Education is so basic to nation-building that nations all over the world strive to make it available not only to the few that can afford it but to all citizens. In the entire history of education, mathematics has held its leading position among all other school subjects because it has been considered as an indispensable tool in the formation of the educated man. Mathematics is the means of sharpening the individual’s mind, shaping his reasoning ability and developing his personality, hence its immense contribution to the general and basic education of the people of the world.

Despite important role of mathematics in sharpening the individual’s mind, it still remains one of the subjects in which many students at all levels of the school system persistently perform very poorly. The quality of teaching and learning mathematics has been one of the major challenges and concerns of educators. The quality teaching and learning of mathematics depends upon use of effective instructional strategies and approaches for development of cognitive ability. Child’s Cognitive ability in turn enhances his affective arena. Model of teaching is one of the effective instructional strategies to alleviate problems related to the quality of teaching and learning mathematics. When educators utilize a model of teaching with students, they not only assist students in understanding content, but they also teach them the process of thinking and learning. The models of teaching enhance critical thinking and allow students to gain increased control over both content and the learning process.

As Instructional design/strategies is an effective way to alleviate problems related to the quality of teaching and learning mathematics. It is important for educators to adopt instructional techniques to attain higher achievement rates in mathematics. Keeping this in mind, aim of present study is to put an effort for assessing “Effect of DCM on Geometrical Reasoning and Achievement in Relation to Geometry Self-Efficacy”.

The report of present investigation has been presented in six chapters:

**Chapter I:** Deals with the introduction of different variables under study and theoretical framework of the problems.
Chapter II: Focuses around the review of the literature related to various variables, objectives, hypotheses to be tests and need of the study.

Chapter III: Deals with the detailed descriptions about development and validation of the tools used in the study.

Chapter IV: Deals with the methodology of the investigation under subheads-tools, sample, design and procedure of study.

Chapter V: Presents analysis, interpretation of data, discussion of the results and,

Chapter VI: Includes the summary and conclusion of the findings, educational implications of the research findings and suggestions for further research work.