

**EFFECTIVENESS OF VAN HIELE APPROACH IN
GEOMETRY TEACHING AT SECONDARY LEVEL**

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ABSTRACT

We have seen that most of the students of secondary level afraid of geometry; on a result the number of students taking Mathematics getting down. Many of the studies show that the hardness of geometry can be reduced and teaching and learning can be made easier by using different kind of approaches. In this research the researcher tries to examine the effectiveness of Van-Hiele's approach in geometry teaching at secondary level. This study was an experimental in nature on the basis of design pre test-post test non equivalent groups which was conducted for grade X. There were 38 students and they were divided into non-equivalent groups with the help of pre-requisite test and also the final result of 2067. The two groups were made homogeneous as far as possible. The two groups were experimental group and control group. The experimental group was taught by using Van-Hiele's approach and control group was taught by usual method. The duration of experimental class taken was eight days. After taking experimental class, the post test of all 38 students was taken and the result of the post test was analysed by finding out mean and standard deviation and using Z-test and T-test at 0.05 level of significance and found that Van-Hiele's approach in geometry teaching seems more effective than usual method.

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LIST OF SYMBOL

\square - Parallelogram

Δ - Triangle

\parallel - Parallel

\perp - Perpendicular

\cong - Congruent

\bar{X} - Mean

ABBREVIATIONS

S. L. C.	-	School Leaving Certificate
NESP	-	National Education System Plan
VHL	-	Van-Heile Level
SSS	-	Side- Side- Side
SAS	-	Side- Angle- Side
RHS	-	Right Angle Hypotenuse and Side
ASA	-	Angle- Side- Angle
SP^2	-	Pooled Sample Variance