The quality of education is to a very considerable extent dependent on the quality of instruction imparted in the classroom. So far as the instruction in the Indian context is concerned, it is based on traditional methods. Upto this time no serious efforts have been made in this direction. If we really want to improve the quality of education we should pay more attention to changing the techniques or strategies of instruction.

Considering the immediate utility of programmed instruction, the investigator has selected the problem of developing a programmed text in 'principles of economics' for first year students of Intermediate arts students. This programme is likely to be helpful to the students of various Intermediate colleges in U.P., Haryana, H.P., and M.P. Through this programme the students will be enabled to learn various concepts of economics such as wants, utility and demand.

The first chapter gives a brief introduction about the various concepts of programmed instruction and also introduces the key terms of programmed instruction followed in the construction of the linear programme.
of this study. Besides, the objectives formulated for the research, the sample employed for experimentation, hypotheses tested and overall limitations of the study have also been indicated in this chapter.

The SECOND chapter provides a brief overview of findings relating to relevant research studies connected with the evaluation and the effectiveness of programmes developed here and abroad.

The THIRD chapter discusses in detail the construction procedure of the criterion test and of the programmed text on principles of economics. The entry behaviour and the terminal behaviour of the students underlying the programme have also been indicated here. The various stages under which the programme has been finally prepared and validated, are also mentioned in this chapter.

Chapter FOUR offers an account of the procedure followed in editing, field testing and validation of the programme. The details of statistical results pertaining to calculations of error rate, programme density and sequence progression are also mentioned here.
Chapter FIVE is devoted to the description of the rationale and outcomes pertaining to the experimental study conducted in this research. The outcomes of the statistical analysis are also presented in this chapter.

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