

READ THIS FIRST

This file is a study reference made by ignouproject.com, an independent service that is not affiliated with or endorsed by IGNOU. It shows how a Research-stream proposal for the MADE project course MDEP-520 can be laid out. It is not a proposal you can submit. IGNOU requires the learner's own original work, and the proposal you send must describe your own study.

What it is built on. The nine-field "Template for Project Proposal" in the MDEP-420 Project Work handbook (Handbook on Project Work, STRIDE, IGNOU, revision 2010, printed April 2011, eGyanKosh handle 123456789/42131). The official MDEP-520 course page on ignou.ac.in, read in October 2026, still uses that handbook's purpose and objectives. No separate MDEP-520 handbook was found.

What is left for you. Every item in [square brackets] is a fact only you can supply: course code, study centre, Regional Centre, session, population size, sample size, the studies you have read. No figures, findings or data are given here, because data can only come from your own fieldwork.

Rules the handbook sets for the proposal. About 500 words. Four objectives or fewer. A hypothesis only if your study needs one; it may be written as research questions. If there is field work, state the population and the proposed sample size.

Send with it. The Appendix 3 "Proforma for Approval of M.A. (DE) Project Proposal" (handbook page 81), every entry filled in, signed and dated by you. The handbook routes proposal and proforma to the Course Coordinator of the project course at STRIDE, IGNOU, Maidan Garhi, New Delhi 110068. The handbook prints Block 14; STRIDE's 2026 documents give Block 16. Confirm the current address and course code with STRIDE before posting.

Other streams. A Training-stream proposal covers: introduction to the training area, objectives, preliminary training needs assessment, preliminary training design (sessions, duration, resource persons), evaluation strategy, and implications for your institution. A Material Development proposal covers: introduction to the chosen medium, objectives, technologies to be used, blueprint of the instructional design, and implications of the medium for distance learners.

PROJECT PROPOSAL

MDEP-520 Project Work, Master of Arts (Distance Education)

Stream: Research

Name: [Your name] | Enrolment No.: [] | Study Centre: [] | Regional Centre: []

Enclosure: Appendix 3 proforma, filled in, signed and dated by the learner

Proposal Details	Specific Comments from the Supervisor
1. Title of the Project Work Tutor Comments on Assignment Responses in [Course Code]: A Content Analysis at [Study Centre Name], [Regional Centre]	
2. Introduction / Background In open and distance learning the evaluated assignment is one of the few channels through which a tutor teaches an individual learner. Holmberg (1995) treats such written exchange as part of a guided didactic conversation, and Hattie and Timperley (2007) separate feedback about the task, the process, self-regulation and the person, showing that these levels do not help learning equally. The MDEP-420 handbook lists critical analysis of assignment responses as a suggested topic under Theme 3. At [Study Centre Name] there is no documented account of what kind of comments learners of [Course Code] actually receive, or whether the comments explain the grade. [Add two or three studies on tutor comments in distance education that you have read yourself, with author and year.]	

Proposal Details	Specific Comments from the Supervisor
3. Objectives of the Study (i) To classify the comments written on evaluated assignment responses in [Course Code] by feedback level. (ii) To examine whether the comments explain the grade awarded. (iii) To study learners' perceptions of the usefulness of the comments they received. (iv) To suggest brief comment-writing guidelines for academic counsellors at [Study Centre Name].	
4. Hypotheses (if any) No hypothesis is proposed for this descriptive study. Research questions: RQ1. What levels of feedback appear in the comments? RQ2. How often do comments give a reason for the grade? RQ3. How do learners rate the usefulness of each kind of comment?	
5. Methodology Descriptive study using content analysis and a questionnaire. Each written comment is one unit of analysis, coded into the four feedback levels with a scheme defined before coding. The investigator codes the material twice, [interval] apart, to check consistency. A learner questionnaire is adapted from the examples in Part D of the handbook [name the items adapted]. Frequencies and percentages are reported, with a cross-tabulation of comment level by grade band. Copies of evaluated assignments are collected only with each learner's written consent, and names and enrolment numbers are removed before coding.	

Proposal Details	Specific Comments from the Supervisor
6. Population and Sample Population: learners of [Programme] at [Study Centre Name] who submitted [Course Code] assignments for the [Session] session: [N, from study centre records]. Sample: [n] evaluated assignment responses chosen by [simple random / systematic] sampling, and [n] of the same learners for the questionnaire. [State why this sample size is feasible within your time.]	
7. Implications of the Study The study can give counsellors at [Study Centre Name] evidence on which comments learners find useful, and can inform the Study Centre's orientation of new counsellors. Without such a study, guidance on comment writing at the centre rests on assumption rather than on the comments learners actually receive.	
8. Tentative Chapterization Chapter 1 Introduction (background, rationale, relevance to distance education). Chapter 2 Objectives and Likely Outcome. Chapter 3 Review of Earlier Research. Chapter 4 Method of Study. Chapter 5 Analysis of Data and Findings. Chapter 6 Summary, Insights and Implications for Distance Education. Bibliography. Appendices.	

Proposal Details	Specific Comments from the Supervisor
9. References and Bibliography Hattie, J., & Timperley, H. (2007). The power of feedback. <i>Review of Educational Research</i>, 77(1), 81-112. https://doi.org/10.3102/003465430298487 Holmberg, B. (1995). <i>Theory and practice of distance education</i> (2nd ed.). London: Routledge. Indira Gandhi National Open University. (2011). <i>MDEP-420 Project Work: Handbook on project work</i>. New Delhi: STRIDE, IGNOU. [Add the studies you cite in field 2, in the same style, alphabetically.]	

SAMPLE FOR STUDY REFERENCE
NOT FOR SUBMISSION