CHAPTER – VI
SUMMARY, FINDINGS AND IMPLICATIONS

6.1.0 INTRODUCTION
This study has been given in detail in the previous chapters. The present chapter is devoted to the description of the study in nutshell under caption headings like Rationale, Statement of Problem, Objectives, Hypotheses, Sample, Experimental Design, Tools, Procedure of Data Collection, Statistical Techniques used for analyzing data, Findings and Implications. The details in respect of each one of them are given in different captions.

6.2.0 RATIONALE
It is being observed that the development in all spheres of life is taking place very fast. It is due to the Research and Development in different areas. In order to maintain quality, the research is given importance. Thus, it indicates that the future generation should be trained in different aspects of research at different levels. It is also observed that in many subjects Research is not taught but research is being conducted. In the absence of it, the quality of research is too low. This might be due to lack of teachers to teach research methodology. Research Methodology is too technical and scientific in nature. This subject is taught only at postgraduate level. The students are matured enough to read and understand the subject matter provided the instructional material is available. Sansanwal (1978) developed the Instructional Strategy for teaching Research Methodology course at postgraduate level. This comprised of Programmed Learning Material, Library work, Discussion, Seminar by students, test and feedback on the test. This strategy was found effective in terms of students’ performance on criterion tests and a comprehensive test. No other work has been done on developing Instructional Strategy for teaching Research methodology at postgraduate level. Never the less Programmed Learning Material alone as well as in combination with other
methods for teaching different subjects was found to be effective in terms of achievement of students (Bhushan, 1973; Dewal, 1974; Pandya, 1974; Shitole, 1976; Kuruvilla, 1977; Patel, 1977; Sodhi, 1977; Verma, 1977; Sansanwal, 1978; Mullick, 1979; Parlikar, 1979; Shah, 1979; Pandey, 1980; Seshadri, 1980; Shah, 1980; Trivedi, 1980; Inamdar, 1981; Man, 1981; Mavi, 1981; Suthar, 1981; Davies, 1982; Ravindranath, 1982; menon, 1984; Choudhary, 1985; Gautam, 1986; Joshi, 1988; Thaker, 1993; Agashe, 1995; Shah, 2002; Pandit, 2003; Dubey, 2004 & Kaur, 2005). PLM was found to be as effective as Structured Lecture Method in terms of achievement of students (Chandrakala, 1976; Govinda, 1976). Lecture Method was found more effective than Demonstration Method and Programmed Learning Method (Ghetiya, 1999). Also students expressed favourable opinion towards PLM (Govinda, 1976; Chauhan, 1976; Kuruvilla, 1977; Sansanwal, 1978; Mavi, 1981; Davies, 1982; Menon, 1984; Agashe, 1995; Shah, 2002; and Kaur, 2005). In addition to it, the developed Instructional Material was found to be significantly effective in enhancing creativity (Sharma, 1995), in developing better understanding about environment (Sharma, 2005), and in enhancing Reading Skills amongst students (Danikhel, 1998). These materials were in the print form. Learning through viewing of the video films was more effective than learning through charts (Antonysamy, 1989). Students who were exposed to the video programs performed better than students taught by the traditional lecture method (Idayani, 1991; Kaimuthu, 1991; Narayanasamy, 1991; Sinnathambai, 1991; Lal, 1996; Reddy & Ramar, 2001; Vekaria, 2002). Very few video programs were produced in subjects, like, law, anthropology and veterinary sciences. In general, educational subjects, like, economics, sociology, management, and education received greater attention but not geography or political science. (Pillay & Anandan, 1990). This is the age of technology. The institutes of higher education are making efforts to have paper less office as well as to use Web Based Instruction for teaching purposes. It points out to the need of developing
digitalized instructional material in different subjects so that it can be uploaded on the web site for wider use. To fill this gap the present research was undertaken.

It is difficult to conceptualize any teaching-learning process where students’ personality characteristics do not play an important role. This is supported by the past researches. Intelligence of students was found to be significantly and positively related with Achievement through PLM alone as well as in combination with other Methods of Teaching (Bhushan, 1973; Singh, 1973; Patel, 1977; Sodhi, 1977; Sansanwal, 1978; Mullick, 1979; Parlikar, 1979; Seshadri, 1980; Shah, 980; Inamdar, 1981; Ravindranath, 1982; menon, 1984; & Shah, 2002). PLM alone as well as in combination with other Methods of Teaching was found to benefit students with different levels of Intelligence (Pandys, 1974; Govinda, 1976). Gender was not significantly related to Achievement through PLM alone as well as in combination with other Methods of Teaching (Bhusan, 1973; Shitole, 1976; Trivedi, 1980). Academic Motivation was not significantly related to Achievement through PLM alone as well as in combination with other Methods of Teaching (Kuruvilla, 1977; Sansanwal, 1978; Inamdar, 1981). High as well as average SES students were found to benefit equally through PLM alone as well as in combination with other Methods of Teaching (Parlikar, 1979). High creative students benefited from PLM more than low creative (Gautam, 1986). Students with low anxiety benefited more from PLM than with high anxiety (Joshi, 1988). Keeping these findings in mind, the Intelligence of students was found to be significantly and positively related with Achievement through PLM alone as well as in combination with other Methods of Teaching (Bhushan, 1973; Singh, 1973; Patel, 1977; Sodhi, 1977; Sansanwal, 1978; Mullick, 1979; Parlikar, 1979; Seshadri, 1980; Shah, 980; Inamdar, 1981; Ravindranath, 1982; menon, 1984; & Shah, 2002). PLM alone as well as in combination with other Methods of Teaching was found to benefit students with different levels of Intelligence (Pandya, 1974; Govinda, 1976). Gender was not significantly related to
Achievement through PLM alone as well as in combination with other Methods of Teaching (Bhusan, 1973; Shitole, 1976; Trivedi, 1980). Academic Motivation was not significantly related to Achievement through PLM alone as well as in combination with other Methods of Teaching (Kuruvilla, 1977; Sansanwal, 1978; Inamdar, 1981). High as well as average SES students were found to benefit equally through PLM alone as well as in combination with other Methods of Teaching (Parlikar, 1979). High creative students benefited from PLM more than low creative (Gautam, 1986). Students with low anxiety benefited more from PLM than with high anxiety (Joshi, 1988). Keeping these findings in mind, the developed Video Instructional Material on Research Methodology & Statistics was also studied in the light of the students’ characteristics.

6.3.0 STATEMENT OF PROBLEM

The problem was worded as given below:

EFFECTIVENESS OF VIDEO INSTRUCTIONAL MATERIAL ON RESEARCH METHODOLOGY AND STATISTICS IN TERMS OF ACHIEVEMENT AND REACTION TOWARDS IT OF POSTGRADUATE STUDENTS

6.4.0 OBJECTIVES

The following were the objectives of this study.

1. To study the effectiveness of the developed Video Instructional Material on Research Methodology & Statistics in terms of Achievement in Research Methodology and Reaction Towards Video Instructional Material on Research Methodology & Statistics.

2. To compare the mean scores of Achievement in Research Methodology on different Criterion Tests and on the whole separately of Video Instructional Material on Research Methodology & Statistics (VIM) Group and Traditional Method Group.
3. To compare the adjusted mean scores of Achievement in Research Methodology on different Criterion Tests and on the whole separately of Video Instructional Material on Research Methodology & Statistics (VIM) Group and Traditional Method Group by considering Intelligence as covariate.

4. To study the effect of Treatment, Gender and their interaction on Achievement in Research Methodology on different Criterion Tests and on the whole separately by taking Intelligence as covariate.

5. To study the effect of Treatment, Personality and their interaction on Achievement in Research Methodology on different Criterion Tests and on the whole separately by taking Intelligence as covariate.

6. To study the effect of Treatment, Intelligence and their interaction on Achievement in Research Methodology on different Criterion Tests and on the whole separately.

6.5.0 HYPOTHESES

The following were the hypotheses of this study.

1. There is no significant difference between mean scores of Achievement in Research Methodology on different Criterion Tests and on the whole separately of Video Instructional Material on Research Methodology & Statistics (VIM) Group and Traditional Method Group.

2. There is no significant difference between adjusted mean scores of Achievement in Research Methodology on different Criterion Tests and on the whole separately of Video Instructional Material on Research Methodology & Statistics (VIM) Group and Traditional Method Group by considering Intelligence as covariate.
3. There is no significant effect of Treatment, Gender and their interaction on Achievement in Research Methodology on different Criterion Tests and on the whole separately by taking Intelligence as covariate.

4. There is no significant effect of Treatment, Personality and their interaction on Achievement in Research Methodology on different Criterion Tests and on the whole separately by taking Intelligence as covariate.

5. There is no significant effect of Treatment, Intelligence and their interaction on Achievement in Research Methodology on different Criterion Tests and on the whole separately.

6.0 SAMPLE

The population of the study was M.Ed. students studying in three educational institutions, namely, Institute of Education, Devi Ahilya Vishwavidyalaya, Indore, M.P., Department of Education, Allahabad University, Allahabad, and Department of Education, M.G. Kashi Vidyapeeth, Varanasi. The sample comprised 72 students studying at M.Ed level in the above-mentioned institutions. Out of 72 students, 36 students were from Institute of Education of Devi Ahilya Vishwavidyalaya, Indore. Of these 18 subjects belonged to 2005 – 06 academic session and remaining from 2006 – 07 academic session. While 25 students were from Department of Education, Allahabad University, Allahabad and 11 subjects from Department of Education, M.G. Kashi Vidyapeeth, Varanasi and belonged to 2005 – 06 academic session. Out of 72 students, 35 were males and 37 females. The medium of instruction in all the three universities was both Hindi and English. Most of the teachers at M.Ed. level teach in Hindi but students have the option to write examination either in Hindi or English. The subjects belonged to average and below average SES groups. The content of Educational Research Methodology was same in all the three Universities. Students were from both Urban as well as Rural areas and belonged to different castes.
6.7.0 EXPERIMENTAL DESIGN

The present study was experimental in nature. The study was designed on the basis of Posttest Only Control Group Design. There were two groups. One group was designated as Experimental Group and the other as Control Group. The students were taken as existed in different Departments of Education. In the experimental group, treatment of the Video Instructional Material on Research Methodology and Statistics (VIM) was given. The VIM was developed only on four topics. The topics were Introduction to Research; Identification of Problem and Variable; Hypotheses; and Sampling. In all 19 video lessons on ‘Research Methodology and Statistics’ were recorded in Institute of Education, Devi Ahilya University, Indore. Each lecture was of 30 to 40 minutes. Only one lecture per day and for two days a week was shown to all students of Experimental Group. The students of Experimental Group were allowed to discuss and ask questions during the video lecture. They were allowed to stop the lecture at any point of time. If need be they were allowed to repeat any portion of the lecture they liked. Students took one week to read Introduction to Research through VIM. After completing this topic, Criterion Test – I on Introduction to Research was administered to all students of Experimental Group. In this way all the remaining topics were taught to the Experimental Group and tests were administered at the end of each topic. The treatment continued for ten weeks. The experiment was conducted during 2005 – 06 and 2006 – 07 academic sessions in Institute of Education, Devi Ahilya University, Indore. The same topics were taught to the Control Group using Lecture Method. The students of Control Group were from Department of Education, Allahabad University and Department of Education, M.G.Kashi Vidyapeeth, varanasi. In both the departments different teachers taught this course. As an when the Introduction to Research topic was completed, the Criterion Test – I on Introduction to Research was administered on the students of respective departments. Similarly, other Criterion Tests were also administered after the
completion of the respective topic. The data were collected in respect of Intelligence and Personality of both Experimental as well as Control Groups by administering standardized tools as an when time was available. The Reaction Towards VIM was assessed only of Experimental Group with the help of Reaction Towards VIM Scale developed by the researcher. This Scale was administered after the completion of all the four topics.

6.8.0 TOOLS

Intelligence of students was assessed with the help of Standard Progressive Matrices (SPM) developed by Raven (1953). It was Non-verbal intelligent test. It was constructed to assess the educative component of $g$ as defined in Spearman’s Theory of Cognitive Ability. Educative ability is the ability to forge new insights, ability to discern meaning in confusion, the ability to perceive, and the ability to identify relationships. Since perception is primarily a conceptual process, the essential feature of educative ability is the ability to generate new and largely non-verbal concepts that make it possible to think clearly. According to Spearman, $g$ has a second component: reproductive ability. This is the ability to recall and use a culture’s store of explicit verbalized concepts. The SPM consisted of 60 items that are classified in 5 sections. For each item there were six alternatives. Each student was to read the item carefully and select one out of six given alternatives. The students put their answer in the given space on the answer sheet. The scoring was done as per the scoring key given in the manual. As per the manual, the Split - half reliability coefficient was 0.90.

Extraversion-Introversion traits of personality were assessed with the help of Maudsley Personality Inventory (MPI) adopted by S.S.Jalota and S.D.Kapoor. The MPI was designed for assessing neuroticism stability, and extraversion and introversion dimensions of personality. This inventory can be used as a group or an individual for adults. The Inventory consisted of 48 Items. Against each item
three choices were given, namely, “yes,? No”. The students were to read the statement and select any one from the three given choices. There was no time limit but students took approximately 20 minutes. The scoring was done as per instructions given in manual. The Split- half reliability coefficient was found to be 0.71 for Neuroticism and 0.42 for extraversion.

**Achievement** was assessed with the help of four criterion tests developed by the investigator. The Criterion Test – I comprised 25 questions. Out of which 19 questions were multiple-choice type with four alternatives. Remaining six questions were of short-answer type. The students were allowed to take as much time as they liked. Normally, students took 40 minutes to answer all the questions. One mark was given for each correct answer of multiple-choice type of question. Five marks were given to each five short-answer type questions and one short-answer type question was given a weightage of six marks. Thus, the total marks were 50. The Criterion Test – II comprised 25 questions. Out of which 19 questions were multiple-choice type with four alternatives. Remaining six questions were of short-answer type. The students were allowed to take as much time as they liked. Normally, students took 40 minutes to answer all the questions. One mark was given for each correct answer of multiple-choice type of question. Five marks were given to each five short-answer type questions and one short-answer type question was given a weightage of six marks. Thus, the total marks were 50. The Criterion Test – III comprised 26 questions. Out of which 19 questions were multiple-choice type with four alternatives. Remaining seven questions were of short-answer type. The students were allowed to take as much time as they liked. Normally, students took 40 minutes to answer all the questions. One mark was given for each correct answer of multiple-choice type of question. Five marks were given to each five short-answer type questions and three marks were given to each of two short-answer type questions. Thus, the total marks were 50. The Criterion Test – IV comprised 26 questions. Out of which 21 questions
were multiple-choice type with four alternatives. Remaining five questions were of short-answer type. The students were allowed to take as much time as they liked. Normally, students took 40 minutes to answer all the questions. One mark was given for each correct answer of multiple-choice type of question. Six marks were given to each four short-answer type questions and five marks were given to one short-answer type question. Thus, the total marks were 50.

Reaction Towards VIM of Experimental Group only was assessed with the help of Reaction Towards VIM Scale developed by the researcher. The scale comprised of 30 statements. There were 15 positive and 15 negative statements. The various aspects reflected in the statements were; speed of presentation, pause, voice clarity, pronunciation, repetition, review, questions, Stimulus Variation, black board writing, examples, etc. Against each statement a five point rating scale was given. The five points were: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The students were asked to read each statement carefully. If one strongly agrees with the aspect given in the statement, tick mark (√) was to be put on SA. In case one only agrees with the statement, tick mark (√) was to be put on A. one may be Undecided about his/her reaction towards the aspect expressed in the statement. Under such condition, tick mark (√) was to be put on U. It is possible that one may disagree with the aspect given in the statement. If so, tick mark (√) was to be put on D. lastly, one may strongly disagree with the aspect reflected in the statement. If so, tick mark (√) was to be put on SD. Like this, out of the given five alternatives, tick mark (√) was to be put only one alternative for each statement. In case of positive statement, Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree were assigned weightages of 5, 4, 3, 2 and 1 while for negative statements it was 1,2,3,4, and 5 respectively. Thus, total score ranged from 30 to 150. The score between 30 to 90 reflected unfavourable reaction while between 90 and 150, it shows the favourable reaction.
6.9.0 PROCEDURE OF DATA COLLECTION

This experiment was conducted in Institute of Education, Devi Ahilya Vishwavidyalaya, Indore on M.Ed. students admitted in 2005 – 06 and 2006 – 07 academic sessions. To start with the students of 2005 – 06 session were taken. The students were told the way they were suppose to use the VIM on Educational Research Methodology and Statistics. Each lecture was of 30 to 40 minutes. Only one lecture per day and for two days a week was shown to all students of Experimental Group. The students of Experimental Group were allowed to discuss and ask questions during the video lecture. They were allowed to stop the lecture at any point of time. If need be they were allowed to repeat any portion of the lecture they liked. Students took one week to read Introduction to Research through VIM. After completing this topic, Criterion Test – I on Introduction to Research was administered to all students of Experimental Group. Students took 40 minutes to complete the test. After this, students went through the VIM on Identification of Problem and Variable. Students took two weeks to complete this topic. After completion, the Criterion Test – II on Identification of Problem and Variable was administered to students of Experimental Group and students took 40 minutes. After the test, students studied the Hypotheses through VIM. There were six lectures and students took three weeks. On its’ completion, the Criterion Test – III on Hypotheses was administered and students took 40 minutes to complete it. Lastly, students studied Sampling through VIM. There were seven lectures on Sampling. Students took one month to complete this topic through VIM. On its’ completion, Criterion Test – IV on Sampling was administered and students took 40 minutes to complete the test. Thus, the treatment continued for ten weeks. This was repeated in the same way during 2006– 07 academic session in Institute of Education, Devi Ahilya Vishwavidyalaya, Indore. The same topics were taught to the Control Group using Lecture Method. The students of Control Group were from Department of Education, Allahabad University, Allahabad and
Department of Education, M.G.Kashi Vidyapeeth, Varanasi. In both the departments different teachers taught this course. As an when the Introduction to Research topic was completed, the Criterion Test – I on Introduction to Research was administered on the students of respective departments. Similarly, other Criterion Tests were also administered after the completion of the respective topics. The Intelligence and Personality were assessed of both Experimental as well as Control Groups as an when time was available. The tools mentioned in Chapter III were used for assessing Intelligence and Personality. The Reaction Towards VIM was assessed only of Experimental Group with the help of Reaction Towards VIM Scale developed by the researcher. Students of Experimental Group administered this Reaction Towards VIM Scale after the completion of all the four topics. The scoring of all the tools was done as per scoring given in the respective manual.

6.10.0 DATA ANALYSIS

The objective-wise statistical techniques used are given below:

- For studying the effectiveness of the developed Video Instructional Material on Research Methodology & Statistics in terms of Achievement and Reaction Towards Video Instructional Material on Research Methodology & Statistics. The data related to Achievement were analyzed with the help of Percentiles while data related to Reaction were analyzed by computing, mean Coefficient of Variation and Percentages.

- For comparing the mean scores of Achievement in Research Methodology on different Criterion Tests and on the whole separately of Video Instructional Material on Research Methodology & Statistics (VIM) Group and Traditional Method Group, t-test was used.

- For comparing the adjusted mean scores of Achievement in Research Methodology on different Criterion Tests and on the whole separately of
Video Instructional Material on Research Methodology & Statistics (VIM) Group and Traditional Method Group by considering Intelligence as covariate, One Way ANCOVA was used.

- For studying the effect of Treatment, Gender and their interaction on Achievement in Research Methodology on different Criterion Tests and on the whole separately by taking Intelligence as covariate, Two way ANCOVA was used.

- For studying the effect of Treatment, Personality and their interaction on Achievement in Research Methodology on different Criterion Tests and on the whole separately by taking Intelligence as covariate, Two Way ANCOVA was used.

- For studying the effect of Treatment, Intelligence and their interaction on Achievement in Research Methodology on different Criterion Tests and on the whole separately, Two Way ANOVA was used.

6.11.0 FINDINGS

The following were the findings of this research.

- Video Instructional Material on Research Methodology & Statistics was found to be effective in terms of Achievement in Research Methodology.

- Video Instructional Material on Research Methodology & Statistics was found to be effective in terms of Reaction Towards Instructional Material on Research Methodology & Statistics.

- Video Instructional Material on Research Methodology & Statistics was found to be superior to Traditional Method for teaching Research Methodology when the groups were not matched with respect to Intelligence as well as when the groups were matched with respect to Intelligence.
Achievement in Research Methodology of males and females was found to be equally well when groups were matched on Intelligence. But in case of Hypotheses topic, males were found to have significantly superior Achievement in Hypotheses topic in comparison to females when groups were matched on Intelligence.

- Both males and females can benefit equally well from Video Instructional Material on Research Methodology & Statistics in comparison to Traditional Method when groups were matched with respect to Intelligence.

- Achievement in Research Methodology of Extroverts and Introverts was found to be equally well when groups were matched on Intelligence.

- Both Extroverts and Introverts can benefit equally well from Video Instructional Material on Research Methodology & Statistics in comparison to Traditional Method when groups were matched with respect to Intelligence.

- Higher the Intelligence better was the Achievement in Research Methodology.

- Students of Below Average Intelligence as well as Above Average Intelligence can benefit equally from Video Instructional Material on Research Methodology & Statistics in comparison to Traditional Method.

6.12.0 IMPLICATIONS
The present study revealed that the Video Instructional Material on Research Methodology & Statistics was found to enhance the understanding of Research Methodology of students irrespective of their Gender, and Personality. Also, Below Average Intelligence and Above Average Intelligence students can benefit equally well from Video Instructional Material on Research Methodology & Statistics in comparison to Traditional Method. Thus, this study has implications for Students, Teachers, Principals, and Parents.
6.12.1 Students
At postgraduate level, self-learning is encouraged. This is due to the fact that there is scarcity of teachers. The quality of Educational Research in India is on decline. This is due to poor teaching and understanding of Research Methodology. Not only this, even the good books on Research Methodology are not available. There are many books in Hindi on Research Methodology but there are many factual mistakes and they do not teach students how to apply different aspects of Educational Research Methodology while conducting Educational Research. The Video Instructional Material on Research Methodology & Statistics is in simple English with lots of examples from daily life. It can equip students to apply the concepts of Educational Research Methodology while conducting Educational Research. The students can see a particular aspect as many times as one likes. It requires the use of many senses. The students can use this material at their own pace at any place and time they like. Thus, the Video Instructional Material on Research Methodology & Statistics can be very useful for students. It may help students to conduct quality research.

6.12.2 Teachers
It is a fact that the expansion of Teacher Education in India is unplanned. In the past few years’ large number of Colleges of Teacher Education have come up in all states. There is a scarcity of Teacher Educators for teaching at B.Ed. as well as M.Ed. levels. In many colleges, teachers for teaching B.Ed. students are not available. In many colleges unqualified teachers are teaching M.Ed. students. Educational Research Methodology & Statistics is one of the compulsory subject to be taught at M.Ed. level. Along with it, M.Ed. students are supposed to write Dissertation after conducting research. This gives students an opportunity to apply the understanding of Educational Research Methodology and Statistics. The common observation is that the quality of Dissertation is very poor. In many cases
it is not research at all. This is due to poor understanding of Educational Research Methodology and Statistics of students. Consequently, it reflects the quality of teaching of Educational Research Methodology and Statistics. The Video Instructional Material on Research Methodology & Statistics can help teachers in improving their understanding of Educational Research Methodology. The teachers can use this material at their own pace. They can see it as many times as they like. This can go a long way in improving the quality of Educational Research.

6.12.3 Principals
Principals play an important role in Total Quality Management of Instruction as well as administration. They are responsible for developing infrastructure required for quality teaching and learning. The library is one of the important ingredients of Teaching – Learning Process. These days Information and Communication Technology (ICT) facility should be made available to both students and teachers for improving the quality of teaching – learning process. If there is no resource material room then the Principal should develop such a room. Thus teachers as well as students for learning different subjects can use the resource material room. The Principal should make available the Video Instructional Material on Research Methodology & Statistics in the institute. Not only this but he should also see that it is being used both by teachers and students. If need be the timings of the library and / or resource material room can be changed so as to suit to the users. The principal can also organize the Workshop on use of Video Instructional Material on Research Methodology & Statistics. The teachers can get new ideas and ways in using such a material.

6.12.4 Parents
The parents are supposed to provide books and other related materials to their children that help them in understanding the basic concepts. Majority of students
do not get good marks because the understanding of basic concepts is too weak. This is due to fact that the quality of teachers and books is too poor. Parents have to be vigilant and try to find the best instructional material in different subjects. The parents from urban area are much ahead in this aspect than those from rural area. The parents can purchase Video Instructional Material on Research Methodology & Statistics for their child. They can also provide the relevant infrastructure for using this Video Instructional Material. If possible, parents can also use this material for understanding the content on Educational Research Methodology. They can help their child in clearing their doubts. If parents cannot do this, then they may help their child in translating difficult portion of this material in Hindi. In this way it can be used by parents also.