Instruction is planned for the purpose of supporting and facilitating learning. An instructional design must take into account basic principles of learning, to contribute to the cause of education. Programmed learning has revolutionized every sphere of education by improving products of teaching and learning. It has helped the pupils to orientate and to organise their knowledge. There is no doubt that it has added greatly to the effectiveness and efficiency of education. Notwithstanding all the limitations and criticisms, programmed learning is slowly but surely becoming an alternative to the prevailing drab modes of teaching.

It has been observed by many educational researchers in the recent past that programmed instruction if supplemented by any specific teaching strategy resulting into adjunct-programme produces desirable results in terms of students' performance. In the present study, an attempt has been made to compare the effectiveness of programmed instruction with adjunct-programming on students' performance, in relation to their intelligence, self-concept and achievement. In addition to the main effects, interaction effects of independent variables in different combinations of two's,
three's and four's have also been studied. A factorial design (2x2x2x2) has been used for the purpose of the study.

The present research report is organised into seven chapters. The first chapter outlines the theoretical framework of the study. It also describes the problem under study, its objectives, hypotheses, justification of the study and delimitations.

The second chapter reviews research literature, which relates performance of students with intelligence, self-concept and n-Achievement.

The third chapter describes the development of the programme. Selection of unit, assumptions about the learners, formulation of behavioural objectives, the development of criterion test and its validation are included in this chapter. It also contains actual writing and validation procedures of the programme. Validation procedure followed for the programme development against the internal and external criteria, is also discussed in this chapter.

The fourth chapter describes the procedure of the study. It deals with the description of tools, design of the study, sample structure, experimental procedure followed, and statistical techniques employed for the analysis of the data.
The fifth chapter presents a detailed account of the analysis and interpretation of data.

The sixth chapter embodies the discussion and generalizations reached as a result of the experimental study.

The seventh chapter concludes the thesis with the summary, conclusions and suggestions for further research. It also mentions the limitations of the study.