Programmed learning which seeks to stimulate both the learners and researchers alike has been accepted as a very important technique in instruction in general, and remedial teaching in particular. The present study falls in the domain of programmed learning. It aims at examining the effectiveness of density of programmes in relation to the factors of 'Time' and 'Sex'. It is designed for the Pre-university Class of undergraduate colleges. The content for the present study has been drawn from the grammar of English language and an attempt has been made to teach 'Simple Prepositions' of English (monosyllable only) through the three programmed texts.

It is broadly related to the problems of English syntax. But for the purpose of developing a diagnostic test, the whole area of prepositions from 'parts of speech section' of English grammar has been covered.

The first chapter of the present study embodies the introduction part of the problem leading to its exposition, objectives, hypotheses and delimitations. It also highlights the significance of the present study especially in view of the great necessity of organising remedial teaching.

The second chapter deals with the development of
the 'Diagnostic Test' in English Prepositions describing the theory of diagnosis and its great need in education, the preparation of the test and its administration, evaluation and finding significant patterns for preparing remedial programmes of varying densities to teach the learning principles taught inadequately earlier to the subjects.

The third chapter elaborates the dynamics of programmed instruction. Preparation stage of programme development has been discussed at this stage, which includes the selection of the content unit, assumptions about the basal level of the learners, deciding the terminal behaviour in behavioural terms, development of the criterion-reference-test for validating the programmes by having logical arrangement of the content.

The fourth chapter deals with the writing of the programmes and the procedure to validate them. It includes selection of the paradigm, the designing and sequencing of frames and their editing. This chapter describes, in addition, the validation procedures followed for the programme development against the internal and external criteria. It also discusses results in this connection.

The fifth chapter discusses the tools, the methodology and the factorial design of the present study. It describes the nature of the sample, data collection,
discussion about the design and the statistical techniques employed for the analysis and interpretation of data.

The sixth chapter contains the analysis of the data attempted through the technique of three-way analysis of variance, results and their interpretation.

In the last chapter, main findings leading to formulation of conclusions have been discussed along with the limitations of the problem. Suggestions for further research are also given at the end of this chapter.

The investigator feels that he will be failing in his duty if something is not said by him about his supervisor, Dr. Harish Sharma, who not only acted as a guide for supervising this research work but justified fully his role of a friend and philosopher too in offering ungrudging help whenever it was sought. But for his constant guidance, the present volume would have remained a dream only.

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( U'algan Nath Sharma)