider student A is taller than student B) Among these two students, who is taller? Correct Now, let us consider the height of the taller student is 150 cm and the height of the shorter student is 100 cm. How much more height will the shorter student need to reach the same height as the taller student? Very good In this example, we compared the heights of two students and checked who is taller among them. In both the examples, one thing is common, that we did comparison by taking difference. Is there any other way where we can compare two quantities? Very good	 Student A (Students call out the name of the student among the two) 150-100 = 50 cm Comparing two quantities in the form of ratio.	

STATEMENT OF THE TOPIC: Today, we're going to learn more about equivalent ratio, as a method of comparison in our chapter **Comparing Quantities.**

Teacher Interaction	Pupil Response	Learning Objective Met
DEVELOPMENT (Let us consider Ram and Rohit ordered 2 pizzas) (Each pizza was divided into 5 slices) Ram ate 1 slice from the first pizza. What will be the ratio of slices eaten by Ram to the total number of pizza slices? Perfect	 Ratio of slices eaten by Ram to the total number of pizza slices = 1/5 = 1:5	

Rohit ate 2 slices from the second pizza. What will be the ratio of slices eaten by Rohit to the total number of pizza slices? Wonderful So we can say that Ram ate 1/5 of the first pizza, whereas, Rohit ate 2/5 of the second pizza. Now we will find the ratio of amount of pizza eaten by Ram to that of Rohit. When we say ratio we carry out division. Therefore we can write it as 1/5 and 2/5. Therefore the amount of pizza eaten by Ram to that of Rohit = 1:2 Let us consider another situation. If Ram ate 2 slices of pizza out of 5 slices of first pizza what will be its ratio? Amazing If Rohit ate 4 slices of pizza out of 5 slices of second pizza what will be its ratio? Very good Again, we will find the ratio of amount of pizza eaten by Ram to that of Rohit. Therefore we can write it as 2/5 and 4/5. Therefore the amount of pizza eaten by Ram to that of Rohit = 2:4 But when we simplify 2:4 we get 1:2. So in both the cases we get the final ratio as 1:2. Therefore we can say that	Ratio of slices eaten by Rohit to the total number of pizza slices = 2/5 = 2:5 Ratio of slices eaten by Ram to the total number of pizza slices = 2/5 = 2:5 Ratio of slices eaten by Rohit to the total number of pizza slices = 4/5 = 4:5	2a 2a 1a

1:2 and 2:4 are equivalent ratios, because they represent the same ratio. If you have 1:2, and I ask you to find equivalent ratio of it what will you do? Correct When you multiply 1x2/2x2 we get 2/4. Which is equivalent to 1:2 Find more ratios which are equivalent to 1:2. Keep it up We say that equivalent ratios are the ratios that are same when we compare them. What will be the equivalent ratio of 1/3? Keep it up What will be the equivalent ratio of 2/7? Well done Imagine you're baking cookies and the recipe is given as 2 cups of flour to 1 cup of sugar. If you decide to double the recipe to make more cookies what you will do? Is this an example of equivalent ratio? Fantastic	Multiply the numerator and denominator by a same number. 5:10 6:12 7:14 1/3 = 2/6 = 3/9 = 4/12 1:3 2:6 3:9 4:12 2/7 = 4/14 = 6/21 2:7 2:7 2:7 I will take 4 cups of flour and 2 cups of sugar. Yes, because if we take ratio of amount of flour to that of sugar in first case we get 2/1 = 2:1 When we double the amount we get 4/2 But when we simplify 4/2 we get 2/1 which is equivalent to the first case. Therefore, 2:1 is equivalent to 4:2.	1a 2a 2a 2a 3a 3a

CLOSURE: So in today's class, we have learnt about equivalent ratios, emphasizing that the ratios are considered equivalent when comparing two ratio and simplifying then gives the same result.

Traditional Lesson Plan 2

Chapter: COMPARING QUANTITIES

Topic: 8.3 Percentage - Another Way of Comparing Quantities

Duration: 35 minutes

Objectives:

The pupil will:

1. Understand the concept of percentage.
    a. Define percentage
    b. Write percentage
    c. Cite examples of percentages.

2. Apply the knowledge of percentage to new situations
    a. Solve simple percentage problems.

Teacher Interaction	Pupil Response	Learning Objective Met
SET INDUCTION : Good morning students! How are you all?	Good morning Teacher. We are good.	
Today we are going to learn something interesting. Are you all ready?	Yes, Teacher.	
So students have you learnt about the concept of ratio?	Yes, Teacher.	
So what is the ratio used for?	It is used to compare quantities.	
Yes, very good!		
So the ratio is one way to compare quantities. There is another way to compare quantities		

called percentage. So what do you mean by percentage? Have you noticed in your report cards the symbol %? So this symbol is used for percentages. **STATEMENT OF THE TOPIC:** In today's class we are going to learn about the concept of percentage. **DEVELOPMENT :** Per cent is derived from the Latin word 'per centum' meaning 'per hundred'. Per cent is represented by the symbol % and means hundredths too. For example let us take a simple example. 1% means 1 out of hundred or one hundredth. It can be written as 1% = 1/100 = 0.01 One of you tell me how to write 80% Yes, correct, Very good! Now again one of you will tell me how to write 83.3 % Well done! Now I will tell you the formal definition of percentage. Percentage means numerators of fractions with denominator 100. Now I will draw a table on the chalkboard. I will call out your roll numbers. You have to come and solve the problems written on the board. I will solve two problems and remaining	Yes, teacher. 80% = 80/100 = 0.80 83.3% = 83.3/100 = 0.833 Ok Teacher.	1b 1b 1a

you have to do in your notebooks. (Tr. draws the table on board and explains the table) Rina made a table top of 100 different coloured tiles. She counted yellow, green, red and blue tiles separately and filled the table below. Can you help her complete the table? Well done. I gave one example of the percentage used in real life that is report cards. I want each one of you to think of an example where the percentage concept is used. Excellent !	The pupil completes the table. Pupils give various answers like when we cut cake into half we get two pieces, and we say 50% 50%.	2a 1c

Colour	Number of Tiles	Rate per Hundred	Fraction	Written as	Read as
Yellow	14	14	$\frac{14}{100}$	14%	14 per cent
Green	26	26	$\frac{26}{100}$	26%	26 per cent
Red	35	35	----	----	----
Blue	25	--------	----	----	----
Total	**100**				

CLOSURE: Today we have learnt about the meaning of percentage, examples of percentage, and how to solve simple percentage problems.

Traditional Lesson Plan 3

Chapter: COMPARING QUANTITIES

Topic: 8.4 - Use of Percentages

Duration: 35 minutes

Objectives:

The pupil will:

1. Understand the concept of use of percentages.
   a. Describe the given percentage form into its whole form.
   b. Give examples of use of percentages in daily life.

2. Apply the concept of conversion of percentages into whole numbers.
   a. Convert the percentages into total number in the given situation.
   b. Solve the given word problem.

3. Apply the concept of conversion whole numbers into percentages.
   a. Convert whole number into percentages in the given situation.
   b. Give examples on the use of whole numbers instead of percentages.

Teacher Interaction	Pupil Response	Learning Objective Met
SET INDUCTION: We saw how percentages were helpful in comparison. We have also learnt to convert fractional numbers and decimals to percentages. Are you excited to know why we are learning this topic? This is a Pizza. How many slices of Pizza do we have here? Excellent! Now, I want to distribute these pizza slices among 4 friends- Arun, Amita, Aanchal and	Yes 4	

Ayesha, how can we achieve that? Fantastic! Now, I have a very important question to ask you all. What is the percentage of pizza each friend got? Partially correct! Perfect! **STATEMENT OF THE TOPIC**: In today's class, we are going to learn more about this in the topic - **Use of Percentages** from the chapter – Comparing Quantities **DEVELOPMENT:** We saw how percentages were helpful in comparison. We have also learnt to convert fractional numbers and decimals to percentages. Now, we shall focus on how percentages can be used in real life. For this, let's start with interpreting the following statements: What can we say when 5% of the income is saved by Ravi? Bravo! It means Ravi is saving Rs. 5 out of every Rs. 100 that he earns. In the same way, interpret these statements too. 20% of Meera's dresses are blue in colour. Superb! Give examples of use of percentages in daily life.	Give 1 slice to each friend Quarter 25% By 5% we mean 5 parts out of 100 or we write it as 5/100 By 20% we mean 20 parts out of 100 or we write it as 20/100. When items are put on	1 a

Lovely answer! Correct! Now, that you know this concept, let's understand how to convert percentages into whole numbers. Let's Solve: A. 50% of 164 $(50/100) \times 164 = 82$ Great! B. 75% of 12 Great Job! Well done! Let's see how this concept is of use in our daily life. A survey of 40 children showed that 25% liked playing football. How many children liked playing football? Here, the total number of children is 40. Out of these, 25% like playing football. Out of 100, 25 like playing football So out of 40, number of children who like playing football = $25 \times 40/100 = 10$ However, there is another method of solving this problem. 25% of 40 = $(25/100) \times 40 = 10$ You can use either of these methods and solve the problem. Let's practice a problem now. 8% children of a class of 25 like getting wet in the rain. How many children like getting wet in the rain.	sale Rate of interest $(75/100) \times 12 = 9$ $(8/100) \times 25 = 2$	1 b 2 a 2 b

Therefore, only 2 children like getting wet in the rain. Now, Let's learn to convert percentages into whole numbers 5% of it is 600? Hint: you can use the previous method to solve. Very Good 2% of it is 1080 Perfect! Give examples on the use of whole numbers instead of percentages.	600 X 100/5 = 12000 1080 X 100/12 = 9000 In stating marks	3 a 3 b

CLOSURE:

In today's class we learnt about the use of percentages in daily life. We learnt about the conversion of fractions and decimals to percentages. We also saw how the use of percentages makes interpretation easy to understand.

Traditional Lesson Plan 4

Chapter: COMPARING QUANTITIES

Topic: 8.5 Prices related to an item or Buying and Selling

Duration: 35 minutes

Objectives:

The pupil will:

1) Understand the concepts of cost price (CP), selling price (SP), and profit or loss.
   a) Define cost price (CP).
   b) Define selling price (SP).
   c) Explain when a profit or loss is made.
2) Apply formulae to calculate profit or loss percentage.
   a) Identify that the profit or loss percentage is always calculated on the CP.
   b) Use formulae to calculate profit or loss percentage.
   c) Calculate the third unknown quantity when two of the three quantities in the formula are given.

Teacher Interaction	Pupil Response	Learning Objective Met
SET INDUCTION Good morning, students What is the main objective when you run a business? "Excellent answer." If we weren't earning anything at the end of the day, running the business wouldn't serve any purpose. But in a business, you don't always end up earning at the end of the day. There are times when you have to bear losses.	Good morning, Sir To earn something at the end of the day	

Teacher Interaction	Pupil Response	Learning Objective Met
Many of you must be aspiring to be future businessmen and businesswomen To be successful at running a business you need to learn how to avoid bearing a loss as much as possible. You need to learn how much to sell an item for so that you do not incur a loss.		
STATEMENT OF TOPIC: In today's class, we will learn about the concept of profit and loss in our topic, Prices Related to an Item or Buying and Selling.		
DEVELOPMENT		
Here I have two notebooks. Each of these items has a price tag attached to it. Take a moment to look at the two notebooks. Notice their price tags and think about why one might be more expensive than the other. Why do you think the two notebooks are priced differently? Those are great observations! The size, quality, brand, and features of the items can all influence their prices. Businesses consider all these factors when setting the prices of their products.	Maybe the notebooks that more expensive has a better cover and nicer pages or the expensive notebook is from a well-known company while the other notebook is from an ordinary company.	

Teacher Interaction	Pupil Response	Learning Objective Met
Now, the stores in the market buy these items from the businesses. The buying price of any item is known as its cost price. It is written in short as CP. The price at which you sell an item is known as selling price or in short SP. These two prices play a crucial role in how businesses make decisions about their products. When businesses set the selling price, they need to consider the cost price and how much profit they want to make. Now, you can decide whether the sale is profitable or not depending on the CP and SP. If CP < SP, then you made a profit = SP – CP. If CP = SP, then you are in a no profit no loss situation. If CP > SP, then you have a loss = CP – SP. Now, this profit or loss can be converted to a percentage. Remember that it is always calculated on the CP. The formula to calculate the profit percent is Profit % = $\frac{\text{Profit}}{\text{CP}} \times 100$. The formula to calculate the loss percent is		1a 1b 1c 2a

Teacher Interaction	Pupil Response	Learning Objective Met
Loss % = $\frac{\text{Loss}}{\text{CP}} \times 100$. Let's take a look at an example. A toy purchased at Rs. 100 is sold at Rs. 120. Find the percentage of profit or loss. In this case, we see that there's a profit of Rs. 20 since CP < SP. So, the profit percentage, $\text{Profit \%} = \frac{\text{Profit}}{\text{CP}} \times 100$ $= \frac{20}{100} \times 100$ $= 20\ \%$ Here, if any two out of the three quantities related to the prices, that is, CP, SP, amount of profit or loss or their percentage, are given, we can find the third quantity. For example, if the CP and Profit are mentioned, we can calculate the SP price. Or, if the SP and profit are mentioned, we can calculate the CP.		2b 2c

CLOSURE: So, in today's class, we learnt about Cost Price (CP) and Selling Price (SP). We also learnt how to decide whether a sale is profitable or not. Further we looked at how to calculate the profit or loss percentage using a formula. Finally, we saw how to calculate the third unknown quantity, if any two out of the three quantities are given.

Traditional Lesson Plan 5

Chapter: COMPARING QUANTITIES

Topic: 8.6 Charge given on borrowed money or Simple Interest

Duration: 35 minutes

Objectives:

The pupil will:

1. Develop understanding about simple interest
    a. Define simple interest
    b. Identify the components to calculate simple interest (principal, rate, and time)
2. Apply the concept of simple interest to new situations
    a. Calculate simple interest, principal, or rate when given the other variables.
    b. Calculate the amount of an investment after a given period of time

Teacher Interaction	Pupil Response	Learning Objective Met
SET INDUCTION: "You don't have to be rich to always have enough money" Students, do you agree or disagree with this statement Well, every one of us has a different opinion about this. There are many examples of lottery winners, actors, and business people etc. who were once very rich, but did not get their budgeting right and ended up with nothing. The key for this is to manage and budget your own money, For example, have you heard about investing or borrowing money from a bank? How much interest will you gain after a several years?	Varied responses Varied responses	

STATEMENT OF THE TOPIC: So, in today's class we are going to learn more about interest in our topic 'Comparing Quantities'		
DEVELOPMENT When someone takes a loan, they usually must pay back the borrowed money (principal) along with an additional amount of money (interest) over a certain period of time. The interest rate determines how much extra the borrower must pay. Simple interest is the amount of money that is charged or earned on a loan or investment, based on the initial amount of money (principal), the interest rate, and the time period. The principal in simple interest refers to the initial amount of money that is borrowed or invested. It is the starting amount on which the interest is calculated. To calculate simple interest, we need to multiply the principal amount with the rate of interest (in decimal form i.e divide ROI by 100) and time period (years). Simple Interest (SI) = Principal (P) X Time (T) X Rate of Interest (R) **SI = (P X T X R) / 100** To find the total amount, you need to add the principal to the simple interest. Amount (A) = Principal (P) + Interest (I) **A = P + I** **Problem:** Let's assume that we invested or borrowed Rs. 6,000 at 4 percent rate of interest per year for five years, calculate the simple interest. **Solution:** What is the Principal?	[Students listen attentively] [Students listen attentively] [Students listen attentively] Rs. 6000	1b 1a 1b 2a

Very Good What is the Interest rate and time period? Excellent So, simple interest can be calculated by multiplying principal by rate of interest by time period i.e 6,000 by 0.04 by 5. This is equal to 1,200. The interest accrued in that five-year period was Rs. 1,200. **Problems** Find the total amount and simple interest earned in a savings account given that Rs. 5000 is deposited for seven months with an interest rate of 8 percent per annum. **Solution:** The amount of simple interest can be calculated by multiplying principal by rate of interest by time period, What is the principal amount, in this example? Good The interest rate was 8 percent per annum. We can convert any percentage into a decimal by dividing by 100. This means that the value of R is 0.08 The interest rate was per annum, and we deposited the amount for seven months. As there are 12 months in a year, the time in this case is equal to seven twelfths. We can, therefore, calculate the simple interest by multiplying 5000 by 0.08 by seven twelfths. This is equal to 233.33.	Interest rate is 4 % p.a. and time is 5 years [Students listen attentively] [Students listen attentively] It is the amount deposited that is Rs. 5000 [Students listen attentively]	2b

Therefore, the interest earned is Rs. 233.33 The total amount will be = Principal + Simple Interest A = 5000 + 233.33 A = Rs. 5233.33		

CLOSURE: In today's class we have learnt what is simple interest and its components (principal, interest rate). We also learnt how to calculate simple interest and amount.

Traditional Lesson Plan 6

Chapter: SYMMETRY

Topic: 14.1 Introduction and 14.2 Lines of Symmetry for Regular Polygons

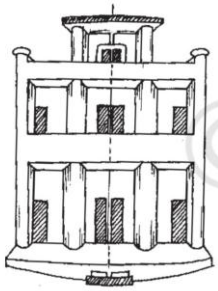
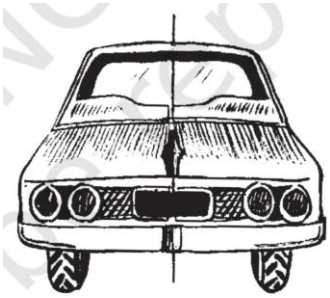
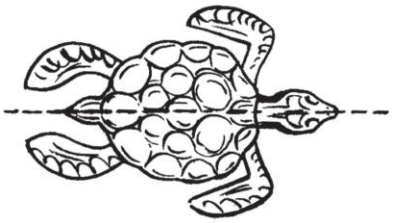
Duration: 35 minutes

Objectives:

The pupil will:

1. Develop understanding about the concept of symmetry and lines of symmetry.
    a. Define the term symmetry
    b. List different symmetrical objects.
    c. Define line of symmetry
    d. Draw lines of symmetry for different figures.
2. Apply the knowledge of lines of symmetry to regular polygons.
    a. Find the number of lines of symmetry for regular polygons.

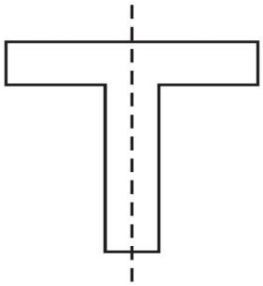
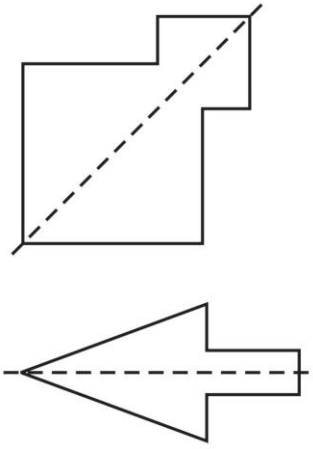
Teacher Interaction	Pupil Response	Learning Objective Met
SET INDUCTION		
In class 6 we studied symmetrical objects and figures.		
What do you understand by the term symmetry?	A shape or an object has symmetry if it can be divided into two identical pieces.	1a
Excellent answer!		
A shape or an object has symmetry if it can be divided into two identical pieces. Or symmetry basically means one half is the mirror image of the other half. (Teacher writes definition on CB)		

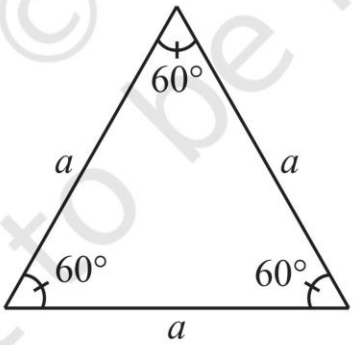
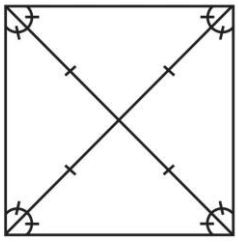
Now give me some examples of symmetrical objects from the classroom.	Desk, Board	1b
Very Good!		
Give me any other examples from the surrounding.	Leaves, handkerchief	1b
Good answer!		
(Teacher shows following pictures)  Architecture  Engineering  Nature	Students observe the figures.	
Are these pictures symmetrical?	Yes	
There are lines on these		

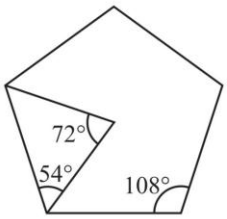
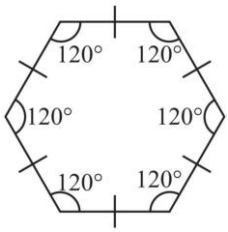
figures. These lines are dividing the figure exactly half.		
Could we draw such line for any given symmetrical figure?	Students do critical thinking	

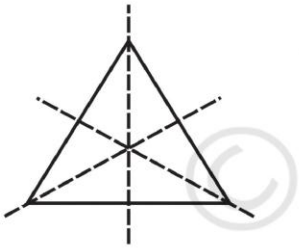
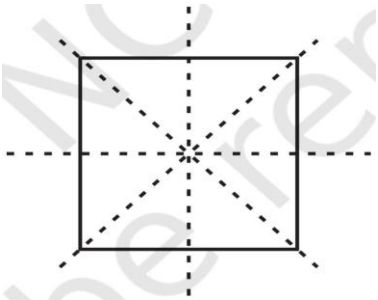
STATEMENT OF THE TOPIC: In today's class we will learn more about these lines and symmetrical objects.

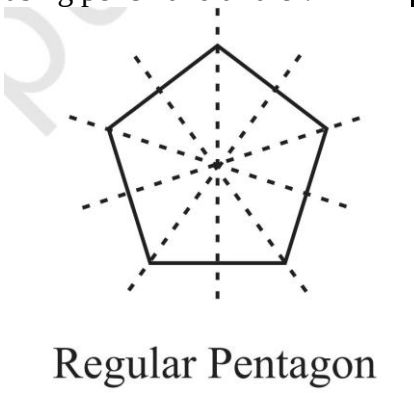
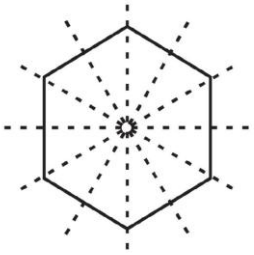
Teacher Interaction	Pupil Response	Learning Objective Met
DEVELOPMENT		
The line that divides the objects into its identical halves is called the line or axis of symmetry. (Teacher writes definition on the board.)		1c
Now let us find line of symmetry for different figures.		
Teacher writes letter **T** on the board.		
Now tell me how I can divide this letter into two identical halves using a line.	By drawing line in center	
Horizontally or vertically?	Vertically	
Good!		
Like this. line should be dotted one.		1d

		
Now draw the letter M on your book and try to draw a line of symmetry for that.	Student draw line of symmetry for letter **M**	
Teacher also draws the letter M on the board and asks the student to draw a line of symmetry for it.		1d
Excellent!		
Teacher gives two more figures on CB to draw a line of symmetry.		1d
Now we will learn about regular polygons.		
What is a regular polygon?	A polygon is said to be regular if all sides are of equal length and all its angles are of equal measure.	
Excellent answer!		

Cite some examples of regular polygons.	Equilateral triangle, square	
Very good!		
An equilateral triangle is regular because each of its sides has the same length and each of its angle measures 60°.  (Teacher shows a cut out of this triangle.)		
A square is also regular because all its sides are of equal length and each of its angle is a right angle.(90°) Its diagonals are perpendicular bisectors of one another.  (Teacher shows a cut out of this square.)		
A pentagon is regular if all its sides are equal and measure of its angle is 108°		

 (Teacher shows a cut out of this regular pentagon)		
A regular hexagon has all its sides equal and each of its angles measures 120°  (Teacher shows a cut out of this regular hexagon.)		
Now observe these polygons carefully. What can you say about its symmetry?	They all are symmetrical.	
Yes, regular polygons are symmetrical figures.		
(Teacher distributes one worksheet having these four figure)		
Now let us find lines of symmetry for these four polygons as they are symmetrical in nature.		
First one is which figure?	Equilateral Triangle	
Good!		
(Teacher shows how to draw lines of symmetry on CB) First we will draw one line from the first vertex to its	Students draw lines of	

opposite side. Next from the second vertex to its opposite side . Same with the third vertex.	symmetry using a pencil and ruler.  Equilateral Triangle	
Now tell me triangles have how many lines of symmetry?	Three	2a
Very Good!		
Next, which figure is there on the worksheet?	Square	
Good!		
(Teacher shows how to draw lines of symmetry on CB) First draw a line from one side to the opposite side. Next draw a line from the remaining side to its opposite vertex. Now draw two lines diagonally.	Students draw lines of symmetry using a pencil and ruler.  Square	
How many lines of symmetry does a square have?	Four	2a
Very good!		
Next we will see lines of	Students draw lines from each	

<table>
<tr><td>symmetry for regular pentagon.
First draw a line from each vertex to its opposite side.
How many vertices does a regular pentagon have?</td><td>vertex to its opposite side using pencil and a ruler.

Regular Pentagon
Five</td><td></td></tr>
<tr><td>Good!</td><td></td><td></td></tr>
<tr><td>How many lines of symmetry did you get?</td><td>Five</td><td>2a</td></tr>
<tr><td>Awesome!</td><td></td><td></td></tr>
<tr><td>Now repeat the same procedure with a regular hexagon.</td><td>Students draw lines from each vertex to its opposite side.

Regular Hexagon</td><td></td></tr>
<tr><td>How many lines of symmetry did you get?</td><td>Six</td><td>2a</td></tr>
<tr><td>Excellent!</td><td></td><td></td></tr>
<tr><td>Now we will fill this table.
I want you to come to the board and write.
Please raise your hand
<table><tr><th>Regular Polygon</th><th>No. of lines of symmetry</th></tr></table></td><td>Students come to the board and fill this table
<table><tr><th>Regular Polygon</th><th>No. of lines of symmetry</th></tr></table></td><td></td></tr>
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<tr><td></td><td></td></tr>
</table>
</td>
<td>
<table>
<tr><td>Equilateral triangle</td><td>3</td></tr>
<tr><td>Square</td><td>4</td></tr>
<tr><td>Regular pentagon</td><td>5</td></tr>
<tr><td>Regular hexagon</td><td>6</td></tr>
</table>
</td>
<td></td>
</tr>
<tr><td>What relation do you observe between lines of symmetry and no. of sides of regular polygon?</td><td>They are equal.</td><td></td></tr>
<tr><td>Excellent!</td><td></td><td></td></tr>
<tr><td>Each regular polygon has as many lines of symmetry as it has sides, and they have multiple lines of symmetry.</td><td></td><td></td></tr>
</table>

CLOSURE: In today's class we have learnt about symmetry and lines of symmetry. We have seen how to draw lines of symmetry for different figures. We have also learnt that regular polygons have multiple lines of symmetry and they are equal to the number of their sides.

Traditional Lesson Plan 7

Chapter: SYMMETRY

Topic: 14.3 Rotational Symmetry

Duration: 35 minutes

Objectives:

The pupil will:

1. Remember the concept of symmetry
    a) Define symmetry
    b) Recall symmetrical and asymmetrical figures.
    c) Define line of symmetry

2. Develop an understanding about Rotational Symmetry
    a) Identify centre of rotation
    b) Identify angle of rotation
    c) Identify order of rotational symmetry
    d) Interpret rotational symmetry in different objects

3. Apply the concept of rotational symmetry to solve problems
    a) Solve problems related to rotational symmetry in various objects.

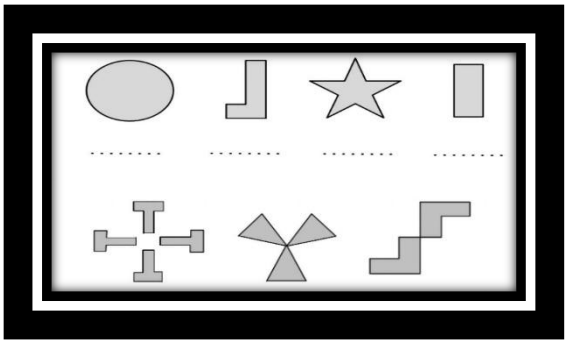
Teacher Interaction	Pupil Response	Learning Objective Met
SET INDUCTION:		
Tr: Good morning students!	Good morning teacher!	
Tr: In today's class we will witness an adventure, because today's class is going to be very interesting and full of activities.		
Let's start the class by revising what we had learnt in our lower classes.		
Tr: I hope everyone loves listening to stories right!		
Once upon a time, there was a school where all the shapes used to go and there was a teacher named Professor Symmetra. She told her all shape students about a magical place called Mirror Lake, where everything was perfectly balanced on each side.	Pupil listens to the story	
So, one day the teacher took them to the lake and told them to find out their reflection in the lake. All the shapes started exploring.		
Now imagine if your reflection in the mirror		
What can you observe in the mirror?	Mirror image	
Tr: In our lower classes we have learnt about symmetry right.		
Can anyone define symmetry?	Symmetry is the property of an object to be able to be divided into two identical mirror halves.	1a
Yes, absolutely correct!		
(Teacher tells students to think of butterfly)		
Tr: why are we all fascinated by this beautiful butterfly?	Due to its Pattern, shape and colours	

Yes, right! Tr: So, the butterfly is symmetrical or asymmetrical? Yes good! Tr: what is this line called that divides the butterfly into two halves? Yes, correct! It's like folding a shape along this line and both sides match perfectly. Teacher sticks pictures of different objects on the board and tells students to identify which are symmetrical and asymmetrical objects)  Tr: now instead of a line we have a point around which the object rotates and still maintains its symmetry.	Symmetrical Line of symmetry Pupil solves	1b 1c

STATEMENT OF TOPIC: Since you all are already familiar with different symmetrical and asymmetrical objects and line of symmetry passing through it, in today's class let us learn different types of symmetry in our chapter SYMMETRY.		
Teacher Interaction	**Pupil Response**	**Learning Objective Met**
DEVELOPMENT: Teacher explains about first type of symmetry i.e. rotational symmetry Tr: What do you observe when hands of the clock go round? Yes, correct! Tr: Do the blades of the ceiling fan rotate in clockwise or anticlockwise manner? Yes good! Tr. Explains When an object rotates, its shape and size do not change. Tr. now think of a paper windmill You might have played with this. Now tell me students' windmill is symmetrical or not? Yes, good! Tr: After some rotation the windmill looks same and this is because it exhibits rotational symmetry. Tr explains The object looks the same after some rotation they are said to have rotational	They rotate in one direction about the fixed point in clockwise manner. Clockwise It is symmetrical	1b

symmetry. Let's move to the next part and learn more about rotational symmetry Tr: The rotation turns the object from a fixed point and this fixed point is called centre of rotation. (Teacher explains by showing picture of different objects and marks the centre of rotation in each)		
Tr. Draws few objects on the board and tells students to show the centre of rotation) Yes correct!	Pupil shows the centre of rotation	2a
Tr explains further We all have learnt about different angles right from 0^0 to 360^0. A full turn means a rotation of 360^0, a half turn means rotation by 180^0 and a quarter turn is rotation by 90^0. The angle of turning during the rotation is called the angle of rotation.	Pupil listens and recalls	
Teacher writes different alphabets on the board (H, A, S, B) Tr: Now u have to find out which of the alphabets will look the same after half a turn? Teacher calls student one by one randomly and tells them to explain.	Pupil solves	2b

Yes excellent! I hope everyone has understood till here. Till now we have learnt about centre of rotation, direction of rotation and angle of rotation. Let's us now move to the last part of today's class When we rotate any object, the number of times an object looks the same in one complete turn is known as the order of rotational symmetry. (Teacher sticks cutout of different shapes on the board) First let's learn order of rotation Tr: observe the shape keep a centre and now start rotating the shape at an angle of 90^0. Let's rotate it to 180^0 and so on. it will again look the same as it completes whole one turn. Tr: Now it's your turn. Draw the shapes given and rotate the shapes and find their rotational symmetry. (Teacher calls one student on the board and explains) Fantastic! I see some excellent rotations happening. (Teacher displays various pictures on the board to understand the rotational symmetry in easy way and tells students the solve the order of rotation)	Pupil observes and notes down Pupil answers	2c 2d 3a

	Pupil solves	

CLOSURE: So, in today's class we have learnt about the concept of rotational symmetry. We saw centre of rotation, direction of rotation and angle of rotation. We also saw how to find order of rotational symmetry in different objects.

Traditional Lesson Plan 8

Chapter: SYMMETRY

Topic: 14.4 Line Symmetry and Rotational Symmetry

Duration: 35 minutes

Objectives:

The pupil will:

1) Develop understanding about the types of Symmetry.
   a. Describe the term Symmetry.

2) Develop understanding about the concept of Linear Symmetry.

   a. Explain the term line of symmetry.

   b. Explain the term linear symmetry.

   c. Identify the line of symmetry in a given figure.

3) Develop understanding about the concept of Rotational Symmetry.

   a. Explain the term Rotational symmetry.

   b. Identify the order of rotational symmetry in a given figure.

Teacher Interaction	Pupil Response	Learning objective met
SET INDUCTION		
How many of you have eaten a pizza?	Students raise their hands	
Do you eat it all by yourself or share it with your friends and cousins?	Share it with our friends and cousins.	
Okay, so how do you share it?	Give one piece to each of them and keep one for us.	
Good! But how do you make sure that the pieces are equal for everyone?	It already comes cut into equal pieces.	
That's right! So when you buy a pizza, you see those lines or cuts already made to divide it into equal parts right. Similarly, if we see a butterfly, how		

can we divide it into equal parts?	By drawing a line in the centre of its body.	
Correct! So what is this line called?	The line of symmetry	
Very Good! Define the term 'line of symmetry'?	A line of symmetry is the line that divides a shape or an object into two equal parts.	2a
Excellent!		
When you draw the line of symmetry on the body of the butterfly, what we will be able to see?	The two wings of the butterfly look the same.	
Very Good! When the figure is divided into two equal parts, what can we call such figures?	Symmetrical figures	
Very Good! Describe the term Symmetry?	Symmetry means when the object is divided into two, one half is the mirror image of the other half.	1a
Correct!		
For Christmas, how many of you made a star?	Students raise their hands	
How many sides or points did the star have?	5	
Great! While hanging the star, did you have a particular end of the star to be at the top and a particular end to be at the bottom?	No, it looked the same if we held it from any side	
Exactly! So such figures, when rotated in any direction, look the same from all sides are said to have what type of symmetry?	Rotational symmetry	
Excellent! You all are brilliant students and are very much aware of the different types of symmetries.		
We all know that some shapes have only line symmetry while some have only rotational symmetry. We also know that some shapes have both, line symmetry and rotational symmetry.		

STATEMENT OF THE TOPIC: Therefore, in today's class let us learn how to identify both, line symmetry as well as rotational symmetry in a given shape or figure in our topic, Line symmetry and Rotational symmetry.

Teacher Interaction	Pupil Response	Learning objective met
DEVELOPMENT		
We know about line of symmetry. So if I ask you how many lines of symmetry can you find in a square, what will be your answer?	Students think	
Okay, let us learn how to find the lines of symmetry, The first question to ask is, in how many ways can I divide the square into two equal parts?	2	
Good! Which are the two ways?	One horizontally and the other vertically	
Very Good! But I feel there should be more ways to get two equal parts from one square, try and figure out what could be the other ways.	We can divide the square diagonally, by doing this we can also get two equal triangles.	2c
Brilliant! Therefore, how many lines of symmetry does a square have?	4	2c
Very Good!		
Now that you all know what is a line of symmetry, can you define what is linear symmetry?	When a line can be obtained by folding the figure in two equal parts such that two parts become symmetrical, then we say that the shape has linear symmetry.	2b
Excellent!		
I'm sure all of you have a clock at home and you know how to read the time. 1. Let us say it is 3:00 pm on the clock, so what angle do the minute hand and the hour hand make? 2. Let us say it is 6:00 pm on the clock, so what angle do the minute hand and the hour hand make? 3. Let us say it is 9:00 pm on the clock, so what angle do the minute hand and the hour hand make? 4. One rotation is equal to how many degrees?	90 degrees 180 degrees 270 degrees 360 degrees	

Excellent! So you all know, what is rotation and the measure of the following angles.		
Let us now consider a square again. If you hold the square in front of you and rotate it by 90 degrees, how will the square appear to you?	It will look the same	
Okay. Why will it look the same?	Because a square has all sides equal, so any side you turn it, it will look the same, just like the star.	
Yes, that's right! So, objects like the star, square that look the same if you rotate it at any angle are said to have rotational symmetry. All of you have been taught what is rotational symmetry in the previous class, so can one of you define what is rotational symmetry?	In rotational symmetry, the shape of a figure when rotated around the centre of rotation remains the same before and after the rotation.	3a
Excellent!		
When you rotate the square, at 90^0, 180^0, 270^0 and finally 360^0, in all 4 rotations, the square looked the same. Hence the order of rotational symmetry will be 4.		3b
Let us consider the letter H. How many lines of symmetry does the letter H have?	2	2c
Very good! How did you get it?	I tried to divide the letter H into two equal parts, so I got two ways to divide it.	2c
Correct!		
What is the order of rotational symmetry of the letter H?	2	3b
Yes that's right! Can you tell the class how you got 4 as the order of rotational symmetry?	The letter H when rotated by 90 degrees doesn't look the same but when we rotate it by 180 degrees it looks the same. Hence only at the 180 degrees and a complete 360 degrees turn does the letter H look the same, therefore the order is 2.	3b

CLOSURE: So, in today's class we have learnt that there are two types of symmetries, Linear symmetry and Rotational symmetry. We have also learnt how to identify the line of symmetry and the order of rotational symmetry of shapes and letters.

Appendix 11

Worksheets for Multiple Intelligence-based Lessons

Name of the student:

Class:

Roll No.:

LESSON 1

Chapter: COMPARING QUANTITIES

Topic: Ratios and Equivalent Ratios; Keeping Things in Proportion and Getting Solutions

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WORKSHEET

RATIO

1. Given the ratio 3:5, find two equivalent ratios.

2. If the ratio of boys to girls in a class is 4:6, what would be the ratio if there are 12 boys?

3. A recipe calls for 2 cups of sugar for every 3 cups of flour. How much sugar is needed if you use 9 cups of flour?

Name of the student:

Class:

Roll No.:

LESSON 2

Chapter: COMPARING QUANTITIES

Topic: Percentage – Meaning and Percentage When Total is Not Hundred

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WORKSHEET

PERCENTAGES

1. Calculate 20% of 250.

2. A student scored 45 out of 60 in a test. What is their percentage score?

3. A store sells 150 items and 45 of them are on sale. What percentage of items are on sale?"

Name of the student:

Class:

Roll No.:

LESSON 3

Chapter: COMPARING QUANTITIES

Topic: Converting Fractional Numbers to Percentages and Converting Decimals to Percentages

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WORKSHEET

CONVERTING FRACTIONAL NUMBERS AND DECIMALS TO PERCENTAGES

1. Convert 3/4 to a percentage.

2. Convert 0.4 to a percentage.

3. If 2/5 of the students in a class are boys, what percentage are boys?

Name of the student:

Class:

Roll No.:

LESSON 4

Chapter: COMPARING QUANTITIES

Topic: Converting Percentages to Fractions and Converting Percentages to Decimals

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WORKSHEET

CONVERTING PERCENTAGES TO FRACTIONS AND DECIMALS

1. Convert 60% to a fraction and a decimal.

2. Convert 85% to a fraction and a decimal.

3. If 40% of the students in a class are girls, what fraction and decimal represent the girls?

Name of the student:

Class:

Roll No.:

LESSON 5

Chapter: COMPARING QUANTITIES

Topic: Interpreting Percentages and Converting Percentages to 'How Many'

WORKSHEET

INTERPRETING PERCENTAGES AND CONVERTING THEM TO ACTUAL NUMBERS

1. Interpret 50% of a school having 500 total students.

2. Convert 20% of 150 books to an actual number.

3. If 70% of a garden has flowers and the garden has 200 plants, how many plants have flowers?

Name of the student:

Class:

Roll No.:

LESSON 6

Chapter: COMPARING QUANTITIES

Topic: Converting Ratios to Percent and Increase or Decrease as Percent

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WORKSHEET

CONVERTING RATIOS TO PERCENTS AND CALCULATING PERCENTAGE CHANGES

1. Convert the ratio 5:3 to a percent.

2. Calculate the percentage increase if the number of sold items increases from 40 to 50.

3. Calculate the percentage decrease if the number of unsold items decreases from 30 to 25."

Name of the student:

Class:

Roll No.:

LESSON 7

Chapter: COMPARING QUANTITIES

Topic: Prices Related to an Item or Buying and Selling

WORKSHEET

PROFIT, PROFIT PERCENTAGE, LOSS AND LOSS PERCENTAGE

1. If you buy an item for Rs.50 and sell it for Rs.70, what is your profit and profit percentage?

2. If you buy an item for Rs.80 and sell it for Rs.60, what is your loss and loss percentage?"

Name of the student:

Class:

Roll No.:

LESSON 8

Chapter: COMPARING QUANTITIES

Topic: Profit or Loss as a Percentage

WORKSHEET

PROFIT AND LOSS PERCENTAGE

1. Calculate the profit percentage if the cost price is Rs. 80 and the selling price is Rs. 100.

2. Calculate the loss percentage if the cost price is Rs. 60 and the selling price is Rs. 50."

Name of the student:

Class:

Roll No.:

LESSON 9

Chapter: COMPARING QUANTITIES

Topic: Charge Given on Borrowed Money or Simple Interest

WORKSHEET

SIMPLE INTEREST

1. If you borrow Rs. 200 at an interest rate of 5% per year for 2 years, how much interest will you pay?

2. Calculate the simple interest for a principal of Rs. 500 at 4% per year for 3 years.

Name of the student:

Class:

Roll No.:

LESSON 10

Chapter: COMPARING QUANTITIES

Topic: Charge Given on Borrowed Money or Interest for Multiple Years

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WORKSHEET

INTEREST FOR MULTIPLE YEARS

1. Calculate the interest for a Rs. 400 loan at 6% per year for 4 years.

2. Find the total amount paid for a Rs. 350 loan at 3% per year for 5 years.

Name of the student:

Class:

Roll No.:

LESSON 11

Chapter: SYMMETRY

Topic: Lines of Symmetry for Regular Polygons

ASSESSMENT WORKSHEET

LINES OF SYMMETRY FOR REGULAR POLYGONS

Draw all the lines of symmetry for a regular pentagon, and a regular hexagon and label each with a different graphic symbol.

Name of the student:

Class:

Roll No.:

LESSON 12

Chapter: SYMMETRY

Topic: Rotational Symmetry

ASSESSMENT WORKSHEET

ROTATIONAL SYMMETRY

Draw and label the order of rotational symmetry of a regular pentagon and a regular hexagon using symbols.

Name of the student:

Class:

Roll No.:

LESSON 13

Chapter: SYMMETRY

Topic: Line Symmetry and Rotational Symmetry

ASSESSMENT WORKSHEET

LINE SYMMETRY AND ROTATIONAL SYMMETRY

1. Draw the lines of symmetry for the letter 'H'. Does it have rotational symmetry? If so, at what angles?

2. Draw the lines of symmetry for the letter ‘O’. Does it have rotational symmetry? If so, at what angles?

3. Draw the lines of symmetry for a square. Does it have rotational symmetry? If so, at what angles?

4. Draw the lines of symmetry for a circle. Does it have rotational symmetry? If so, at what angles?

Appendix 12

List of Subject Matter Experts for Content Validity Ratio

Sr. No.	Name	Designation	University/College/Department/School
1	Dr. Karuna Shankar Misra	Former Vice Chancellor, Dean of Faculty and Professor of Education	University of Allahabad, Uttar Pradesh
2	Dr. Satyendra Gupta	Professor and Dean	School of Education, Galgotias University, Uttar Pradesh
3	Dr. Issac Paul	Professor and HoD	Govt. College of Education, Thiruvananthapuram, Kerala
4	Ms. Ximena Fonseca	Associate Professor	Nirmala Institute of Education, Goa
5	Dr. Jivan Parab	Professor of Electronics Vice Dean (Academic)	School of Physical and Applied Sciences(SPAS) Goa University
6	Dr. Senthil Kumar	Ph.D. Research Supervisor	TVM College of Education, Salem, Tamilnadu
7	Ms. Gauri Verlekar	Headmistress	Manguirish Vidyalaya English High School, Dhargal
8	Mr. Damodar Naik	Math Teacher	Shree Bhagwati High School, Pernem
9	Mr. Shivnath Gawas	Math Teacher	Shri Dayanand Arya High School, Neura Tiswadi -Goa
10	Mr. Akash Salgaonkar	Math Teacher	Chubby Cheeks Spring Valley High School, Pilerne

List of experts for Content Validity Index and Inter-Rater Reliability for the Lesson Plans

List of experts for CVI and IRR			
Sr. No.	**Name**	**Designation**	**Institute**
1	Dr. Satyendra Gupta	Professor and Dean	School of Education, Galgotias University, Greater Noida
2	Dr. Sanjay Nimbalkar	Professor	Seva Sadan's College of Education, Ulhasnagar, University of Mumbai
3	Dr. Issac Paul	Professor and HoD	Government College of Teacher Education, Thiruvananthapuram, Kerala, University of Kerala

4	Dr. B. C. Nair	Professor and HoD	St. Xaviers' College, Mapusa, Goa, Goa Univeristy
5	Ms. Ximena Fonseca	Associate Professor	Nirmala Institute of Education, Panaji, Goa, Goa University
6	Ms. Gauri Verlekar	Headmistress	Manguirish High School, Dhargal, Pernem, Goa
7	Mr. Shivnath Gawas	Mathematics Teacher	Dayanand Arya High School, Old Goa, Goa
8	Mr. Akash Salgaonkar	Mathematics Teacher	Spring Valley High School, Porvorim, Goa