

Review Form 1.6

Journal Name:	Journal of Education, Society and Behavioural Science
Manuscript Number:	Ms_JESBS_77586
Title of the Manuscript:	The Beauty of Mathematics: Learning Mathematics by Questioning
Type of the Article	Review Article

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<http://peerreviewcentral.com/page/manuscript-withdrawal-policy>)

PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Compulsory REVISION comments		
Minor REVISION comments	<ol style="list-style-type: none"> 1. The abstract is too long, it should be amended to be more concise and to the point. 2. Some review literature is missed in the introductory section. 3. Many spaces are missed before citing Refs inside the text. 4. A huge number of typos and grammatical errors were found, the whole manuscript should be polished to get rid of these errors. 5. As Example, the English Level of the abstract was 40%, I have enhanced it partially, it is now 80% <p>Mathematics problems may seem to have no real use in life, but this could be further from the truth. The use of mathematics is everywhere in our daily lives and, without discovering it, we apply mathematical ideas, as well as the expertise we learn from executing mathematical challenges each day. Woefully, mathematics feedback at national exterminations is deficient. A mean of between 23 to 29 percent for 5 in row years between 2014 to 2018 is comprehensible that the training of students Today for Tomorrow's provocation with concept nurturing in the situation, problem-solving by dependent adventures, and grasping by applications is overlooked. Above this period the evaluation of the outcome has also shown a standard deviation almost equal to mean or even greater than the mean for instance 2016 for paper 2 (refer to Kenya National Examinations Council) a transparent symptom that there is a considerable disparity from the mean and a likelihood of some students scoring zeros or below 5 percent. This decimal performance in national examinations particularly in mathematics demonstrates that contextual curricula and manual that inspires numerous structures of learning like relating, transferring, applying, encountering, and collaborating is not achieved. Consequently, this article looks into different surroundings in which students learn and how they broaden their abilities to make a relationship, enjoy uncovering, and application of the knowledge. These are crucial faculty they will require all-around their daily lives and careers. Mastery of arithmetic skills is of little importance to an individual except if he or she can appeal to that content. All arithmetic operations are explored in detail for their usage in real-world challenges. Day to day challenges provoke ideas and provide a supplementary setting for application.</p>	
Optional/General comments		

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PART 2:

	Reviewer's comment	Author's comment <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

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