

PREFACE

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.

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. But despite all these attempts at reform, given the intensity and frequency of discussions about the need for reform, we are faced with the assumption that educators in the India aren't doing enough.

It is with quality teaching in mind that we need to review and attempt to consolidate empirically supported effective teaching principles from diverse theories (behavioral, cognitive, social-learning, etc.). Research has identified numerous broad-based principles that characterize current knowledge about effective teaching. We are not expected to interpret these principles as dictums for educators to follow, but to use them as guides to either confirm or disconfirm personal beliefs about teaching. After all, it is the teacher who is the final arbiter of instruction. The teacher, as a reflective decision-maker, literally is the bridge between research and practice.

Given the new understanding of the teaching and learning process, efforts to reform education seem timely. Inherent in reform is the notion that some things will be changed but change should occur through careful analysis of our knowledge from empirical research about what works and what does not work. We clearly should not abandon instructional techniques that are well grounded both theoretically and empirically. We need to engage in informed reform.

Advances in research in cognitive and social science and student self-regulatory learning have led to numerous new student-centered instructional models (e.g., whole-language instruction, reciprocal teaching, cooperative learning, etc.). Unfortunately, many educators seem to view teacher-centered and student-centered paradigms as mutually incompatible - that is, one must adopt either a teacher-centered behavioural approach or a student-centered cognitive approach. Our contention is that both behaviourist and cognitive theories have much to contribute in terms of effective teaching and learning. Researches from both approaches have substantial empirical support, and present research reflects an admixture of both. The present investigation is a humble attempt to investigate, "Effect of Mastery Learning Strategies on Achievement and Self-efficacy in English in Relation to Entry Behaviour."

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 focuses around description of the tools; their development procedure and validation.

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

Chapter IV presents analysis and interpretation of data, and

Chapter V includes summary of the findings, implications of the research findings and suggestions for further research.