

HOW TO USE THIS TEMPLATE

WHY THIS IS A TEMPLATE AND NOT A FINISHED REPORT

A finished report contains findings, and findings can only come from data you collected yourself. A sample report with numbers in it teaches students to copy results, which IGNOU treats as plagiarism and which fails at viva. So every table here is empty, and every finding is a sentence frame with blanks.

What this file does give you: the exact order of pages, what goes in each chapter, how a table is numbered and interpreted, how a hypothesis decision is written, and the style rules of the *Handbook on Dissertation Work* (MESP-001, IGNOU School of Education, January 2009), Sections 11 to 13.

It continues the study in the companion sample synopsis (DIKSHA use by secondary teachers), so you can see how a proposal becomes a report. Replace it with your own approved study.

THE REPORT HAS THREE SECTIONS (HANDBOOK, SECTION 11)

Preliminary section: title page, preface or acknowledgements, table of contents with page numbers, lists of tables and figures. **Body:** four divisions: introduction; design or methodology; analysis and interpretation; summary and conclusions. **Reference section:** bibliography, then appendices (tools, raw data, letters).

The Handbook also places a declaration by the student (Appendix VI), a certificate of the supervisor (Appendix VII) and the specimen cover page (Appendix V) in its appendices, and its submission checklist is Appendix IV. Check your bound copy against Appendix IV of your own Handbook before binding: egyankosh.ac.in/handle/123456789/52604

STYLE RULES FROM THE HANDBOOK (SECTIONS 12 AND 13)

Formal, plain language. Do not use I, we, you, my, our or us: write "the investigator" or "the researcher". Avoid abbreviations in the text except universal ones (IQ, M.A.). Spell out numbers below three figures, round numbers and numbers that begin a sentence, except in statistical discussion. Use figures for decimals and percentages, but write "per cent" in words (12 per cent).

Do not put statistical formulae or computations in the text. Use the past tense for what was done, the present tense when directing the reader to a table. Proof-read every page yourself; type the report on a computer.

USE OF THE DIKSHA PLATFORM BY SECONDARY SCHOOL TEACHERS OF [DISTRICT] DISTRICT IN RELATION TO GENDER AND TYPE OF SCHOOL

A dissertation submitted to the Indira Gandhi National Open University in partial
fulfilment of the requirements for the degree of

MASTER OF ARTS (EDUCATION)

Course: MESP-001 Dissertation

Submitted by	[Full name]
Enrolment No.	[Enrolment number]
Full address	[Postal address]
Study Centre / Regional Centre	[Code and name] / [Regional Centre]
Supervisor	[Name, designation, institution]

SCHOOL OF EDUCATION

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

MAIDAN GARHI, NEW DELHI 110068

[Month, Year of submission]

DECLARATION

I, [full name], Enrolment No. [], declare that the dissertation entitled "[title exactly as approved]" is my original work carried out under the supervision of [supervisor], and that it has not been submitted earlier, in part or in full, to IGNOU or to any other university or institution for any degree or diploma.

Place: []

Date: []

Signature of the student: _____

USE THE HANDBOOK WORDING

This is a model. Copy the exact wording of the declaration printed at Appendix VI of your Handbook. The declaration is the one place where "I" is correct.

CERTIFICATE OF THE SUPERVISOR

Certified that the dissertation entitled "[title]" submitted by [student], Enrolment No. [], in partial fulfilment of the requirements for the degree of Master of Arts (Education) of the Indira Gandhi National Open University, has been carried out under my supervision and is a bona fide and original work of the student.

Place: []

Date: []

Signature, name and designation of the supervisor: _____

SIGNATURES ARE PERSONAL

Only your own approved supervisor signs this, after reading your final draft. Use the wording printed at Appendix VII of your Handbook. Bind a copy of your approved proposal after these pages; keep the approved proforma with it unless your Regional Centre says otherwise.

ACKNOWLEDGEMENTS

The investigator is grateful to [supervisor] for guidance throughout the study, to the heads and teachers of the sampled schools of [District] District for their cooperation, and to [Study Centre] for facilities provided.

HANDBOOK, SECTION 11

Acknowledgements should be brief and simple. A long list of effusive thanks "is not in a good taste".
Thank people for specific help.

SAMPLE FOR STUDY REFERENCE
NOT FOR SUBMISSION

TABLE OF CONTENTS

Chapter	Title	Page
	Declaration	ii
	Certificate of the Supervisor	iii
	Copy of the approved proposal	iv
	Acknowledgements	[]
	List of Tables	[]
	List of Figures	[]
I	Introduction 1.1 Background 1.2 Review of related literature 1.3 Rationale 1.4 Statement of the problem 1.5 Research questions 1.6 Objectives 1.7 Hypotheses 1.8 Operational definitions 1.9 Delimitations	[]
II	Methodology 2.1 Method 2.2 Population 2.3 Sample 2.4 Tool: construction, validity, reliability 2.5 Procedure of data collection 2.6 Techniques of analysis	[]
III	Analysis and Interpretation of Data 3.1 Extent of use 3.2 Purposes 3.3 Difficulties 3.4 Gender comparison (H_0 1) 3.5 School type comparison (H_0 2) 3.6 Open responses	[]
IV	Summary, Conclusions and Suggestions 4.1 Summary 4.2 Findings 4.3 Conclusions 4.4 Educational implications 4.5 Limitations 4.6 Suggestions for further research	[]
	Bibliography	[]
	Appendices: A Tool; B Permission letter; C Item-wise data	[]

PAGE NUMBERING (COMMON PRACTICE)

Number the preliminary pages in small Roman numerals and the body from 1 in Arabic numerals. Every page number in the contents must match the page it names.

LIST OF TABLES

Table	Title	Page
2.1	Population and sample by type of school	[]
3.1	Extent of use of DIKSHA: descriptive statistics	[]
3.2	Level of use: low, moderate, high	[]
3.3	Purposes of DIKSHA use	[]
3.4	Difficulties reported	[]
3.5	Comparison of male and female teachers (t-test)	[]
3.6	Comparison of government and private school teachers (t-test)	[]

CHAPTER I

INTRODUCTION

WHAT CHAPTER I CONTAINS (HANDBOOK, SECTION 11)

Introduce the problem in context and arouse the reader's interest; review the related studies so they lead to the hypotheses; state the significance and need; then the research questions, objectives, hypotheses, assumptions and operational definitions. Most of this is your approved proposal, rewritten in the past tense where it describes what was planned and done.

1.1 Background

[Two to three pages. Develop Sections 2 and 3 of your proposal. Every factual statement about DIKSHA or policy carries a citation.]

1.2 Review of related literature

[Theoretical background, then studies conducted, then the research gap. Only studies you have read. Each entry: author (year), sample and place, tool, analysis, finding.]

1.3 to 1.9

[Rationale, statement of the problem, research questions, objectives, hypotheses, operational definitions and delimitations, exactly as approved. Do not change the title or the objectives after approval.]

CHAPTER II

METHODOLOGY

WHAT CHAPTER II CONTAINS (HANDBOOK, SECTION 11)

The method used; the nature of the population; sample size and sampling method; tools and techniques; procedure of data collection; the statistical and qualitative methods used and the reasons for choosing them; how data were organised for analysis.

2.1 Method

The descriptive survey method was used, since the study described an existing practice and compared groups without manipulating any variable.

2.2 Population and 2.3 Sample

The population consisted of [N] teachers of Classes IX and X in [number] government and [number] private secondary schools of [District] District during [session] (Source: []). A stratified random sample of [n] teachers was drawn with type of school as the stratum, allocated in proportion to each stratum (Table 2.1).

Type of school	Schools	Population (N_h)	Sample (n_h)
Government			
Private			
Total			

Table 2.1: Population and sample by type of school

2.4 Tool

The DIKSHA Use Questionnaire was constructed by the investigator. [Describe: number of items per part; expert review (names and designations of the experts, number of items changed or dropped); try-out (number of teachers, what changed); split-half reliability of Part B with the Spearman-Brown correction: $r =$ []. Put the final tool in Appendix A.]

2.5 Procedure of data collection

[Dates, permission obtained, how the questionnaire was administered, consent and anonymity, number distributed and number returned complete.]

2.6 Techniques of analysis

[Objective-wise table of techniques, carried over from the approved proposal, with the level of significance.]

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CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

THE HEART OF THE REPORT (HANDBOOK, SECTION 11)

Present data in tables and figures with textual discussion. Do not repeat every figure of a table in the text: point out the important facts and relationships. Put long, complex tables in an appendix. Report frankly any weakness in design, tool or sample that came to light, and how it may have affected the findings.

3.1 Extent of use of DIKSHA (Objective 1)

Group	N	Mean	SD	Minimum	Maximum
All teachers					

Table 3.1: Extent of use of DIKSHA: descriptive statistics

Table 3.1 shows that the mean DIKSHA use score of the [n] teachers was [] (SD = []) out of a possible [maximum]. [Interpret: what level of use this indicates, and how spread out the scores were.]

3.4 Comparison of male and female teachers (Objective 4, H_01)

Gender	N	Mean	SD	t	Significance at 0.05
Male					
Female					

Table 3.5: Comparison of male and female teachers on extent of use of DIKSHA

Table 3.5 shows that the mean score of male teachers was [] and that of female teachers was []. The t-value of [] (df = []) is [significant / not significant] at the 0.05 level. Hence H_01 is [rejected / retained], and it may be interpreted that [state the meaning in plain words, without going beyond the data].

HOW TO WRITE A HYPOTHESIS DECISION

State the table, the two means, the test value with degrees of freedom, the significance decision, the hypothesis decision, then the meaning. Repeat this frame for H_02 (Table 3.6). Sections 3.2, 3.3 and 3.6 use frequency and percentage tables and content analysis, each followed by two or three lines of interpretation.

CHAPTER IV

SUMMARY, CONCLUSIONS AND SUGGESTIONS

THE MOST-READ CHAPTER (HANDBOOK, SECTION 11)

Restate the problem, objectives and hypotheses briefly; describe the methodology; present the findings; draw conclusions tied directly to each objective and hypothesis, stating whether each hypothesis was accepted or rejected; list unanswered questions for further research. It should leave the reader with a sense of completeness.

4.2 Major findings

Objective / hypothesis	Finding (from Chapter III only)
1 Extent of use	[]
2 Purposes	[]
3 Difficulties	[]
4 Gender (H_{01})	[rejected / retained:]
5 Type of school (H_{02})	[rejected / retained:]

4.5 Limitations

[Self-report measure; one district; one session; any shortfall in returned questionnaires. Say how each may have affected the findings.]

4.6 Suggestions for further research

[Two to four studies that would answer what this one could not, for example using platform usage data or covering other districts.]

BIBLIOGRAPHY

[Every source cited in the report, in one consistent style (the Handbook refers to Unit 23 of MES-016). If the list is long, it may be divided into books, journals and online sources. The references in the companion synopsis show the format.]

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APPENDICES

Appendix	Content
A	DIKSHA Use Questionnaire (final version, with scoring key)
B	Letter seeking permission from school heads
C	Item-wise responses or raw data summary

Bind-before-submission check

Check	Done
Title on cover, proforma, proposal and every page header is the approved title, word for word	[]
Declaration signed and dated by the student (Appendix VI wording)	[]
Supervisor certificate signed and dated by the approved supervisor (Appendix VII wording)	[]
Copy of the approved proposal bound in	[]
Contents page numbers match the pages	[]
Every objective has a table and a finding; every hypothesis has a decision	[]
Tool in the appendix matches the tool described in Chapter II	[]
Checked against Appendix IV (Check List for Submission) of your own Handbook; number of copies and where to send them confirmed with your Regional Centre	[]

BEFORE YOU BIND

Do not bind until your supervisor has read the final draft. If you want the draft checked against the Handbook before binding, that is what a correction review is for; the evaluation itself is done by IGNOU.