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Since the independence the literacy drive has been gaining the ground. The idea of Universal Education has been widely accepted. In its wake it has activated several drives to enroll more school going population which has flooded the class rooms. However on the other hand there is very little has been done to improve the infra-structure of school system to meet with the overcrowded class rooms. This has directly told upon the quality of education heavily. It has become almost impossible for the teacher to pay attention to individual pupils.

In order to keep up the quality of education, the teacher and educationists have to look for some newer type of educational technology which can meet the need of individual learning. From results of projects under taken in the area of educational technology, programme learning material (P.L.M.) has shown the ray of hope to meet with the newer demands to a certain extent if it is handled carefully. One has not to apprehend that it is a substitution to the teacher system but it is a great aid to the teacher to meet with the individual learning of overcrowded
class. The recent researches in the area of PLM technique has focussed on skill-oriented subjects, too. The results are quite encouraging.

The present research is undertaken to find out which of the two popular techniques like Linear and Branching is more effective if some of the concomitant variables are controlled. The findings of the research has proved beyond doubt that the Branching type PLM is much more effective than the Linear one. The Branching Programme Learning Material Production work of course, requires a team of professionals and a great deal of time. The researcher is of the opinion that the Branching PLM is the right answer even to the newer concepts like mastery learning and criterion testing.

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