PREFACE

In the last two decades or so, a number of new strategies for conducting effective instruction have been devised by the educational technocrats under the over-all generic term 'Instructional Technology'. The main focus of instructional technology has been on providing highly individualized instruction to the learners. Programmed learning is now increasingly being cited as a prime example of an instructional technology. It may now be asserted that programmed learning strategy has a tremendous potential, not only, in fulfilling our obligations to improve the quality of learning, but also, has a great promise for providing a basic framework even for the designing of instructional system in general. This position points to predominant future research efforts in teaching-learning domain being directed to programmed learning.

Due to various factors associated with the arrangement of educational resources in the developing countries, programmed learning devices are now considered useful and economical for reducing the teaching load in respect of the face to face classroom instruction. As a result, many research studies have been conducted by Indian researchers as well to investigate the effectiveness of various styles of programmed learning. But very few studies have been undertaken which relate to the parameters of
programmed learning. Furthermore, one rarely comes across any sophisticated research study on the interaction effects of individual-differences variables and programming variables, especially in regard to the crucial experimental variables like confirmation of results and achievement motive.

The main purpose of this investigation was to study the interaction effects of two patterns of confirmation of results (i.e., immediate and delayed) and three levels of achievement motive (i.e., high, average and low) on the performance in a linear programme on Hindi vocabulary building. Sex factor has also been taken up in the study for formulating generalizations in broader perspective. By selecting these factors, the present study has been carried out under the rigour of a factorial design.

The first chapter of the report provides an account of theoretical framework which is crucial for a scientific investigation. The problem of the study, its scope and significance, objectives, hypotheses, delimitations and operational terms have also been described in this chapter.

The second chapter contains a detailed discussion of the procedure followed in the development of the programme and criterion test. Selection of the topic, assumptions about the learners, formulation of behavioural objectives,
analysis of the core content, preparation of criterion test, writing of the programme in terms of frames, editing of the programme and empirical testing of the programme in the form of developmental and validation testing of the programme have been presented.

The Third chapter outlines the methodology and the design of the experiment. The sampling technique, description of tools, statistical technique used in the study and its rationale, and data collection have been discussed in detail.

The Fourth chapter embodies an account of the analysis and interpretation of data pertaining to achievement motivation and confirmation of results.

The Fifth chapter presents a brief note on the conclusions and generalizations arrived at in the light of the analysis and interpretation of data. Limitations of the findings, some implications and suggestions for further research are also briefly discussed.

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(Bish Prakash)