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Title of the Thesis:

**DEVELOPMENT OF COMPUTER ASSISTED INSTRUCTION  
IN ACCOUNTANCY AND EVALUATION OF ITS EFFECTIVENESS  
AT SENIOR SECONDARY SCHOOL LEVEL**

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A research through Computers is conducted in Accounting Education with the objectives: (i) To develop Computer Assisted Instruction (CAI) in Accountancy demonstrating the concept of computer as ‘tutor and tool’, (ii) To compare effectiveness of ‘Traditional Instruction (TI)’ with ‘Traditional Instruction plus Computer Assisted Instruction’ for achievement at senior school level and (iii) To evaluate the effectiveness of CAI as a method of instruction. The concepts of CAI, TI & effectiveness of CAI are operationally defined for the present experimental study based on Quasi-experimental comparative design. A sample of 80 students (two intact groups of 40 each) studying accountancy as one of the core subjects in commerce experienced CAI and TI as supplement for the topics journal, ledger and trial balance (class XI). A CAI package is developed for the experimental group and to evaluate the effectiveness of CAI from the students who experienced CAI in the experiment, a questionnaire is prepared and standardized. T-test is used to judge the statistical significance of the mean scores in intra-group comparison of pre-test and post test achievement scores in accountancy. On comparing the mean gains, a comparative increment of 15.97% was recorded by ‘TI with CAI’ group over ‘TI’ group. On analysis of the responses of the questionnaire developed for effectiveness of CAI; 89.5% of the students stated it be internally effective, 85.3% found it to be comparative effective, 55% of the respondents reflected that the developed CAI tried to cover the Definitive Fine points, and 81.5% found CAI to be Overall effective with an overall average of 77.82% responses favored the effectiveness of Computer Assisted Instruction. The analyses indicate that ‘TI with CAI’ is more effective than ‘TI’ and Computer Assisted Instructions (CAI) work effectively as a method of instruction.