

HOW TO USE THIS SAMPLE

WHAT THIS FILE IS

A model MESP-001 dissertation proposal (synopsis) built line by line on the IGNOU School of Education *Handbook on Dissertation Work* (MESP-001, January 2009), Table 1 and Section 6. It shows the order, depth and wording a proposal needs. It is study reference only.

Do not submit it, retitle it or copy its paragraphs. IGNOU requires your own original work, and Regional Centres report repeated topics and copied proposals as a common reason for trouble at evaluation and viva.

Everything in [square brackets] must be replaced with facts from your own study: your district, your schools, your population figures, your guide. The review of literature deliberately leaves the empirical studies for you to find and read.

YOUR SUBMISSION PACKAGE (AS PRINTED ON THE PROFORMA, APPENDIX IX, PAGE 55 OF THE HANDBOOK)

1. This proposal, typed. 2. The Proforma for Approval of M.A. (Education) Dissertation Proposal, every entry filled in, signed and dated by you and your guide. 3. Both sent to the Regional Director of your own Regional Centre, not to the Study Centre and not to IGNOU headquarters.

Your guide must be one approved by the School of Education, IGNOU. Your Study Centre can tell you who is approved. The evaluator ticks Approved or Not approved on the proforma; the office allots the Dissertation Proposal Number. Keep a copy of everything.

Download the Handbook (all nine appendices, including the proforma) from eGyanKosh: egyankosh.ac.in/handle/123456789/52604

HANDBOOK TABLE 1: THE SIXTEEN QUESTIONS THIS PROPOSAL ANSWERS

What do you propose to study? (Title) | Why? (Context and rationale) | How do you define the study? (Statement of the problem) | What do earlier studies say? (Review) | What will you address? (Research questions) | What will you achieve? (Objectives) | What tentative solutions? (Hypotheses) | How are the terms defined? (Operational definitions) | What is the scope? (Delimitations) | How will you conduct it? (Methodology) | How many units in all? (Population) | Which units? (Sample) | What means of collection? (Tools) | How will you collect? (Procedure) | How will you analyse? (Data analysis) | What implications? (Expected outcomes)

DISSERTATION PROPOSAL

Course: MESP-001 Dissertation

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

Submitted to the Indira Gandhi National Open University in partial fulfilment of the
requirements for the degree of

MASTER OF ARTS (EDUCATION)

Researcher	[Full name]
Enrolment No.	[Nine or ten digit enrolment number]
Study Centre / Regional Centre	[Code and name] / [Regional Centre]
Specialisation	Educational Technology
Guide	[Name, designation, institution]

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[Month, Year]

CONTENTS

No.	Component (Handbook Table 1 theme)	Page
1	Title of the study	[]
2	Introduction: context and justification	[]
3	Rationale of the study	[]
4	Statement of the problem	[]
5	Review of related literature	[]
6	Research questions	[]
7	Objectives of the study	[]
8	Hypotheses	[]
9	Operational definitions of the terms	[]
10	Delimitations of the study	[]
11	Methodology: method, population, sample	[]
12	Tool and techniques of data collection	[]
13	Procedure of data collection	[]
14	Method of data analysis	[]
15	Expected outcomes and educational implications	[]
16	Proposed chapterisation and time frame	[]
17	References	[]

1. TITLE OF THE STUDY

**Use of the DIKSHA Platform by Secondary School Teachers of [District]
District in Relation to Gender and Type of School**

HANDBOOK NOTE (SECTION 6, COMPONENT 1)

The title should do no more than name the topic, be neither too long nor too short, be specific to the area, and make the main objective explicit. This title names the variable (use of DIKSHA), the population (secondary school teachers), the place ([District]) and the two comparison variables (gender, type of school).

2. INTRODUCTION: CONTEXT AND JUSTIFICATION

Digital resources have become part of the ordinary working day of a school teacher in India. The Digital Infrastructure for Knowledge Sharing (DIKSHA), launched by the Government of India in 2017 and developed by the National Council of Educational Research and Training (NCERT) with its Central Institute of Educational Technology (CIET), is the national platform for school education (Ministry of Education, n.d.). It offers curriculum-linked e-content, QR-coded textbooks and courses for teacher professional development.

The National Education Policy 2020 gives the platform a defined role. Clause 2.60 places a national repository of resources on foundational literacy and numeracy on DIKSHA, and clause 23.60 states that e-content developed by States, NCERT, CIET, CBSE, NIOS and other bodies will be uploaded onto DIKSHA and may be used for teachers' professional development (Government of India, 2020; CIET-NCERT, 2023).

Availability of a platform, however, does not establish its use. A teacher may hold an account and still not open it; another may use it only to complete a mandated course. Whether and how secondary school teachers actually use DIKSHA for lesson preparation, classroom teaching, assessment and their own training is an empirical question that has to be answered district by district, because access to devices, connectivity and school support differ widely. [Add two or three sentences

on the secondary schools of your district: number of schools by type, any State initiative on DIKSHA, with the source for each figure.]

3. RATIONALE OF THE STUDY

The study is proposed for three reasons. First, the investigator's review (Section 5) will establish what is already known about teachers' use of DIKSHA and where the gaps lie; [state the gap you actually find, for example that no study has covered secondary teachers in your district or compared government and private schools]. Second, gender and type of school are two variables often associated with differences in access to and use of technology, so a comparison on these two variables can show whether support needs to be targeted. Third, the findings can inform school heads and district education officers who plan teacher training on digital platforms.

HANDBOOK NOTE (SECTION 6, COMPONENTS 2 AND 4)

The rationale answers "why this problem, why these variables, why this sample". The Handbook asks that the rationale rest on research gaps found in the review, so write this section after the review, not before.

4. STATEMENT OF THE PROBLEM

The problem is stated as: *"Use of the DIKSHA Platform by Secondary School Teachers of [District] District in Relation to Gender and Type of School."* The study will describe the extent and purposes of DIKSHA use among secondary school teachers of [District] District, identify the difficulties they report, and compare the extent of use between male and female teachers and between teachers of government and private schools.

HANDBOOK NOTE (SECTION 6, COMPONENT 3)

The statement of the problem is not a repeat of the title. It expands the title and shows the scope and area of the study. The wording here must match the title on your proforma exactly.

5. REVIEW OF RELATED LITERATURE

The review is presented in two parts, as the Handbook requires: (i) the theoretical background of the problem and (ii) the research already carried out in the area.

5.1 Theoretical background

Three frameworks explain why teachers adopt or ignore a digital platform. The Technology Acceptance Model holds that perceived usefulness and perceived ease of use shape a person's intention to use a technology (Davis, 1989). Diffusion of innovations theory describes adoption as a process that moves from knowledge through persuasion and decision to implementation and confirmation, with individuals adopting at different rates (Rogers, 2003). The Technological Pedagogical Content Knowledge framework argues that effective use of technology in teaching depends on the interaction of a teacher's knowledge of technology, pedagogy and content, not on technical skill alone (Mishra and Koehler, 2006). Together these frameworks suggest that the extent of DIKSHA use will depend on how useful and easy teachers find it, where they stand in the adoption process, and whether they can connect its resources to their subject teaching.

5.2 Studies already conducted

[Summarise five to eight studies, most recent first, published after 2017 on DIKSHA or on teachers' use of digital platforms in India. Search Shodhganga, ERIC, the Indian Journal of Open Learning and NCERT journals. For each study give: author (year), title, sample and place, tool, analysis, main finding.]

Author (year)	Sample and place	Tool and analysis	Main finding
[Study 1]	[]	[]	[]
[Study 2]	[]	[]	[]
[Study 3]	[]	[]	[]
[Study 4]	[]	[]	[]
[Study 5]	[]	[]	[]

5.3 Research gap

[Close the review in four to six sentences: what the studies agree on, where they differ, and what none of them has done. That gap becomes the first reason in your rationale.]

HANDBOOK NOTE (SECTION 6, COMPONENT 4)

The review need not be exhaustive, but must contain the most pertinent and recent studies and must end with a discussion of findings and the research gaps. Only cite studies you have actually read. A reference you cannot produce at viva is a liability.

6. RESEARCH QUESTIONS

- To what extent do secondary school teachers of [District] District use the DIKSHA platform?
- For what purposes (lesson preparation, classroom teaching, assessment, own professional development) do they use it?
- What difficulties do they report in using it?
- Does the extent of use differ between male and female teachers, and between teachers of government and private schools?

7. OBJECTIVES OF THE STUDY

- To study the extent of use of the DIKSHA platform by secondary school teachers of [District] District.
- To study the purposes for which secondary school teachers use the DIKSHA platform.
- To identify the difficulties reported by secondary school teachers in using the DIKSHA platform.
- To compare the extent of use of the DIKSHA platform by male and female secondary school teachers.
- To compare the extent of use of the DIKSHA platform by secondary school teachers of government and private schools.

HANDBOOK NOTE (SECTION 6, COMPONENT 6)

Objectives flow from the research questions, are few and unambiguous, and state what the investigator is trying to investigate. Objectives 4 and 5 use "compare" because they test differences between groups. Do not write "relationship between male and female teachers": gender is a grouping variable, not a score.

8. HYPOTHESES

Objectives 1 to 3 are descriptive and fact-finding; the Handbook notes that a hypothesis may not be required where the purpose is to find facts as they exist. For Objectives 4 and 5 the following null hypotheses will be tested at the 0.05 level of significance:

- **H₀1:** There is no significant difference in the extent of use of the DIKSHA platform between male and female secondary school teachers of [District] District.
- **H₀2:** There is no significant difference in the extent of use of the DIKSHA platform between secondary school teachers of government and private schools of [District] District.

9. OPERATIONAL DEFINITIONS OF THE TERMS

- **Use of the DIKSHA platform:** the score obtained by a teacher on Part B of the DIKSHA Use Questionnaire constructed by the investigator; a higher score indicates more frequent use across more purposes.
- **Secondary school teacher:** a teacher teaching Class IX or X in a recognised secondary school of [District] District during the session [20XX-XX].
- **Type of school:** government (run by the State Government or a local body) or private (recognised and unaided), as recorded by the district education office.
- **Gender:** male or female, as self-reported by the teacher.

HANDBOOK NOTE (SECTION 6, COMPONENT 8)

An operational definition gives a concept meaning by stating how it will be measured. "Use" defined as a score on a named tool is operational; "use means utilising the platform" is not.

10. DELIMITATIONS OF THE STUDY

- The study will be delimited to secondary school teachers (Classes IX and X) of [District] District.
- It will be delimited to government and private recognised schools; aided and central government schools are excluded [or included: decide and justify].
- Use of DIKSHA will be measured through self-report on a questionnaire; actual usage logs will not be examined.
- Data will be collected during [month to month, year].

11. METHODOLOGY OF THE STUDY

11.1 Method

The descriptive survey method will be used, since the study seeks to describe an existing practice and compare groups without manipulating any variable. The Handbook (Section 6, component 7) names descriptive research as one of the five types studied in Block 2 of MES-016.

11.2 Population

All teachers of Classes IX and X in government and private recognised secondary schools of [District] District during [session] will constitute the population. [State the number of schools and teachers by type, and the source, for example the district education office or UDISE+ report for the year.]

11.3 Sample and sampling technique

The sample size will be fixed from the table of Krejcie and Morgan (1970) once the population (N) is known; for example, the table gives 217 for a population of 500. A stratified random sample will be drawn, with type of school as the stratum. Each stratum will contribute in proportion to its share of the population, using $n_h = n \times N_h / N$, where n_h is the sample from stratum h, N_h the population of that stratum, n the total sample and N the total population. Teachers within each stratum will be selected by simple random sampling from school staff lists.

Stratum	Population (N_h)	Share of N	Sample (n_h)
Government schools	[]	[] per cent	[]
Private schools	[]	[] per cent	[]
Total	$N = []$	100 per cent	$n = []$

HANDBOOK NOTE (SECTION 6, COMPONENT 7B; SECTION 7)

The Handbook sets no minimum sample size. It requires you to describe the population, the unit, the size and structure of the sample, and to justify the choice. Proportional stratified allocation follows the Handbook's own worked example (Table 2, 25 per cent from each stratum).

12. TOOL AND TECHNIQUES OF DATA COLLECTION

A **DIKSHA Use Questionnaire** will be constructed by the investigator, since no standardised tool matching the objectives is available to the investigator [check this claim during your review; if you find a standardised tool, name it and report its reliability, validity and norms instead]. It will have four parts:

- **Part A:** background information (gender, type of school, teaching experience, subject taught).
- **Part B:** extent of use, 20 closed items on a five-point frequency scale (Never, Rarely, Sometimes, Often, Always) covering lesson preparation, classroom teaching, assessment and professional development (Objectives 1, 2, 4, 5).
- **Part C:** difficulties, a checklist of 10 items with Yes/No responses (Objective 3).
- **Part D:** two open-ended questions on benefits and suggestions.

Construction will follow the Handbook's guidance on questionnaires: every item will reflect an objective; leading, double-barrelled and double-negative items will be avoided; the draft will be given to at least three experts in educational technology for their comments and revised in their light (content validity); and it will be tried out on a small group of teachers outside the sample. Reliability of Part B will be estimated by the split-half method with the Spearman-Brown correction.

13. PROCEDURE OF DATA COLLECTION

After approval of the proposal, permission will be obtained from the heads of the sampled schools. The investigator will administer the questionnaire in person, explain its purpose, obtain the teacher's consent, and assure anonymity: no name will be recorded, and responses will be used only for this study. Completed questionnaires will be collected on the same day wherever possible. Data collection is planned for [month to month].

14. METHOD OF DATA ANALYSIS

Each technique is tied to the objective it serves, as the Handbook requires (Section 6, component 7d):

Objective	Data	Technique	Why this technique
1 Extent of use	Part B total score	Mean, SD, percentage of teachers at low, moderate and high use	Describes the level and spread of use
2 Purposes	Part B items by purpose	Frequency and percentage	Shows which purposes dominate
3 Difficulties	Part C checklist; Part D	Frequency and percentage; content analysis of open responses	Counts reported difficulties; categorises open answers
4 Gender (H_01)	Part B score by gender	t-test for independent samples	Compares two group means on a score
5 Type of school (H_02)	Part B score by school type	t-test for independent samples	Compares two group means on a score

The level of significance will be 0.05. [If the score distribution is clearly non-normal, state that the Mann-Whitney U test will be used instead; the Handbook lists it among the tests used in educational research.]

15. EXPECTED OUTCOMES AND EDUCATIONAL IMPLICATIONS

The study is expected to give a district-level picture of how far and for what purposes secondary teachers use DIKSHA, the difficulties that limit use, and whether gender or type of school makes a difference. If differences are found, the results can guide school heads and district officers in targeting training and support; if none are found, the results would suggest that barriers lie elsewhere, for example in connectivity or subject-specific content.

16. PROPOSED CHAPTERISATION AND TIME FRAME

Chapter	Content
I	Introduction, including review of related literature, research questions, objectives, hypotheses, definitions and delimitations
II	Methodology: method, population, sample, tool construction, procedure, analysis
III	Analysis and interpretation of data
IV	Summary, findings, conclusions, educational implications and suggestions for further research
	References and appendices (tool, permission letters)

Month after approval	Work
1 and 2	Tool construction, expert review, try-out, reliability
3	Data collection
4	Scoring, analysis
5 and 6	Writing, guide review, corrections, binding and submission

PLANNING AID, NOT AN IGNOU RULE

The time frame is a planning suggestion. Submission dates are notified by your Regional Centre; confirm them there. Approval time also varies by Regional Centre, so submit the proposal early.

17. REFERENCES

CIET-NCERT. (2023). *Online training on Digital Infrastructure for Knowledge Sharing - DIKSHA*. Central Institute of Educational Technology, NCERT.
https://ciet.ncert.gov.in/activity/web_diksha

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- Indira Gandhi National Open University. (2009). *Handbook on dissertation work: MESP-001 Dissertation, Master of Arts (Education)*. School of Education, IGNOU.
- Krejcie, R. V., and Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Ministry of Education. (n.d.). *About DIKSHA*. Government of India.
<https://diksha.gov.in/about/>
- Mishra, P., and Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.
- [Add every study cited in Section 5.2, in the same style, in alphabetical order.]

HANDBOOK NOTE (SECTION 6, COMPONENT 8)

Report every author cited, and the books and journals consulted. For how to write references, the Handbook refers to Unit 23 of MES-016.