

A RESEARCH PROPOSAL
On
A Current Academic Status Examination (CASE)
of Rural and Urban High School Teachers

Submitted to



THE GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)
Gandhigram-624 302
Dindigul District, Tamil Nadu.

Under the Scheme of



Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)

Department of Higher Education
Ministry of Human Resources and Development
Government of India
New Delhi.

Submitted by

Dr. S. Sherlin

Assistant Professor in Physical Science



[Signature]
Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
(Re-accredited (3rd Cycle) by NAAC at 'A' Grade with CGPA: 3.67)
Palayamkottai-627 002.

From

13-02-2019

Dr. S. Sherlin
Assistant Professor in Physical Science
St. Xavier's College of Education (Autonomous)
Palayamkottai.

To

Project Coordinator
MHRD, School of Education under PMMMNMTT
Department of Education
The Gandhigram Rural Institute - (Deemed to be University)
Gandhigram-624302, Tamil Nadu.

Respected Sir/Madam,

Sub: Applying for Minor Research Project on "A Current Academic Status Examination (CASE) of Rural and Urban High School Teachers".

Ref: Your advertisement in the website www.ruraluniv.ac.in

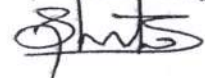
St. Xavier's College of Education established in 1950 has set its mark of excellence in the educational map of India. Our college offers B. Ed., M. Ed., M. Phil., and Ph. D. in education. Being an autonomous institution since 2006, NAAC re-accredited our college with 'A' grade, with CGPA of 3.67 for a period of five years from 2012-'13 and has extended the validity of the given status to our college for two more years. The college has produced 390 M. Phil., and 112 Ph. D. scholars in education.

As per the information and guidelines available in the website, I am applying for a minor project entitled, "A Current Academic Status Examination (CASE) of Rural and Urban High School Teachers" along with the necessary documents. Kindly consider and do the needful.

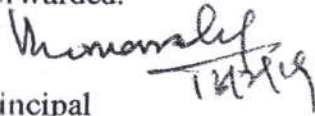
Thanking you

Yours faithfully,

Incl.: Application Form, Proposal and other relevant documents



Forwarded:


Principal

Principal
St. Xavier's College of Education
(Autonomous)

GANDHIGRAM RURAL INSTITUTE (Deemed to be University)

GANDHIGRAM – 624 302, DINDIGUL DISTRICT, TAMILNADU

(Ministry of Human Resource Development, Government of India)

Accredited by NAAC with 'A' Grade (3rd Cycle)

SCHOOL OF EDUCATION

Under the Scheme of PMMMNMTT

Application for Research Projects (Minor)

1.	Name of Principal Investigator (PI)	Dr. S. Sherlin
2.	Present Position and Institutional Address of the organization of the Principal Investigator /Co-Investigator (telephone/mobile/ E- mail id must be written clearly)	Assistant Professor in Physical Science, St. Xavier's College of Education (Autonomous), [Re-Accredited (3rd Cycle) by NAAC at 'A' Grade with CGPA:3.67] Palayamkottai, Tirunelveli, Tamil Nadu - 627 002. Telephone: 0462-2577630 Mobile No. : 9443517787 E-Mail: sherlin27ss@gmail.com
	Mailing Address	Assistant Professor in Physical Science, St. Xavier's College of Education (Autonomous), Palayamkottai, Tirunelveli, Tamil Nadu - 627 002.
3.	Date of Birth and Age (PI & C PI)	12-05-1983, 35
4.	Gender	Male
5.	Category to which the PI belongs: (Tick one or more boxes, as applicable. Enclose relevant certificates, (if any))	OBC
6.	University/Institutes where the project would be located Give complete address.	Assistant Professor in Physical Science, St. Xavier's College of Education (Autonomous), Palayamkottai, Tirunelveli, Tamil Nadu - 627 002. Phone no. Fax: 0462-2577631 Email: sxcdn@edu.in Website: www.sxcdn.edu.in

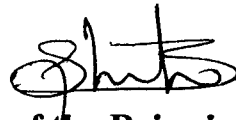
7.	Type of Institution where the project will be located and administered	Government Aided College (Autonomous)
8.	Educational Qualification and academic attainment of the PI& Co PI (Please enclose a brief academic CV as in annexure II)	M. Sc., M. Ed., M. Phil., NET, Ph. D. Annexure II Enclosed
9.	Indicate if PI has received any Other Research grant previously from PMMMNTT of other Institutions? Those scholars, who have ongoing Research Projects (Major/Minor and Research Programme) as Main Project Director need not apply (Please tick)	Nil
10.	If completed, specify (clearly mention the title of the study)	-
11.	Title of the Project Proposal (Brief Abstract of the proposal in 1500 words as per Annexure 1)	Annexure I Enclosed
12.	Discipline(s) of the proposed Research Studies (Kindly indicate)	Quality Enhancement (skill/capacity/creativity) in Teaching and Teachers
13.	Estimated Budget and duration of the study (Please provide detailed estimate of the budget in a separate sheet. Please follow the norms provided in the guidelines)	Budget (In Rs.) 4,72,500/- Duration (isn 12 months months)

DECLARATION

If any of the above information supplied by me is proved to be incorrect, my project may be cancelled.

Place: Palayamkottai

Date: 13-02-2019.



Signature of the Principal Investigator



Signature of the Forwarding Authority

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

RESEARCHPROPOSAL

Discipline of the Project

Education: Quality Enhancement (skill/capacity/creativity) in Teaching and Teachers

Title

A Current Academic Status Examination (CASE) of Rural and UrbanHighSchool Teachers

Introduction and / or Statement of the Problem

The constant growth of education, ever since the dawn of civilization until the present times has made man realizing the inevitability of development of education for man's living and it is for this reason, man has been directly or indirectly educating every individuals and it has enabled him to meet with the changing demands and challenges of life. There can be none on earth who has not ever never been a student or learner under a teacher for some time or more. It is from the teachers we have learnt almost everything in life next to the parents. National Policy on Education (1986) while defining the role of teachers asserts that their principal role is and will always be teaching and guidance of their pupils, not only through classroom instruction and tutorials but through numerous other ways. To perform these valuable tasks a teacher must an epitome and embodiment of all the possession of good qualities, values and attitudes, for the world looks on him as a role model.

In this research, the investigator wants to analyse the present academic status of the teachers. The evolution of science and technology result in changes and so the teachers have to update themselves regularly in all areas irrespective of their subjects. Updating must be happen not only in the knowledge level but also in the application of knowledge, development of skills, in terms of their professionalism, teaching competence and so we can expect a positive progress in the teaching-learning process as well as teachers can work with job satisfaction and thus ultimately we can realise and achieve the aims of education with ease.

Aims and/or Objectives of the Study

General Objective

1. To construct and validate a tool for academic status of high school teachers.
2. To find out the level of academic status of rural high schoolteachers.

3. To find out the level of academic status of urban high school teachers.
4. To find out the difference between rural and urban high school teachers in their academic status.

Specific Objectives

1. To find out whether there is any significant difference in the academic status of rural and urban high school teachers with respect to the background variables to be selected.

Conceptual Framework

In this study academic status assumes to include teachers knowledge and usage of Information and Communication Technology in their teaching, professional and skillful in the present context, employing the available resources and ability to create their own resources, personality and competency of the teacher to face the challenges of the 21st century classrooms. Academic status of the teacher can also be viewed in terms of their academic performance. Academic performance is the extent to which a teacher or institution has achieved their short or long-term educational goals. It describes how well a teacher performs in school with their subject in particular and overall in general. Academic status mirrors the quality of the teacher to fit him(her)self in the changing scenario of educational expertise.

In this study, academic status convey the acceptable standards of teachers in their teaching, knowledge and facilities they expressed and so they can easily accomplish the educational benchmarks that again enable them to move up in the ladder of academic achievement/ performance.

Based on this conceptual frame work, the investigator decided to fix the following dimension such as *Knowledge and Usage of ICT, Availability and Usage of other Resources, Professional and Skillful Updateness, Academic Competency, Self-initiations and Job Satisfaction* in the academic status, so that it may give a complete picture of an ideal teacher suitable for the 21st century. They are as follows:

➤ Knowledge and Usage of ICT

Information and Communication Technology is defined as a diverse set of technological tools and resources used to create, communicate, disseminate, store and manage information. In the present study knowledge refers to the information,

understanding and skills of ICT that the teachers gained through education, experience and training and usage is referred as the ways in which the knowledge of ICT is used for academic purposes by the teachers. Recently the government also introduced the bar code scanner and reader technology for the animated version of the schools content and so the investigator wants to analyse to what extent the teachers are expertise and effectively use this technology in their teaching process.

➤ **Availability and Usage of other Resources**

Resources both men and materials are inevitable for any educational enterprises. The quality of teaching and learning is assessed in terms of the proper availability and effective utilization of the men and materials resources. Materials resources of any school includes classrooms, textbooks, instructional materials and/or AV aids, registers and records, library with sufficient number of books, play grounds with sports and games kits, special equipment for disabled students, laboratories, toilet facilities, drinking water facilities, parking space etc are more important.

➤ **Professionalism and Skillful Updateness**

Professionalism' refers to that peculiar nature of a specific occupation which entails, for commencement as well as continuation, maintenance, individually and collectively, of certain standards in relation to knowledge, skills and behaviour, which standards are such that they ensure the user of the services the profession provides a high, expected and usually objectively measurable level of competence and commitment, and which standards afford the profession a legitimated status, established right to privileged communication and relatively great autonomy, on the basis of the general confidence in the individual and collective maintenance of standards in the profession, from societal supervision or control. Professionalism of teacher is a bundle of the following concepts: a focused approach, pride in what one is doing i.e., teaching, confident, competent, motivation towards a particular goal, accountability, respect for people, irrespective of rank, status and gender, responsibility while on the path to earn, commitment toward and deed control of emotions.

Skill is the ability to carry out a task with determined results often within a given amount of time, energy or both. Skills can often be divided into hard skills and soft skills and 21st century gives preference for the soft skills. These two components namely skills

and professionalism are very much needed for the teachers as they contribute much to excel in the teaching profession, since teaching is a skillful profession.

➤ **Academic Competency**

Academic competency or teaching competency is the ability of a teacher manifested through a set of overt teacher classroom behaviours which is a resultant of the interaction between the presage and the product variables of teaching within a social setting. In other words, it is a set of observable teacher behaviours that bring about pupil learning. It refers to the effective performance of all observable teacher behaviours that bring about desired positive teacher outcomes.

➤ **Self-initiations**

Self-initiated is something started by him/herself towards the attainment of goals. Self-initiation is a rite of passage marking entrance or acceptance into a group or society. In teaching-learning context self-initiations refers to the informal activities carried out by the teacher which are very fundamentally contributed much for the formal education. So the students are directly or indirectly benefited from these initiations of the teachers like improvised apparatus, self-instructional materials, club activities etc. In an extended sense it can signify some transformation in the students'. The duties and responsibilities of a teacher calls much for any kind of self-initiation by the teacher and it is considered as the need of the hour in the teaching-learning process.

➤ **Job Satisfaction**

Job satisfaction is defined as the extent to which an employee feels self-motivated, content and satisfied with his/her job. It is the feeling of contentment or a sense of accomplishment, which an employee derives from his/her job. It is a result of appraisal that causes one to attain their job values or meet out their basic needs. It helps in determining, to what extent a person likes or dislikes his/her job. Job satisfaction happens when an employee feels he or she is having job stability, career growth and a comfortable work life balance. It is a measure of teachers' contentedness with their job, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision.

Operational Definitions

Academic Status

According to this study, academic status refers to teachers' knowledge and usage of Information and Communication Technology in their teaching, professional and skillful in the present context, employing the available resources and ability to create their own resources, personality and competency of the teacher to face the challenges of the 21st century classrooms.

Rural High School Teachers

Rural high school teachers are the teachers those who work in high schools located outside towns and cities.

Urban High Schools Teachers

Urban high school teachers are the teachers those who work in high schools located at towns and cities.

Research Questions or Hypotheses

1. There is no significant difference in the academic status of rural and urban high schools teachers with respect to the background variables to be selected.

Review of Literature

Crossman, Alf and Harris, Penelope (2006) conducted a study on job satisfaction of secondary school teachers. The results indicated a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant difference in satisfaction was found when the data were analyzed by age, gender and length of service.

Amaladoss, Xavier (2009) conducted a study on relationship between job satisfaction and teaching competency. Findings revealed that, the level of teaching competency of postgraduate chemistry teachers were found to be average. It also showed that, there was no significant relationship between the different levels of competency of postgraduate chemistry teachers' and job satisfaction.

Bruhwieler, Christian and Blatchford, Peter (2011) conducted a study on effects of class size and adaptive teaching competency on classroom processes and academic outcome. From the result it was clear that, smaller classes led to higher academic learning progresses, better knowledge of students, and better classroom processes. Adaptive teacher competency remained relevant in smaller classes, that is, class size and teacher quality were independently important.

Convey, John (2014) conducted a study on motivation and job satisfaction of catholic school teachers. The study results revealed that the school's academic philosophy and its environment were important predictors of the teachers' satisfaction with their work with students and with their relationships with administrators and other teachers. The results of the study confirm the importance of a religious factor as an important motivator for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction.

Sener, Gonul and Boydak Ozan, Mukadder (2017) conducted an investigation of job satisfaction levels of school administrators and teachers. It was concluded in the research that the job satisfactions of administrators and teachers regarding the management, additional payment, reward, working conditions, workmates, the job itself and communication were mainly at medium-level, and their satisfactions regarding wage and promotion were at low level. The satisfaction or dissatisfaction experienced by school administrators and teachers while working affect the structure and functioning of the school in which they work. Accordingly, it is necessary to establish a school environment in which the job satisfactions of school administrators and teachers are ensured for educational organizations to achieve their objectives.

Kurt, Neslihan and Demirbolat, Ayse Ottekin (2019) investigated of the relationship between psychological capital perception, psychological well-being and job satisfaction of teachers. It was determined that teachers' psychological capital perception was "good" and their job satisfaction and psychological well-being are "high". According to the results of the analysis by means of structural equality modeling, it was determined that teachers' psychological capital perception affects their job satisfaction and psychological well-being levels positively and predicts them significantly; and it was also determined that job satisfaction has a partial mediator role in the relationship between teachers' psychological capital perception and their psychological well-being.

From the reviews of related studies the investigator could not find any direct study on the selected variable namely academic status, but can identify some studies on the topics job satisfaction, teaching competency and knowledge of ICT and the investigator assumed these as the dimension of academic status. In these study results also there were some contradicting findings available which arouse curiosity in the investigator and made him to go deep into his research in this area. These reviews also vary in terms of population, sample and tools. So after a careful analysis, the investigator decided to precede his investigation on the topic, “A CASE of Rural and Urban High School Teachers”. Here CASE refers to Current Academic Status.

Scope of the Study

The proposed study covers teachers who are working in the schools of Tirunelveli revenue district of Tamil Nadu state. This study specifically focuses on the comparison of their academic status in terms of rural and urban schools.

Methodology

Research Design

Normative survey method will be chosen as the research design to collect the data from the selected sample of the population. Survey is concerned with describing, recording, analyzing and interpreting conditions that either exist or existed (Kothari, 2006). In a survey method, the researcher is concerned with conditions or relationships that exists, practices that prevail, beliefs, points of view or attitudes that are held, process that are going on, influences that are being felt and trends that are developing. By analysis the nature of the undertaken study and the theoretical orientation of various research methods, the investigator confirmed that survey method will be more suitable to study the problem in hand.

Population

Population is a group of individuals that have one or more characteristics in common. The population may be all the individuals of the particular type of a more restricted part of the group (Best and Khan, 2003).

Population of the present study consisted of all the teachers working in the high schools of Tirunelveli revenue district of Tamil Nadu state.

Sample

A sample is a small proportion of a population selected for observation and analysis by observing the characteristics of the sample; one can make certain inference about the characteristics of the population from which it is drawn (Aggarwal, 2002).

By collecting the number of teachers working in the schools of Tirunelveli, the investigator would like to select one fourth of the total population as the sample using stratified sampling technique.

Tools to be Used

For this present investigation, the investigator would like to collect the data using the following tool.

- i) Academic Status Scale (ASS) to be developed and validated by the investigator with the proposed dimension namely Knowledge and Usage of ICT, Availability and Usage of other Resources, Professional and Skillful Updateness, Academic Competency, Self-initiations and Job Satisfaction.

Statistical Techniques to be Used

The investigator will use the following statistical techniques for the purpose of analyzing the data.

- i. Percentage Analysis
- ii. Arithmetic Mean
- iii. Standard Deviation
- iv. 't'-test
- v. ANOVA

Relevance and Justification of the Study

Teaching is a skill based profession. Teachers must be skillful, and only then, they can perform well in their profession. But mere skill won't help them; along with the skills they must have sound knowledge in their subject with latest information, applicable gen and recent trends in the use of technology in classroom teaching, maximum utilization of the men and material resources available in their schools for teaching purpose, thirst for improvisation through initiation, ability to perform depends on the needs of the learner in specific and nation in general and fascinate the students through his affective personality. Thematically we can list down the number of to be expected or needed qualities of

teachers. But, virtually how much or to what extent these are possessed by the teachers is a really a research question. Teachers must have or develop these to meet the educational needs of the students and maintain interest among the students, so that they can easily achieve the expected outcome. The 21st century brings a new face to the classroom, learners, teachers as well as education. Teaching will be effective and excellent only when teachers have the capacity of integrating all these components in their profession to make them outfit as a 21st century teacher. We always move towards a better future and for that the knowledge of the present is inevitable. By keeping this broad thinking in the mind, the investigator carefully analysed, synthesised and realized the importance of this study, and so want to study the academic status of teachers in the present context and compare it under rural and urban areas.

Anticipated / Expected Outcomes from the Research

By analysing and evaluating the present academic status of the schools teachers, the investigator will come to know the pros and cons of the existing educational practices specifically in rural areas, its effects and affects with students, teachers, parents and community and educational system and so can recommend to the responsible authorities to revamp or renew the policies, curriculum and the related issues in school education and can rectify the flaws of the school education system if any or if needed and can recommend to promote the best practices that has to be followed with courage and confidence. Based on this intention the copy of the report can be submitted to the Chief Minister of Tamil Nadu, education minister for schools, education secretaries for school education, authorities of Directorate of School Education, Directorate of Elementary Education, Directorate of Matriculation Schools, State Council of Education Research and Training, Directorate of Government Examinations, Teachers Recruitment Board, Tamil Nadu Text Book and Educational Services Corporation.

Tentative Chapterisation

Chapter I	–	Introduction and Conceptual Framework
Chapter II	–	Review of Related Literature
Chapter III	–	Research Methodology
Chapter IV	–	Data Analysis and Interpretation
Chapter V	–	Major Findings, Recommendations and Implications

Time Frame

S. No.	Items	Time needed (in Months)
1.	Review of Related Literature	2 months
2.	Preparation of Tools	3 months
3.	Collection of Data	3 months
4.	Writing of Report	3 months
5.	Typing, Proof Reading and Printing	1 month
Total		12 months

Estimated Budget

S. No.	Expenditure Heads	Total Budget (inRs.)
1.	Research Staff:Hired Services	1,35,000/-
2.	Fieldwork: Travel/Logistics/Boarding, etc.	1,57,500/-
3.	Equipment: Computer, printer etc. Books/Journals/ Source Material/Software and Data Sets, etc.	90,000/-
4.	Contingency	45,000/-
5.	Publication of Report	22,500/-
6.	Institutional Overheads (over and above the total cost of the project to be paid to public funded institutes only)	22,500/-
Total		4,72,500/-

Bibliography

Aggarwal, J. C. (2008). *Teacher and Education in Developing Society*. Delhi: Vikas Publishing House.

Alf , Crossman and Penelope, Harris (2006). Job satisfaction of secondary school teachers. *Educational Management Administration & Leadership*, v34, n1, p29-46.

Best, W. John and Khan, James V. (1977). *Research in Education*. New York: Prentice Hall of India. Pvt. Ltd.

Chaube, S. P and Chaube, A. (2002). *Foundations of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

- Christian, Bruhwiler and Peter, Blatchford (2011). Effects of Class Size and Adaptive Teaching Competency on Classroom Processes and Academic Outcome. *Learning and Instruction*, v21, n1, p 95-108.
- Gonul, Sener and Mukadder, BoydakOzan (2017). An investigation of job satisfaction levels of school administrators and teachers. *Online Submission*, European Journal of Education Studies, v3, n3, p297-311.
- John, Convey (2014). Motivation and job satisfaction of catholic school teachers. *Journal of Catholic Education*, v18, n1, Article 2.
- Kothari, C. (2004). *Research Methodology, Methods & Techniques* (2nded.). New Delhi: New Age International Publishers.
- Kurt, Neslihan and Demirbolat, AyseOttekin (2019). Investigation of the Relationship between Psychological Capital Perception, Psychological Well-Being and Job Satisfaction of Teachers. *Journal of Education and Learning*, v8, n1, p87-99.
- Raj, Haseen (2005). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Sharma, R. A. (2008). *Advanced Statistics in Education and Psychology*. Meerut: R Lall Book Depot.
- Xavier, Amaladoss (2009). Relationship between Job Satisfaction and Teaching Competency. *Research and Reflections on Education*. v7, n2, p 22-23.

Appendices

Attached as per the application form

Annexure - I

Discipline of the Project

Education

Title

A Current Academic Status Examination (CASE) of Rural and Urban High School Teachers

Aims and/or Objectives of the Study

General Objective

1. To construct and validate a tool for academic status of high school teachers.
2. To find out the level of academic status of rural high school teachers.
3. To find out the level of academic status of urban high school teachers.
4. To find out the difference between rural and urban high school teachers in their academic status.

Specific Objectives

1. To find out whether there is any significant difference in the academic status of rural and urban high school teachers with respect to the background variables to be selected.

Statement of the Problem

In this research, the investigator wants to analyse the present academic status of the teachers. The evolution of science and technology result in changes and so the teachers have to update themselves regularly in all areas irrespective of their subjects. Updating must be happen not only in the knowledge level but also in the application of knowledge, development of skills, in terms of their professionalism, teaching competence and so we can expect a positive progress in the teaching-learning process as well as teachers can work with job satisfaction and thus ultimately we can realise and achieve the aims of education with ease.

Overview of Literature

From the reviews of related studies the investigator could not find any direct study on the selected variable namely academic status, but can identify some studies on the topics job satisfaction, teaching competency and knowledge of ICT and the investigator assumed these

as the dimension of academic status. In these study results also there were some contradicting findings available which arouse curiosity in the investigator and made him to go deep into his research in this area. These reviews also vary in terms of population, sample and tools. So after a careful analysis, the investigator decided to precede his investigation on the topic, “A **CASE** of Rural and Urban High School Teachers”.

Conceptual Framework

In this study academic status assumes to include teachers knowledge and usage of Information and Communication Technology in their teaching, professional and skillful in the present context, employing the available resources and ability to create their own resources, personality and competency of the teacher to face the challenges of the 21st century classrooms. Academic status of the teacher can also be viewed in terms of their academic performance. In this study, academic status convey the acceptable standards of teachers in their teaching, knowledge and facilities they expressed and so they can easily accomplish the educational benchmarks that again enable them to move up in the ladder of academic achievement/ performance. Based on this conceptual frame work, the investigator decided to fix the following dimension such as Knowledge and Usage of ICT, Availability and Usage of other Resources, Professional and Skillful Updateness, Academic Competency, Self-initiations and Job Satisfaction in the academic status, so that it may give a complete picture of an ideal teacher suitable for the 21st century.

Operational Definitions

Academic Status

According to this study, academic status refers to teachers’ knowledge and usage of Information and Communication Technology in their teaching, professional and skillful in the present context, employing the available resources and ability to create their own resources, personality and competency of the teacher to face the challenges of the 21st century classrooms.

Rural High School Teachers

Rural high school teachers are the teachers those who work in high schools located outside towns and cities.

Urban High Schools Teachers

Urban high school teachers are the teachers those who work in high schools located at towns and cities.

Research Questions or Hypotheses

1. There is no significant difference in the academic status of rural and urban high schools teachers with respect to the background variables to be selected.

Methodology

Research Design

Survey is concerned with describing, recording, analyzing and interpreting conditions that either exist or existed (Kothari, 2006). By analysis the nature of the undertaken study and the theoretical orientation of various research methods, the investigator confirmed that survey method will be more suitable to study the problem in hand.

Population

Population of the present study consisted of all the teachers working in the high schools of Tirunelveli revenue district of Tamil Nadu state.

Sample

By collecting the number of teachers working in the schools of Tirunelveli, the investigator would like to select one fourth of the total population as the sample using stratified sampling technique.

Tools to be Used

For this present investigation, the investigator would like to collect the data using the tool Academic Status Scale (ASS) to be developed and validated by the investigator with the proposed dimension namely Knowledge and Usage of ICT, Availability and Usage of other Resources, Professional and Skillful Updateness, Academic Competency, Self-initiations and Job Satisfaction.

Statistical Techniques to be Used

The investigator will propose to use Percentage Analysis, Arithmetic Mean, Standard Deviation, 't'-test and ANOVA as the statistical techniques for the purpose of analyzing the data.

Implications

By analysing and evaluating the present academic status of the schools teachers, the investigator will come to know the pros and cons of the existing educational practices specifically in rural areas, its effects and affects with students, teachers, parents and community and educational system and so can recommend to the responsible authorities to revamp or renew the policies, curriculum and the related issues in school education and can rectify the flaws of the school education system if any or if needed and can recommend to promote the best practices that has to be followed with courage and confidence.

References

- Aggarwal, J. C. (2008). *Teacher and Education in Developing Society*. Delhi: Vikas Publishing House.
- Alf, Crossman and Penelope, Harris (2006). Job satisfaction of secondary school teachers. *Educational Management Administration & Leadership*, v34, n1, p29-46.
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- Christian, Bruhwiler and Peter, Blatchford (2011). Effects of Class Size and Adaptive Teaching Competency on Classroom Processes and Academic Outcome. *Learning and Instruction*, v21, n1, p 95-108.
- Gonul, Sener and Mukadder, BoydakOzan (2017). An investigation of job satisfaction levels of school administrators and teachers. Online Submission, *European Journal of Education Studies*, v3, n3, p297-311.
- John, Convey (2014). Motivation and job satisfaction of catholic school teachers. *Journal of Catholic Education*, v18, n1, Article 2.

Kothari, C. (2004). *Research Methodology, Methods & Techniques* (2nded.). New Delhi: New Age International Publishers.

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Raj, Haseen (2005). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Sharma, R. A. (2008). *Advanced Statistics in Education and Psychology*. Meerut: R Lall Book Depot.

Xavier, Amaladoss (2009). Relationship between Job Satisfaction and Teaching Competency. *Research and Reflections on Education*, v7, n2, p 22-23.

Duration of the Project

S. No.	Items	Time needed (in Months)
1.	Review of Related Literature	2 months
2.	Preparation of Tools	3 months
3.	Collection of Data	3 months
4.	Writing of Report	3 months
5.	Typing, Proof Reading and Printing	1 month
Total		12 months

Personnel

Category	Qualifications	Task	Months Needed
Project Staff	M.Sc., M. Ed.	Preparation of tool and execution of project.	10 months
Research Assistant	M.Sc., M. Ed.	Assist the project staff	10 months
Typist	12 th Std.	Typing	6 months
Statistical Analyst	M. Sc. Statistics	Analysis of Data	1 month

Budget

S. No.	Expenditure Heads	Total Budget (inRs.)
1.	Research Staff: Hired Services	1,35,000/-
2.	Fieldwork: Travel/Logistics/Boarding, etc.	1,57,500/-
3.	Equipment: Computer, printer etc. Books/Journals/ Source Material/Software and Data Sets, etc.	90,000/-
4.	Contingency	45,000/-
5.	Publication of Report	22,500/-
6.	Institutional Overheads (over and above the total cost of the project to be paid to public funded institutes only)	22,500/-
Total		4,72,500/-