As is evident from only cursory reviewing of mass media publications, the effectiveness and value of our formal educational structure is increasingly being questioned. The instruction available in many classrooms is inappropriate for the levels at which many of the students are functioning. Many students lack the basic skills and knowledge needed to learn from the instruction presented to them. Moreover, the procedures often used to measure and grade students’ work limit the number of students who can earn positive evaluations. These instructional and evaluation procedures can be detrimental to the students’ intellectual, social and emotional development. Students do not learn efficiently when the level of instruction is inappropriate for them.

When students do not earn positive evaluations for their academic performance, they may not develop positive concepts of themselves in academic areas, expectations of future performance commensurate with their ability, or motivation to perform well on academic tasks. If students are to earn positive evaluations and to experience success in the classroom, they must demonstrate competent academic performance, including mastery of educational tasks. Even if every student in a group produced competent work, many of the students might not receive favourable evaluations.

No one denies that the goal of teaching is to foster learning. Mastery learning method has exhibited its potential for maximizing attainments. It envisages that almost all students can learn all that is taught in the school. This strategy also promises effective social development of an individual through its methodology as well as the successful experiences it provides. Yet, to date, there have been relatively few successful systematic attempts to determine the effectiveness that maximize positive and minimize negative results.

Students differ in their goals, aptitudes, interests, values, heredity, home environment, experience prior to entering school and experiences both in and out of the classroom during their educational careers. They also differ in the speed with which they learn, the educational methods that efficiently and effectively produce mastery and the way they use time devoted to learning.

Mastery Learning Strategy (MLS) offers a way for teachers and students through Group Based Teacher Paced Approach (GTPA) and Individually Prescribed Instructions (IPI).

This study is one of the series designed to help teachers develop their own effectiveness in a way that is both satisfying to themselves and stimulating to their students.

The report of the present investigation has been presented in five chapters:

♦ Chapter I deals with the introduction of different variables under study, theoretical framework of the problem, review of related literature, objectives, hypotheses and significance of the problem.
♦ Chapter II has been devoted to the development and description of the tools required for the purpose of data collection.
♦ Chapter III deals with method of the study, which focuses around the tools used, the samples, design of the study, procedure and statistical techniques used for the purpose of data analysis.
♦ Chapter IV deals with analysis and interpretation of the data which has been sub-divided into Part A and Part B and discussion of the results and
♦ Chapter V deals with results and generalization. For providing the background of the findings, conclusions drawn on the basis of the findings and educational implications, a brief description of the purpose, design and procedure along with the conclusions and suggestions for the research have been given.