CONTENTS

Acknowledgement i
List of Tables ii
Abbreviations and Acronyms Used iii

CHAPTER – I: INTRODUCTION 1 - 34

1.1. Inclusive Education: Concept, Meaning and Importance
1.2. Individual Differences in Students
1.2.1. Bases of Individual Differences
1.3. Accommodating Instruction to Individual Differences
1.4. Instructional Strategy : Concept, Meaning and Definition
1.5. Modular Instruction: Concept, Meaning and Definition
1.6. Video Instruction : Concept, Meaning and Importance
1.7. CAI : Concept, Meaning and Importance
1.8. Relevance of the Modular, Video and Computer Assisted Instruction Modes in Learning Botany
1.9. Need for the Above Three Instructional Strategies in Learning Botany at Higher Secondary Level

CHAPTER–II: REVIEW OF RELATED LITERATURE 35 - 89

2.1. Introduction
2.2. Studies Conducted in India
2.2.1. Studies Conducted on Video Instruction
2.2.2. Studies Conducted on Modular Instruction
2.2.3. Studies Conducted on Computer Assisted Instruction
2.2.4. Studies Conducted on Inclusive Education
2.3. Studies Done Abroad
2.3.1. Studies Conducted on Video Instruction
2.3.2. Studies Conducted on Modular Instruction
2.3.3. Studies Conducted on Computer Assisted Instruction
2.3.4. Studies Conducted on Inclusive Education
2.4. An Overview of the Researches Reviewed

CHAPTER-III: STATEMENT OF THE PROBLEM

3.1. Introduction
3.2. Title of the Problem
3.3. Operational Definition of the Terms Used in the Study
3.4. Objectives of the Study
3.5. Assumptions of the Study
3.6. Hypotheses of the Study
3.7. Scope of the Study
3.8. Need and Importance of the Study
3.9. Delimitations of the Study

CHAPTER-IV: METHODOLOGY

4.1. Introduction
4.2. Development of Modules for Learning Botany by the Plus One Students
4.3. Development of Video Cassettes
4.4. Development of Computer Software for CAI
4.5. Construction of Achievement Test
4.5.1. Reliability of the Achievement Test
4.5.2. Validity of Achievement Test
4.6. Sample of the Study
4.6.1. Description of the Sample and Sampling Technique
4.6.2. Procedure for Equating the Groups
4.7. Implementing Three Modes of Instruction to Plus One Students
4.8. Data Collection
4.9. Scoring Procedure
4.10. Statistical Techniques Used in the Study

CHAPTER-V: RESULTS AND DISCUSSION

5.1. Introduction
5.2. Analysis of Data

5.2.1. Comparison of the Pre-Test Scores of the Control Group and All the Three Experimental Groups
5.2.2. Comparison of the Pre-Test Scores of the Normal Students, Under Achievers, Low Achievers in All the Groups
5.2.3. Comparison of the Post-Test Scores of Control group and all the Three Experimental Groups
5.2.4. Comparison of the Post-Test Scores of Normal Students in All the Four Groups
5.2.5. Comparison of the Post-Test Scores of Under Achievers in All the Four Groups
5.2.6. Comparison of the Post-Test Scores of Low Achievers in All the Four Groups
5.2.7. Comparison of the Pre-Test and Post-Test Scores of Control Group and All the Three Experimental Groups
5.2.8. Comparison of the Pre-Test and Post-Test Scores of Normal Students, Under Achievers, Low Achievers in All the Groups
5.2.9. Comparison of Retention-Test Scores of Control group and All the Three Experimental Groups
5.2.10. Comparison of Retention-Test Scores of Normal students in All the Four Groups
5.2.11. Comparison of Retention-Test Scores of Under Achievers in All the Four Groups
5.2.12. Comparison of Retention-Test Scores of Low Achievers in All the Four Groups
5.2.13. Comparison of Post-Test and Retention-Test Scores of Control Group and All the Experimental Groups

5.2.14. Comparison of Post-Test and Retention-Test Scores of Normal Students, Under Achievers and Low Achievers in All the Groups.

5.3. An Overview of Findings and Conclusions

CHAPTER-VI: SUMMARY AND SUGGESTIONS

6.1. Summary

6.1.1. Introduction

6.1.2. Title of the Problem

6.1.3. Objectives of the Study

6.1.3.1. Assumptions of the Study

6.1.4. Hypotheses of the Study

6.1.5. Scope of the Study

6.1.6. Need and Importance of the Study

6.1.7. Methodology

6.1.7.1. Development of Modules

6.1.7.2. Development of Video Cassettes

6.1.7.3. Development of CAI Software

6.1.7.4. Construction of Achievement Test

6.1.7.5. Sample of the Study

6.1.7.6. Implementing the Strategy

6.1.7.7. Data Collection

6.1.7.8. Scoring Procedure

6.1.7.9. Statistical Techniques Used in the Study

6.1.7.10. Findings and Conclusions

6.2. Implications of the Study

6.3. Delimitations of the Study

6.4. Suggestions for Further Research
BIBLIOGRAPHY

APPENDICES

APPENDIX – I  A Specimen Module
APPENDIX – II  Item Analysis of Achievement Test
APPENDIX – III  Tamil Version of the Achievement Test
APPENDIX – IV  English Version of the Achievement Test
APPENDIX – V  Scoring Key to the Final Form of Achievement Test
APPENDIX – VI  English Version of the Key to the Achievement Test
APPENDIX – VII  Achievement Score of Control group and Experimental groups students in the Pre-test, Post-test and Retention-test