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Title: SPECIFIC DIFFICULTIES AND ERRORS PATTERNSEXHIBITED BY STUDENTS WITH MATHEMATICS LEARNING DISABILITY IN PRACTICAL GEOMETRY OF UPPER PRIMARY LEVEL

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality	✓			
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar Shukla

Reviewer's Comment for Publication:

The study specifically targets detailed diagnostic analysis of Practical Geometry difficulties among Grade VIII students with Mathematics Learning Disability (MLD), addressing a gap in research. he sample of students with MLD was identified through a rigorous multi-phase screening process with well-defined inclusion and exclusion criteria, enhancing sample validity. Geometry constructions demand ordered reasoning, recall of rules, and systematic execution, all of which pose challenges for students with MLD. Difficulty in logically ordering the construction steps affects the accuracy and completion of geometric figures. Students often overestimate or underestimate angles, failing to create precise angles necessary for proper figure formation. Teachers need to model each construction step slowly and sequentially, verbalising the reasoning behind every action. Providing 368 written step lists, flowcharts, or visual construction maps can help students internalise the procedural sequence involved in Practical Geometry.

.**Recommendation:** Accept after minor revision,1- revise key words in short,

Detailed Reviewer's Report

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STRENGTHS:

1- The study specifically targets detailed diagnostic analysis of Practical Geometry difficulties among Grade VIII students with Mathematics Learning Disability (MLD), addressing a gap in research
2- Studies conducted in the Indian context have provided important insights into the nature of these difficulties.
3- The Mathematics Diagnostic Test for Grade VIII students was carefully developed, content validated by experts, and statistically analyzed for difficulty,
4- International studies also support the need for focused analysis of mathematical difficulties among students with learning disabilities
5- The test assesses students' performance based.
6- The error analysis was conducted to identify the type and pattern of errors committed by students while solving problems related to Practical Geometry.

7- performance patterns and are intended to improve instructional planning and learner outcomes.

WEAKNESSES:

1- Limited Sample Size only students with Mathematics Learning Disability, only eight upper primary CBSE, five private schools,
2- The content was drawn strictly from the CBSE Grade VIII schools in India specific educational context mathematics syllabus.
3- This study not catch qualitative aspects,

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