The core of education is effective learning and learner is the pivot around which process of education revolves. Main task of educational process is to bring about changes in learner's behaviour in a desirable direction. The primary task of teachers and researchers is to specify, in precise terms the way in which changes in students behaviour will be brought about by the learning process. Learning is an inner phenomenon which is observed through performance and is measured with the same.

One of the formal ways to affect learning is instruction. Through instructions a particular set of educational goals can be realised. With the increasing scientific development and its impact on education, the need for development of new methods of instruction has been growingly realised. A constant search is going on for the relevant technology of instruction to make it more suitable to the individual's need and fast changing spectrum classroom.

The present investigation takes into account variables of Instructional design, Personality types, Types of learning (namely - Concept and Rule learning) and Levels of educational objectives.
Three instructional designs viz. Mixed Programme, Structural Communication and Teacher directed Structured Instruction have been tested in the present study. Also the performance through three Instructional designs for Concept and Rule learning has been studied with respect to four personality types viz. extraverts, introverts, high neuroticism group and low neuroticism group. The study has been conducted on high school students offering Biology as a compulsory subject.

The chapter ONE deals with introducing all the variables of the present study viz. Instructional design, Personality types, Types of learning (Concept and Rule learning) and Levels of educational objectives. It describes the scope of the study highlighting the perspective followed for the formulation of the problem, the objectives and hypotheses considered desirable and the delimitations associated with it.

The chapter TWO describes the development of instructional material -1 (Planning stage). Preparation stage of Instructional material has been discussed in this chapter which involves - Selection of topic, the assumptions about the beneficiaries of the instructional material, formulation of objectives regarding the terminal performance in behavioural terms, criterion and achievement tests and logical arrangement of the content.
In chapter THREE, writing stage of Mixed Programme development has been discussed. This chapter explains the designing, sequencing of frames and the editing of the crude programme. Individual, small group and Field tryout as indices of validation of the programme have also been discussed in this chapter.

The chapter FOUR includes writing, editing and validation of Structural Communication Units. It also explains the concept of this design.

The chapter FIVE gives detailed account of Teacher-directed Structured Lessons. It also describes the procedure adopted for the construction and evaluation of these lessons.

In chapter SIX, the design of the present study has been discussed. The experimental layout of the design and the details of the experimental procedure have also been discussed in this chapter.

In chapter SEVEN, analysis and interpretation of results has been presented along with the statistical technique of analysis of variance. Results also have been discussed in this chapter.

In chapter EIGHT contains the summary and conclusions of the study along with the educational implications and suggestions for further study.
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