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 students engage in school work, and poor inter-national 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 India aren’t doing enough.

It is with quality education 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 students self-regulated learning have led to numerous new student-centered Instructional Models (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 behavioral approach or student-centered cognitive approach. Our contention is that both cognitive and behaviourist theories have much to contribute in terms of teaching and learning. Researchers 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 Self Learning Modules on Learning Outcomes of IX graders in relation to Anxiety and Self-Esteem.”

The report of the present investigation has been presented in six Chapters

Chapter I: deals with the introduction of different variables under study and theoretical frame work of the problem.

Chapter II: focuses around review of the literature related to various variables objectives and hypotheses to be tested.

Chapter III: deals with the detailed description about development procedure and validation of the tools used in the study.

Chapter IV: deals with the methodology of the investigation under subheads-tools, samples, design and procedure of study.

Chapter V: presents analysis, interpretation of data and discussion of the results, and

Chapter V: Includes summary and conclusion of the major findings, educational implications of the research findings and suggestions for further research work.