"School is the single most crucial variable which makes difference in the direction of cognitive growth" - J. Bruner (1966).

The progress and prosperity of a nation depends upon the level of cognitive growth its people have.

India is trying to catch up with the progress that has been made by the western countries like U.K., U.S.A. etc. India is a vast country just like a subcontinent having variety of ecological differences between the different states. As such Indian society is a very complex multifarious society comprising of various other social and cultural groups giving rise to wide variety of individual differences - cognitive, emotional, religious, social and economic etc, among its members. The crux of the problem is how to achieve unity in the diversity i.e. uniform progress in all respects inspite of the wide results of individual differences among its members.

The attempts are being made by our elites from national educational organizations such as N.C.E.R.T., U.G.C. etc., to make Uniformed cognitive growth evenly all over the country in schools, collage and
universities. In this intra-cultural study modest attempt has been made to relate the schooling variable in the form of instructional material based on Bruner's three modes of representation to the individual differences found in three sub-cultural groups in Maharashtra, i.e. Urban, Rural and Adivasi, with a view to increase this cognitive growth in the form of acquisition of mathematical concepts.