Programmed instructional device has captured the attention of all those who clamour for a shift from the drabness of all the classroom teaching emphasizing monotonous verbalization. As an auto-instructional technique it revolves around the fundamentals of maximum interaction between the learner and the bits of information provided to him, asking for a response for which the provision of necessary feedback exists. Researches are now being planned and implemented on the variable of styles of programming for improving the effectiveness of the technique for classroom teaching and learning.

The present investigation focuses on analyzing the relative effectiveness of linear and mathematical styles of programming at information and skill levels of content. The content (Information and Skill) has been drawn from the field of Economics and is restricted to 'Competitive Equilibrium'.

The First Chapter outlines the theoretical framework which is crucial for an experimental study. It also describes the problem under study, its objectives and hypotheses considered desirable and the delimitations associated with it.
The Second Chapter describes the development and validation procedure of the linear style of programming. Developmental stage of the programme includes the assumptions about the basal level of the learners, formulations regarding the terminal performance in behavioural terms, the development of the criterion measures for validation of the programmes, logical arrangement of the content, the mechanics of designing and sequencing and the editing of modules. It also delineates the validation procedure followed for the programme against the internal and external criteria.

The Third Chapter elaborates the details of the various steps involved in the development of mathematical programme. Its structural ingredients like prescription, domain theory, characterization and exercise-designing have been explained and the analyses at the various tryout stages worked out to tailor the programme at the mastery level in the light of the entering behaviour of the students.

The Fourth Chapter highlights the design of the study. Separate designs have been conceptualized for different forms of content which though drawn from the same content area has been envisaged differently for information and skill parts. The experimental layout has been clearly spelt out to bring home the factorial design. The experimental controls exercised and the description of the tools used to conduct the study along with the details of the sample-structure and the experimental cycles have been elaborated in this chapter.
The Fifth Chapter presents the statistical treatment of the data by the two-way classification of the technique of analysis of variance. The main effects and the interaction effects have been analysed and a brief interpretation of results has been attempted.

The Sixth Chapter focuses on the conclusions and main generalizations of the study. An endeavour has been made to discuss the results in the light of the available research evidences and render plausible explanations for non-confirmation of results with the available evidence. The limitations under which the generalization have to be interpreted have also been mentioned. Suggested areas for further research have been recorded to provide direction to the interested researchers in this domain.

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