Today, a change in science and technology has brought a considerable evolution in teaching learning process. The use of computers and technology in the classroom has greatly increased. An area of education in which the use of technology is becoming more apparent is classroom teaching; therefore research studies focusing on this area are of major concern. Many teachers and other educators are integrating the use of technology into delivery of instruction such as distance education, the Internet and web-based instruction. Multimedia instruction is currently being used in a variety of ways at all levels of education. Multimedia education is also helpful to provide training in making choices and solving problems in everyday, events and relationships with a sense of responsibility.

Effective teaching and effective student learning have always been a central focus of current educational reform movements. We have witnessed a series of reform attempts through vocational education, introduction of computer education, banning of corporal punishment, introduction of grading system, etc. More recently, we have heard about a framework for meeting the National Education Goals for all students.

Mastery Learning is an instructional strategy based on the principle that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn. ML puts the techniques of tutoring and individualized instruction into a group learning situation and brings the learning strategies of successful students to nearly all the students of a given group.
If the students are to earn positive evaluations and to experience success in the classroom, they must demonstrate competent academic performance, including mastery of educational tasks.

The present investigation is therefore an attempt to investigate **EFFECTIVENESS OF COMPUTER-BASED MASTERY LEARNING IN CHEMISTRY AT HIGH SCHOOL LEVEL IN RELATION TO PERSEVERANCE AND APPROACHES TO LEARNING**

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 the related literature, objectives and hypotheses to be tested, [significance of the problem statement of the problem, objectives, hypotheses, suggestions for further research]

Chapter II deals with the description of the tools, development procedure of tools and validation of tools.

Chapter III deals with the tools, sample, design and procedure of study.

Chapter IV deals with the analysis, interpretation of data, and discussion of the results, and

Chapter V deals with the summary and conclusion of the findings, educational implications of the research findings and suggestions for the further research work.