ACKNOWLEDGEMENTS

I am deeply indebted to my esteemed supervisor Dr. G.S. Sodhi, Reader, Department of Education, Panjab University, Chandigarh, whose learned guidance, compelling inspiration sympathetic attitude, inculcation of spirit to analyse things and valuable suggestions guided this study to completion. I have no words to express my feelings and reverence for him. I am also extremely grateful to Mrs. G.S. Sodhi and family for always accommodating me even at odd times.

My thanks are due to the Chairperson Dr. (Mrs.) I.P. Sharma, Department of Education, Panjab University, Chandigarh for providing me necessary facilities in the Department.

Acknowledgements of deep appreciation is extended to Prof. J.N. Joshi, and the whole faculty of Education Department, Panjab University for their cooperation and encouragement.

I am also thankful to the Director NCERT New Delhi, Director SCERT Chandigarh; Director SISE Chandigarh DPI (s) Punjab; C.E.O. Nabha; D.E.O’s, Principals, teachers and students who directly or indirectly helped me in this research work.
I wish to place on record my thanks to Dr. Ajaib Singh, Senator P.U. Chandigarh for always encouraging me in this research study. My thanks are to Principal and staff District Institution of Education and Training Nabha and also to all the Heads of Nabha Tehsil for collecting the Data.

My thanks are to computer Centre of the Panjab University whose officials did all data analysis.

Last but not the least I am thankful to my husband Dr. Prem Prakash Singhal who not only inspired me but also helped me in collecting the data. I am also thankful to my daughters Smiti and Supreeti. I am also thankful to my father Retd. Prof. Khazan Singh who encouraged me a lot.

I would be failing in duty if I do not acknowledge those who constantly inspired, helped and guided me throughout the period of my research work.

SHASHI KIRAN
M.Sc(Bot.); M.Ed.
Dept. of Education
Panjab University, Chandigarh
<table>
<thead>
<tr>
<th>SR. NO.</th>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.01</td>
<td>Introduction</td>
</tr>
<tr>
<td>1.02</td>
<td>Short Comings in the Present System of Education.</td>
</tr>
<tr>
<td>1.03</td>
<td>Minimum Levels of Learning (MLL)</td>
</tr>
<tr>
<td>1.04</td>
<td>Socio-Economic Status (SES)</td>
</tr>
<tr>
<td>1.05</td>
<td>Justification of the Study</td>
</tr>
<tr>
<td>1.06</td>
<td>Statement of the Problem</td>
</tr>
<tr>
<td>1.07</td>
<td>Purposes of the Problem</td>
</tr>
<tr>
<td>1.08</td>
<td>Delimination of the study</td>
</tr>
<tr>
<td>1.09</td>
<td>Hypothesis</td>
</tr>
<tr>
<td></td>
<td><strong>CHAPTER - II</strong></td>
</tr>
<tr>
<td>2.01</td>
<td>Importance and Need of Related Literature</td>
</tr>
<tr>
<td>2.02</td>
<td>Review of Related Studies</td>
</tr>
<tr>
<td>2.03</td>
<td>Summary of Review</td>
</tr>
</tbody>
</table>

**ACKNOWLEDGEMENTS**

<table>
<thead>
<tr>
<th>SR. NO.</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-24</td>
</tr>
</tbody>
</table>
CHAPTER - III
DESIGN OF THE STUDY

3.01 Method & Procedure
3.02 Research Design
3.03 Sample Selection
3.04 Tools used
3.05 Description of Tools
3.06 Socio-Economic Status Scale (SESS)
3.07 Reliability
3.08 Validity
3.09 Description of SES Scale (Srivastava Scale)
3.10 Administration of Pre-Test
3.11 Instructional Procedure
3.12 Administration of Post-Test
3.13 Gain Scores
3.14 Statistical Analysis
3.15 Descriptive Statistics
3.16 Inferential Statistics
3.17 Layout of the Chapters in the thesis

CHAPTER IV
DEVELOPMENT OF ACHIEVEMENT TEST

4.01 Planning of the Test
4.02 Steps involved in the Construction of Achievement Test
4.03 Content Specification
4.04 First Draft of Pilot Testing
4.05 Preparation of Second Draft
4.06 Review of items
4.07 Try out
4.08 Difficulty Value (D.V.) for Achievement Test
4.09 Final Draft of Achievement Test
4.10 Reliability of the Achievement Test
4.11 Validity of the Achievement Test

CHAPTER V

ORGANISATION AND ANALYSIS OF DATA

5.01 Figure Showing Combination Cells
5.02 Table showing Mean, Median, S.D.; Skewness and Kurtosis of Pre-Test Achievement scores of Group A₁
5.03 Table showing distinction and calculation of Mean median, S.D., Skewness and Kurtosis of the Pre-Test achievement scores of Group A₂
5.04 Table showing frequency distribution and calculations of Mean median, S.D., Skewness and Kurtosis of the Pre-Test Achievement Scores of the Total Sample
5.05 Table showing Mean median, S.D., Skewness and Kurtosis of Pre-Test achievement scores of Group A₁, Group A₂ and Total sample.
5.06A Teaching Strategy
5.06 Table showing frequency distribution and calculations of Mean median, S.D., Skewness and Kurtosis in respect of gain scores of Group taught through competency based strategy (Group - A₁)
5.07 Table showing frequency distribution and calculations of Mean, median, S.D., Skewness and Kurtosis in respect of gain scores of Group taught through traditional based strategy (Group - A2) 84

5.08 Table showing frequency distribution and calculations of Mean, median, S.D., Skewness and Kurtosis in respect of gain scores of the total group 89

5.09 Table showing Mean, median, S.D., Skewness and Kurtosis of Competency based strategy, traditional based strategy and total group 94

5.09.1 Discussion of Results on the basis of Descriptive Statistics. 95

5.10 Analysis of Variance 95

5.11 Table showing Mean, median, S.D., Skewness and Kurtosis of Pre-Test Scores of Group A1, Group A2 and the total group. 97

5.12 COCHRAN'S Test 98

5.12.1 Table computation of Cochran's Test. 98

5.13 Table showing summary of 2x2x2x2 Analysis of variance in respect of gain scores. 101

5.14 Result on the basis of analysis of Variance 102

5.14.1 Discussion on the basis of main effects. 102

5.14.2 Table showing Mean, median, S.D., S.E. of gain scores of competency based learning strategy (Group A1) and Traditional based learning strategy (Group A2) along with t-value. 102

5.15 Studies in support of the result of the Present investigation 103

5.16B Effect of type of Schools 104

5.16.1 Various studies in support of the findings 104

5.17C Effect of Place of Residence 105

5.18 Support by Research Studies 105
5.19D Effect of Socio-Economic Status

5.19.1 Table showing frequency distribution and calculations of Mean, Median, S.D.; skewness and kurtosis of students in respect of gain scores of High socio-economic status (Group-D$_1$)

5.20 Table showing frequency distribution and calculations of Mean, Median, S.D.; skewness and Kurtosis in respect of gain scores of Low Socio-Economic Status (Group - D$_2$)

5.21 Table showing Mean, Median, S.D.; skewness and Kurtosis of High SES; Low SES students and the total sample

5.22 Discussion on the basis of Descriptive statistics

5.23 Research Studies in support of the results

5.24 Interactional Effect of Variables Studied on Achievement

5.24.1 First order International Effect

5.24.2 Two way Summary Table 2 x 2 x 2 x 2 factorial Design for learning strategy by school management (A x B)

5.24.3 Discussion of Interactional Effect between learning strategy and Nature of Schools

5.25 Two way analysis of 2 x 2 x 2 x 2 factorial design for learning strategy by place of residence (A x C)

5.25.1 Discussion of interaction between learning strategy & Place of Residence

5.26 Two way analysis of 2x2x2x2 factorial design for learning strategy by socio-economic status [AxD]

5.26.1 Discussion between teaching strategy and socio-economic status of students [High & Low]
5.27 Two way analysis of 2x2x2x2 factorial design for school management by place of residence [BxC] 118

5.27.1 Discussion of Interactional effect between school management and place of residence 118

5.28 Two way analysis of 2x2x2x2 factorial design for school management and socio-economic status [BxD] 120

5.28.1 Discussion of interactional effect between school management and socio-economic status on achievement of students 120

5.29 Two way analysis of 2x2x2x2 factorial design for school management by place of residence [CxD] 121

5.29.1 Discussion of interactional effect between place of residence and socio-economic status of the students on achievement 121

5.30.1 Second order interaction 122

5.30.2 Three way summary table for 2x2x2x2 factorial design for learning strategy, school management and place of residence [AxBxC] 122

5.30.3 Discussion of interaction among learning strategy school management and place of residence 122

5.31 Three way summary table for 2x2x2x2 factorial design for learning strategy of school management and socio-economic status [AxBxD] 123

5.31.1 Discussion of interactional effect on achievement among learning strategy, school management and socio-economic status of students 123

5.32 Three way analysis of 2x2x2x2 factorial design for learning strategy, place of residence and socio-economic status [AxCxD] 124
5.32.1 Discussion of interactional effect on achievement due to learning strategy, place of residence and socio-economic status of students 124

5.33 Three way analysis of 2x2x2x2 factorial design for school management, place of residence and socio-economic status [BxCxD] 125

5.33.1 Discussion of interactional effect on achievement of students due to school management, place of residence and socio-economic status of students 125

5.34 Third order interaction. 126

5.34.1 Four way analysis of 2x2x2x2 factorial design for learning strategy of school management, place of residence and socio-economic status [AxBxCxD] 126

5.34.2 Discussion of interaction among learning strategy school management, place of residence and socio-economic status of students on their achievement 126

CHAPTER VI 128-144

SUMMARY AND CONCLUSION

6.01 Introduction 128
6.02 Statement of the Problem 130
6.03 Objectives of the Study 131
6.04 Sample 132
6.05 Delimitation of the Study 132
6.06 Hypothesis 132
6.07 Research Design 135
6.08 Tools Used 135
6.09 Instructional Procedure 136