As education is the most important factor for the restructuring of economy and society for sustainable development, it is widely accepted that education reform is now a national agenda. Educators confront a paradigm shift in teaching and learning which is driven by the increasing anomalies of the current educational system. High dropout rates, low skill and knowledge levels among many students, low levels of student engagement in schoolwork and poor international comparisons suggest that the current educational paradigm is weak or inappropriate.

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 maximising 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.

Use of feedback correctives in mastery learning also help teachers to get the positive results. Deep and surface approaches to learning with single feedback corrective or multiple feedback corrective may lead to entirely different sets of learning patterns. The life skills training programme represents
an attempt to integrate education and psychotherapeutic principles and techniques for the development of personal competence in many aspects of life among the learners.

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

The present investigation is a humble attempt to investigate, “Effect of Individualised single feedback correctives in Mastery Learning of Life–Skills in relation to learning approaches”.

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

- **Chapter I** – deals with the introduction to the problem, description of the variables, review of related literature, objectives and hypotheses to be tested.
- **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 analyses.
- **Chapter IV** – deals with analysis and interpretation of the data and
- **Chapter V** – includes summary of the findings, implications of the research findings and suggestions for further research.