



# A STUDY ON TEACHERS PERFORMANCE APPRAISAL OF ELEMENTARY SCHOOL TEACHERS, TINSUKIA DISTRICT, ASSAM



A PILOT PROJECT  
CONDUCTED BY DISTRICT  
INSTITUTE OF EDUCATION  
AND TRAINING ,TINSUKIA  
2021-22

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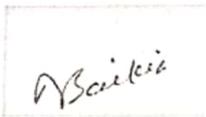
## PREFACE

High quality teaching is essential to improving student outcomes and reducing gaps in student achievement. The Teacher Performance Appraisal System provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required. By helping teachers achieve their full potential, the performance appraisal process represents one element of Ontario's vision of achieving high levels of student performance. It is a great opportunity for us to take part in this study.

This Teachers Performance Appraisal Report is a valuable document that has been prepared by Tinsukia District Coordinators with utmost sincerity and honesty to the best of our knowledge and belief. The Teachers Performance Assessment in Tinsukia district was completed according to the guidelines provided by SCERT and NCERT. I am thankful to SCERT, Assam for giving us this opportunity. I take this opportunity to thank District Coordinators Ms. Nayan Moni Borah; Lecturer, DIET Tinsukia and Mr. Dipok Borgohain; DPO (TT&P) for their active involvement in this project. I also sincerely thank each one of the team members who contributed a lot in finalizing this project within the limited time frame.

I hope this will immensely contribute towards enhancing academic need of teachers in Tinsukia District.

With regards



Mr. Nripen Saikia

Principal, DIET, Tinsukia

## ACKNOWLEDGEMENT

Teacher evaluation is a necessary component of a successful school system, and research supports the fact that “good teachers create substantial economic value.” Ensuring teacher quality with a robust, fair, research-based, and well-implemented teacher evaluation system can strengthen the teacher workforce and improve results for students. Self-assessment by teachers is fundamental to reflective practice that contributes to the professional growth of teachers. The TSAR is an assessment tool which serves as a guide for teachers to self-assess themselves and reflect on their daily teaching practices as well as on their role as a teacher.

We sincerely acknowledge the support and guidance received from the NCERT team who finally prepared these assessment rubrics.

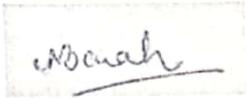
We also extend our heartfelt gratitude to the Director SCERT, Assam Dr. Nirada Devi for her initiative towards commencement of the project in reality. The research team under the guidance of joint director Dr. Jayanta Kr. Sarma sir has been instrumental towards completion of the project. It would have been imperative for our part to complete the project without his support and help. The two orientation programs under his research team made our task easy.

We sincerely thank Mr. Nripen Saikia, Principal; of DIET Tinsukia, for showing us the path to accomplish the task. Our sincere thanks goes to the senior lecturer and other lecturers of our institution who helped a lot to make the project successful. We also thank our office staff without whose help this project could not have been completed.

We sincerely thank District Elementary Education Officer Ms. Binti Sarma, Mr. Dipok Borgohain DPO (TT&P), Mr. Tridip Sharma Tamuli, DPO; SSA and all the office staff who have provided us necessary inputs and help as and when asked for. We also thank the head of the institutions for giving a chance to their teachers to attend one day online orientation program. Last but not the least our

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sincere thanks goes to the 200 teachers from 144 schools who have understood the purpose of the Teachers Self Assessment Rubrics (TSAR) and filled up with utmost sincerity and also for their co-operation during the time of observation by our faculties.



Ms. Nayan Moni Borah

District Coordinator, Tinsukia

## LIST OF ABBREVIATIONS

**B.Ed- Bachelor of Education**

**DEEO- District Elementary Education Office**

**DIET- District Institution of Education and Training**

**DPEP- District Primary Education Programme**

**DPO- District Project Officer**

**HS- High School**

**HSS- Higher Secondary School**

**IS- Inspector of Schools**

**ITI- Industrial Training Institute**

**LDA- Lower Divisional Assistant**

**LP- Lower Primary**

**MES- Middle English School**

**MVS- Middle Village School**

**NCERT- National Council of Educational Research and Training**

**RMSA- Rastriya Madhyamic Shiksha Abhiyan, Assam**

**SCERT- State Council of Education Research Training**

**SSAA- Sarva Shiksha Abhiyan, Assam**

**TSAR- Teachers self assessment Rubrics**

**UP- Upper Primary**

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## Chapter-I

### 1.INTRODUCTION:

#### 1.1 OVERVIEW:

Self-assessment is a powerful technique for improving achievement. In this article we outline a theory of teacher change that links self-assessment by teachers to their professional growth. Self-assessment helps teachers create critical reflective practice in their own actions. It strengthens teachers' own responsibility over their work and increases control and ownership of their own professional development. In addition, self-assessment helps teachers to recognize their own strengths and targets for development. Self-assessment is a process that makes one collect, record, and analyze things that happened in the lesson or in work so one can make improvements to one's own action where necessary. One key strategy for teacher's continuous professional development is self-assessment and self-reflection. Self-assessment and reflection mean critically evaluating one's own knowledge, performance, beliefs, or output, so that they can be improved or refined. With a profession as complex as teaching, self-reflection offers teachers an opportunity to think about what works and what doesn't in their own work and what is the reasoning behind their actions. Provision of a self-assessment tool contributed to teacher growth by:

- (1) Influencing the teacher's definition of excellence in teaching and increasing his ability to recognize mastery experiences;
- (2) Helping the teacher select improvement goals by providing him with clear standards of teaching, opportunities to find gaps between desired and actual practices, and a menu of options for action;
- (3) Facilitating communication with the teacher's peer; and
- (4) Increasing the influence of external change agents on teacher practice.

SCERT Assam in collaboration with Samagra Shiksha Assam has taken an initiative to conduct a pilot project of teachers performance assessment in elementary level school teachers of Assam. Therefore, in September 2021, a 3 days orientation programme was organized and Tinsukia district coordinators participated in that orientation program. In October 2021 as per SCERT guidelines a total of 218 teachers were selected from Various schools, in Tinsukia district of which 18 teachers could not participate for various reasons and hence 200 teachers were finally selected. Due to Covid-19 Pandemic, in 23/10/2021, an online orientation program was conducted by DIET, Tinsukia along with respected resource persons of DIET Tinsukia and DEEO office. After the orientation program, the questionnaire provided by SCERT were distributed among the teachers with the help of CRCC'S and some teachers took the booklets by self. The booklets were collected after assessing the legitimacy of the data by spot verification by the research teams of TPA, Tinsukia district who formed small teams to visit the respective schools. After data collection, collected data were minutely analyzed as per guidelines and a project report was prepared afterwards.

## 1.2 NEED OF THE STUDY:

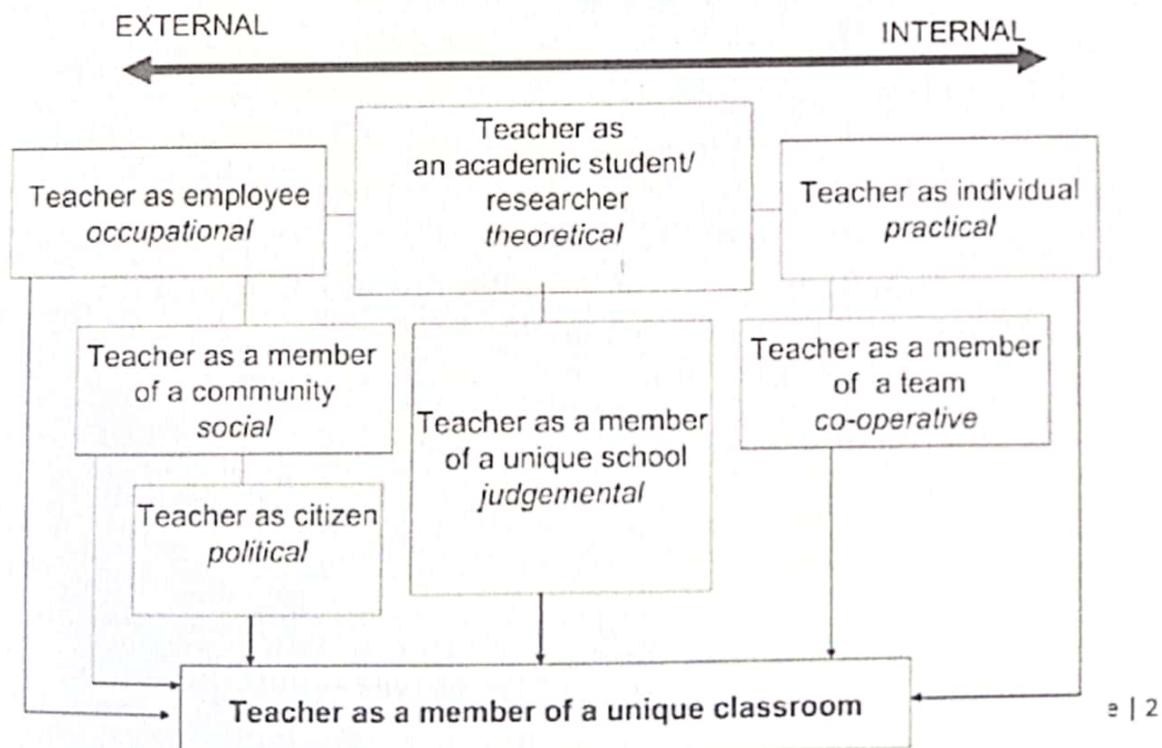


Fig.1: Illustrates the range of roles and responsibilities being expected of qualified teachers.

Source: researchgate.net

Society consists of individuals living together, working together, following set of norms, culture, values, beliefs for mutual benefits. Because here individuals live with one another, it is very important for them to be educated so that they can follow the routes of harmony and peace. Education the main source of human capital, which is essential to sustained economic growth. Education contributes to reducing poverty and birth rates, increasing health, strengthening the institutions of civil society and national capacity building; and improving governance. Realization of educational work in schools is complex activity. The difficulties of achieving educational work in schools stand in the fact that education is a category that refers to human - individuals. Starting from the fact that each individual has its own peculiarities which differ from one another then, the educational approach is different for everyone and is implemented differently. The teacher is the one who has the leading role in the realization of educational work in school. The teacher as an important factor in the realization of educational work is analysed in several dimensions. From his professional development in relation of individual change as professional and educational protagonist also in the dimension of changing the schools as an organized educational institution. This makes us know that our problems or attention focuses on: the teacher as personality, teacher to student attitude, style and his way of working, strategies and methodology that reflects teaching or teacher selects his educational work. Therefore his professional and moral preparation level should be pleasurable so that he can successfully accomplish its work. If we could look at the development of the school and the teacher's role in historical terms, we see that the function and the role of the teacher has changed as society has changed, along with the running of the school. Each profession occupies a specific niche in society - doctors heal, engineers design and bankers handle our money. Teaching, however, stands out as a subsumptive entity. Teachers are the pillar of strength, and the guiding force in students' lives. Teachers pass on values to children, prepare them for further education, and are the main contributor to good education in a society. Teachers have

the ability to shape leaders of the future in the best way for society to build positive and inspired future generations and therefore design society, both on a local and global scale. In reality, teachers have the most important job in the world. Those who have an impact on the children of society have the power to change lives. Not just for those children themselves, but for the lives of all. Teaching is a complex activity. It is a process in which students are provided with a controlled environment for interaction with the purpose to promote a definite learning in them. The environment provided to students is constituted by the content, the teacher who organizes and provides specific learning experiences, different ways and means of providing learning experiences and the school setting. All these components, called instructional components, interact in an interdependent and coordinated manner, in order to bring about the pre-specified desirable changes in the students. It is this interaction between human and non-human components that makes the process of teaching-learning a highly complex activity.

Teacher self-assessment is the process of making judgments about the appropriateness or effectiveness of one's own knowledge, performance, beliefs, products, or effects, so that they can be improved or refined. Self assessment is a common formative evaluation process all teachers carry out to form their own personal, professional knowledge and to assess their instructional effectiveness on a day-to-day basis (Schon 1987; Kremer-Hayon 1993). Teacher self-assessment is defined as "the process of self examination for the purpose of instructional self-improvement". The basic assumption in teacher self-assessment is that the teacher can function in an autonomous fashion in self-improvement activities. The teacher's ability to function in a self-directed manner is contingent upon acquiring a series of self-help skills or strategies. The purposes of teacher self-assessment are to enable the teacher to-

- Become aware of personal classroom teaching effectiveness.
- Learn how to control classroom instructional behaviours.
- Become self-directed in instructional improvement activities.

Self-assessment by teachers is fundamental to reflective practice that contributes to the professional growth of teachers. Appraisal system has various advantages pertaining to teachers if done in a constructive way it can bring a magical improvement in teacher's performance and can fuel their motivation to bring innovation in their teaching learning and self-

development. IN 2013, NCERT developed guidelines and tool for assessing the teacher's performance at the elementary level called PINDICS which helps in self assessment of teachers. The Cluster Resource Centre /Block Resource Centre or other supervisory staff can also use PINDICS for assessing the performance of teachers, supporting them through appropriate teacher development programmes, and making the teachers accountable to their responsibilities. In continuation with PINDICS, NCERT has made an effort to develop guidelines along with a tool for assessing the teacher's performance up to senior secondary level and NCERT is happy to present this document titled 'Teacher's Self Assessment Rubrics' (TSAR) to teachers and other stakeholders to use it for self assessment and further professional development activities. TSAR has been developed through a series of in- house meetings and sharing workshops with teachers, teacher educators, and other experts. Teachers Self Assessment Rubrics (TSAR) are designed with lots of deliberation among the faculties of NCERT, SCERT and Teacher Education Institutions all over the nation. Therefore its need and demand may be set to the highest in the line of assessment of teaching professionals at any level. SCERT Assam has taken initiative to conduct a study in all 23 districts of Assam as a pilot project for teachers self assessment of upper primary level teachers. In order to execute the same orientation programmes were held for two different days at conference hall of SCERT, Assam. This has shown us a road map on how to proceed ahead with the project. In the line of inputs got from the orientation programme we have taken our district to cover this assessment as a pilot project. In order to execute this pilot project in our district and 200teachers are chosen in our district.

### **1.3 OBJECTIVES:**

- (1) To examine the effect of performance related feedback on implementation of the teachers' appraisal results.
- (2) To establish the effect of teacher's attitude on appraisal scheme implementation.
- (3) To examine the problems met in performance evaluation.
- (4) To examine the role of appraisal in encouraging staff for a better performance.

#### 1.4 SCOPE OF THE STUDY:

Basically the study was carried out amongst selected Schools in Tinsukia District of Assam. Performance appraisal is the assessment of the performance of an individual in relation to the objectives, activities, outputs, and targets of a job over a given period of time. This study is taken as a pilot project to assess performance of elementary level teachers of Tinsukia District hence it is mainly concentrating in this area only. The teachers included are English, Assamese, Social Science, Mathematics and Science. From all those subject range 200 teachers are selected and their performance level is analyzed on the basis of their response against the rubrics.

The analysis will be done in the following points-

- a. Area Wise (Rural area, Urban area, Tea garden area)
- b. Subject Wise (school Wise)
- c. Total (Whole District)

After analysis of all the data it will be compiled in report form. This will at large enable us to assess the academic performance level of the teachers of Tinsukia district in various domain.

## CHAPTER-II

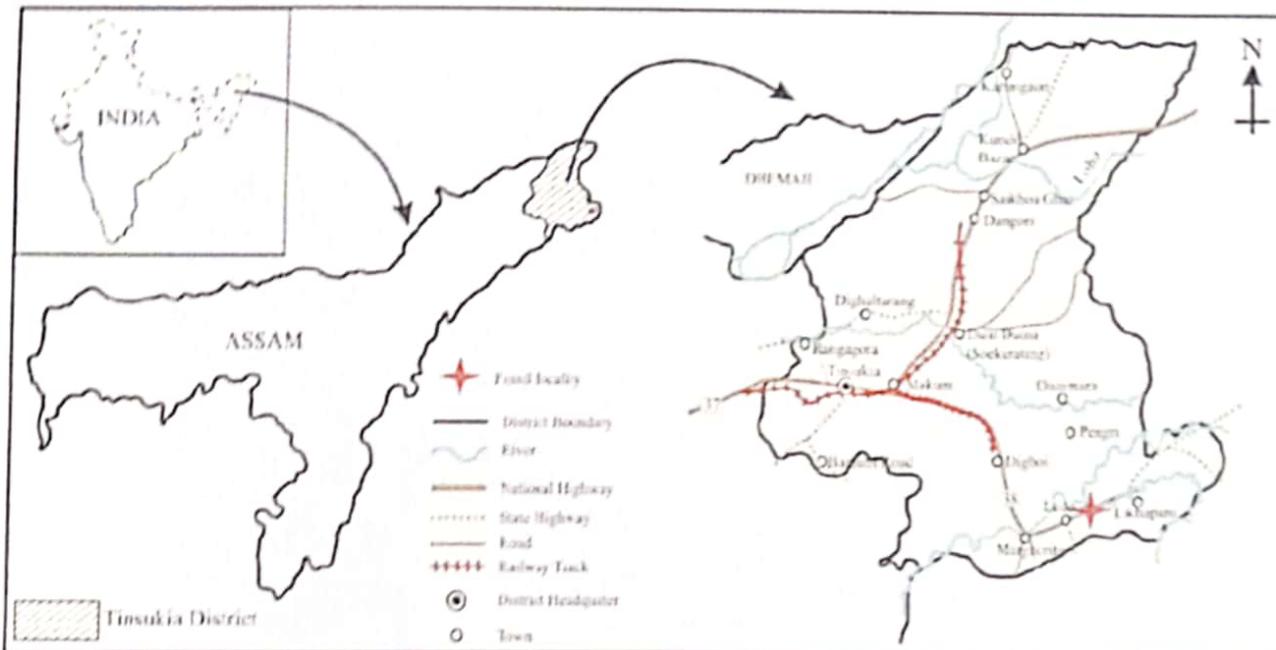
### 2. ABOUT THE DISTRICT:

**LOCATION:** - Tinsukia district is located at the North East part of Assam and bounded by in east south by Arunachal Pradesh. In the south west by Dibrugarh District and In North by Dhemaji District which is separated by the mighty river Brahmaputra.

**AREA:** - 3790 km. of geographical area covers Tinsukia District.

**POPULATION:** - The total population of the district is 1,327,929 (Male 680,231; Female-647,698)

**LETERACY RATE:** - 69.66% (798,322- Male- 453,449 ; Female- 344,873)



Map: 1.1: Map of Assam showing Tinsukia District

Source: researchgate.net

## 2.1: HISTORY OF TINSUKIA DISTRICT:

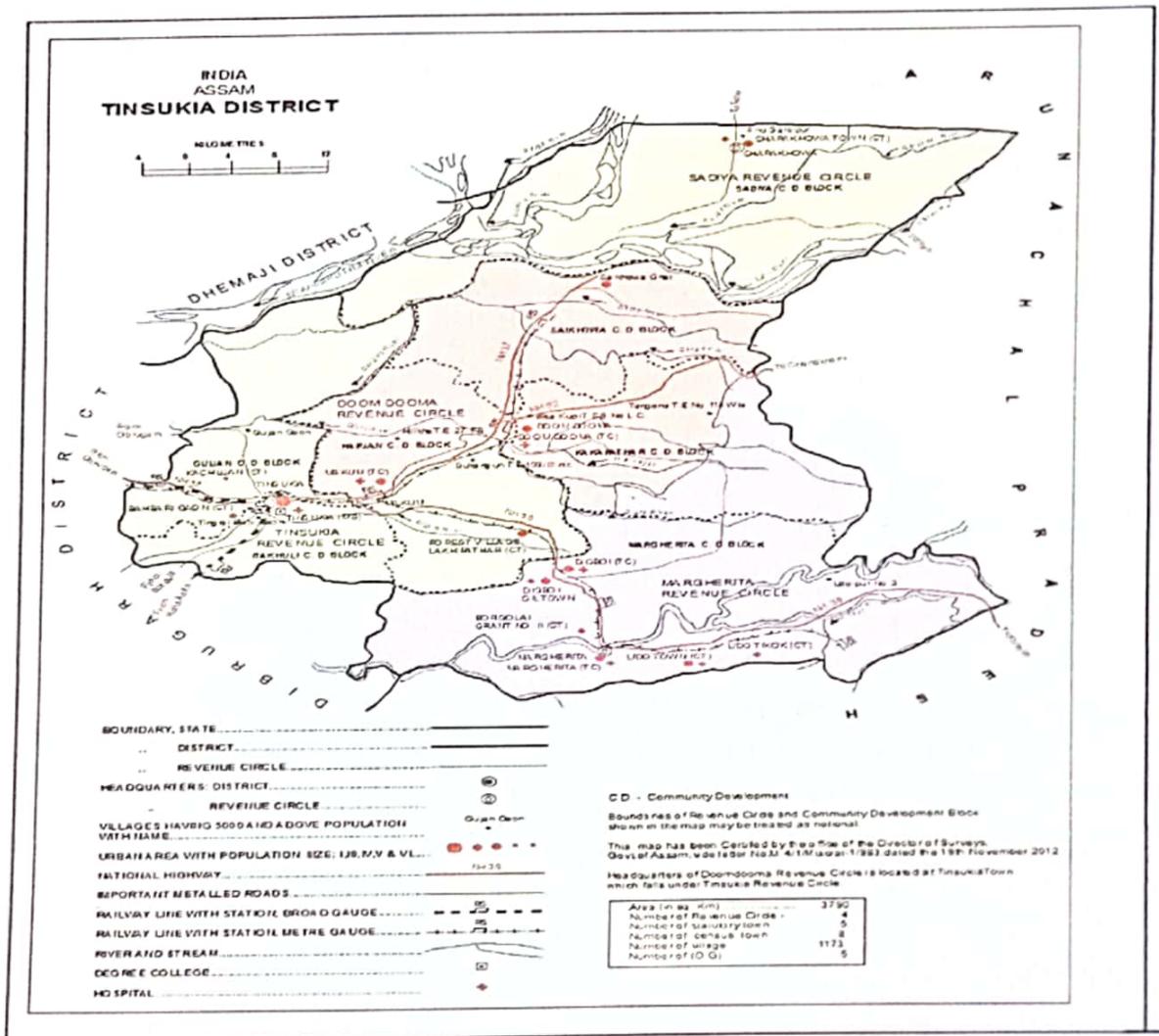
Tinsukia district has a history that has instances of the entire north east hitched on to it. Tinsukia was declared as the 23rd district of Assam on 1<sup>st</sup> October 1989 when it was split from Dibrugarh with three sub divisions Tinsukia, Margherita (M), and Sadiya. The ancient name of Tinsukia was Bangmara which was originally known as ChangmaiPathar. It was a part of Somarpith division of upper Assam or old Kamrupa kingdom as mentioned in Kalikapuran and Joginitrant. The Somarpith Division of Kamrupa was the abode of Chutia, Barahi, Ahom, Kachari, Matak, Moran etc. and this division was ruled by different kings of different races probably from 12h century.

In 13th century the Tai prince Chukapha after crossing Patkai Mountain had first met Moran Barahi in this division.

The Bangmara city was built by King SarbanandaSingha with the help of his Minister GopinathBarbaruahaliesGodha.Bangmara city was built in the middle of the Tinsukia city. According to the map prepared by Captain Hemilton Vetch in 1841, a large portion of present Dibrugarh and Tinsukia district had been identified as "Bengmara Country of Moamareeya Tribe" with its capital at Bengmara (present Tinsukia). In the history of Assam, this Bengmara Country was later popularly known as Muttack Country of Soumar, early name of a region in the North East corner of Assam. The First King of Muttack Kingdom was SwargadeoSarbanandaSingha. SarbananadaSingha established his capital at Rangagarah situated in the bank of river Guijan. In 1791 A.D. he transferred his capital to Bengmara. Several tanks were dug in the days of SarbanandaSingha viz., Chauldhuwa Pukhuri, Kadamoni pukhuri, Da Dharua Pukhuri, Mahdhuwa Pukhuri, Bator pukhuri, Logoni Pukhuri, Na-Pukhuri, Devi Pukhuri, Kumbh iPukhuri, Rupahi Pukhuri etc. Apart from these ponds there are many ancient roads constructed in different parts of the Muttack territory. Godha-Borbaruah road, Rangagarah road, Rajgor road and Hatiali road were main roads within the territory. During the World War-II Japan occupied Burma in early part of 1942. The British troops retreated to Assam. The Japanese cut-off road communication to China and isolated it. The Japanese were moving towards the North. With a view to recover Burma by the British and the defense of China and maintaining the supply line to Chinese Nationalist Forces, a joint Command, namely, South East Asiatic Command with British, America and China was hurriedly formed in Assam under the Supreme Command of Admiral Lord Luis Mountbatten with his headquarters at Singapore and General Joseph W. Stilwell as Deputy Supreme Commander. General Stilwell was American President Roosevelt's special representative. His advance headquarters was at Taipha on the Chindwin in Hukawang valley of Myanmar beyond the Patkai. The rear headquarters was at Shillong. He was entrusted with additional responsibilities of the American commitment of supplies to the Chinese Nationalist Forces of General IssimoShiangKaishek which prompted the General to plan the road. Further, General Stilwell was commanding General of China, Burma, India and Chief of the Chinese Expeditionary Forces in India with responsibility to maintain direct liaison between the Chinese and the United States Forces. In order to maintain the supply line to China from Ledo Rail head in Assam, the road was planned in February, 1942 initially from Mogaung on the Myitkyina Railway on the Irrawadi river in the Kachin State of

Myanmar (Burma). The Na-Pukhuri or the cluster of nine ponds is situated at the South-Eastern corner of Tinsukia Town. Historical evidences of Tinsukia District suggest that as per the direction of King SarbanandaSingha, GodhaBaruah dug a triangular shaped pond in Bangmara city, which is known as "Tinikunia Pukhuri". In 1823, the British first discovered tea plants in Sadiya and the first tea plantation was started in Chabua near Tinsukia. (The name Chabua comes from "Chah-Buwa"/tea plantation).In 1882, the Dibru-Sadiya Railway was opened to traffic by the Assam Railway & Trading Company, centered on Tinsukia, and a turning point in the economic development of north-east India. In the year 1884, Dibru-Sadiya rail line was constructed and a station was setup near the "Tinikunia Pukhari" which was named as Tinsukia. Since then the city is popularly known as Tinsukia.

## 2.2GEOGRAPHY OF TINSUKIA DISTRICT:



Map: 1.2: Map of Tinsukia District

Source: censusindia.gov.in

Tinsukia district of Assam is located in the easternmost part of the State lies between 27°14 03" and 27°48 05" North Latitudes and 95°13 30" and 96°00 00" East Longitudes. The district is bounded on the north by Dhemaji district and Arunachal Pradesh, east and south by Arunachal Pradesh and west by Dibrugarh district. The district covers a total area of 3790 kms. In terms of total area covered,

the district occupies 6<sup>th</sup> rank among the districts of the state. The district of Tinsukia with its headquarters at Tinsukia is constituted by 4 Revenue Circles.

#### **RAINFALL AND CLIMATE:**

The area experiences sub-tropical humid climate where winter temperature goes up to 37 C. Humidity is also more than 90 percent during rainy season. The area is endowed with high rainfall during all the months in a year. The South West monsoon sets in the month of June and lasts up to September. About 65 percent rain is received from monsoon.

#### **GEOMORPHOLOGY AND SOIL TYPE:**

It is a broad plain and rises to the foothills of Arunachal Pradesh on the north. The district as a whole is a flat level plain and a few isolated hills in the Makum and Buridihing Mouzas, there is nothing to break even level of the plain. The district is situated on the head of Brahmaputra valley. Physiographically the area is characterized by Brahmaputra plains and hills in the southern part, with gentle slope towards north-west. The distinguishable geomorphic units are as follows: (a) Flood plain (b) Younger and older alluvium plain (c) Structural hill. The soil in the area may be grouped into three broad categories depending upon the origin and occurrence. These are given below: (a) Newer alluvial Soil: Flood plain areas of River Brahmaputra and the tributaries in the northern part are characterized by light grey clay with sand and silt. (b) Older alluvial Soil: It occurs mainly in the central part with limonite yellow to reddish yellow clay. (c) Soil cover in forest and hilly areas: It is deep reddish in color and occurs over the older geological formation in the southern most part of the district.

#### **DRAINAGE AND RIVER SYSTEM:**

A large number of rivers and their tributaries, streams locally called jans and juris flow through the district and create havoc by inundating vast areas during rainy season. The whole of the drainage of the district ultimately finds its path through above outlets into the mighty river Brahmaputra. The rivers are wide and deep here

and remain navigable throughout the year. The Buridihing is one of the important tributaries of the river Brahmaputra. Dighai, Tingrai, Doomdooma, Laldukajan, Loohit are the important rivers of district which carry of the drainage of the hills into the Brahmaputra.

#### TEMPERATURE:

The climate of Tinsukia district is moderate and ranges from 21° C to 35° C during summer, winters, the temperature again falls down to as low as 13° C. Average temperature in Tinsukia district are 17 C in January, 21° C in February, 23° C in March, 23" C in April and 25° C in May.

#### 2.3 EDUCATIONAL SCENERIO OF TINSUKIA DISTRICT WITH SPECIAL REFERENCE TO TEACHER EDUCATION:

The district has a very good enrolment in spite of its geographical location. It is interesting to see that the school located in tea tribe dominated area has a very good enrolment. Although there is are a good number of classrooms in schools still there is a need for more class rooms in some of the locations. The table gives us the figure of the educational institutions in the district-

Blocks	5
Clusters	99
No. of colleges	12
No. of law colleges	1

No. of DIETs	1
No. of B.Ed. colleges	2
No. of education. block	5
No. of govt. H.S.S	01
No. Of provincialized H.S.S	17
No. of provincialized H.S	45
No. of Adhoc H.S	64
No. of elementary school	1182
No. Of I.T.I	02
No. of tea garden managed L P school	122

<b>Administration</b>	
Villages	1162
Inhabited	1138
Un -inhabited	24
Police station	11
Zillaparishad	1
Sub division	3

Fire service station	3
Revenue circle	4
Development block	7
I.T.D.P	1
Gao panchayat	88

**Table 1**

The district has two B.Ed colleges both in private venture, one of them is located at Tinsukia Town and other at Digboi 34 Km away of it. They are providing bachelor level pre service training to the trainees enrolled. Basic Training Centre was established wise state governments initiative in 2006 which was converted into DIET in 2015. Since its establishment it has been and challenges providing pre service as well as in-service training to the beneficiaries to meet the demand of trained teachers in the district.

Tinsukia a district of Assam is having about 5 Blocks in its District. All the schools in the District are divided into different blocks. List of the Blocks in Tinsukia District are-

1. HAPJAN BLOCK
2. KAKAPATHAR BLOCK
3. MARGHERITA BLOCK
4. SADIYA BLOCK
5. TINSUKIA URBAN BLOCK

## CHAPTER -III

### 3. METHODOLOGY:

Qualitative research aims to explore the detailed understanding of meanings, attitudes, and intentions expressed by those who experience the studied phenomenon (Cohen, Manion and Morrison, 2011). Since qualitative research gives the detailed picture of people's perceptions, interactions and experiences (Springer, 2010) a qualitative research procedure was employed in this study as well as quantitative one. Research data were collected through semi-structured interviews. To have richer and deeper knowledge purposeful sampling method was preferred; so, 200 elementary school teachers working in different schools were chosen as the participants. TPA Questionnaire were already distributed and Participants were informed via phone calls, text messages about the study before the interview.

#### 3.1 SAMPLING:

The methodology of the study is based on primary data. A survey has been conducted by the team of DIET investigators. In order to carry out the study Teachers Self Appraisal Rubrics (TSAR) which was developed by NCERT .The primary data both qualitative and quantitative have been collected from the headmaster, teachers and SMC members of the selected schools. The investigators have physically verified the school infrastructure with the help of teacher's self assessment and observation module.

Population for the study is teachers teaching in government Elementary school teachers of Tinsukia district, Assam. Schools with maximum enrolment are selected for sample by employing purposive sampling technique. List of such schools are collected from the SSA office, Tinsukia. In total 144 schools of 2 blocks were selected for this assessment. Total 200 teachers were selected for the study from different Cluster.

They were briefed about the purpose of the evaluation along with the procedure to fill up the rubrics through a one day online orientation programme. It was also stated clearly during orientation programme that a group of observers will visit the selected schools to assess the reality against the claim made by the teachers.

The sample covers schools with maximum no. of students enrolled. Respondent are the Head Teacher and Trained Teacher of the selected schools. SSA functionaries of various levels also responded to various queries have been done to fulfill the objectives of the study.

### **3.2 TOOLS AND PROCEDURES USED IN DATA COLLECTION :**

Data collected for the study is primary. Data used in the study are both quantitative and qualitative. In order to complete the same the Teachers Self Appraisal Rubrics(TSAR) which was developed by NCERT were used. Once the responses were filled by the teacher of the selected schools Collection of data was done by the team of DIET, Tinsukia. The claims made against the rubrics were thoroughly examined by the group of observers from DIET, Tinsukia.

On the basis of the questionnaire, the quantitative and qualitative data regarding implementation of schemes in the selected schools were gathered. Following tools are prepared by the investigator to collect data for the present study.

#### **Field notes :**

Observation by the investigators recorded as field notes which are qualitative in nature are used as a tool for the study because these notes depicts the actual school environment in the day of visit.

#### **Scoring Of Data:**

The response of the respondent has been coded in 4 points grading against the specific rubrics where L1 being the lowest and L4 being the highest. These are leveled in the following grades-

L1- 0-30%

L2-31-60%

L3- 61-90%

L4-91-100%

### **Statistical Techniques:**

For the implementation of data the following statistical technique has been used :

- (i) Percentage
- (ii) Tabular form
- (iii) Graphical presentation

After coding the response of respondent in terms of yes and no their percentage regarding each component of awareness, participation, physical availability, involvement and teacher training have been calculated. To make it more clear their percentage has been presented in tabular form and their graphical presentation (bar diagram and pie diagram) has been made. Further to make it more visible and clear the mean of percentages response of respondent and the observation points are calculated.

### **3.3 ANALYSIS:**

Primary data collected through structured interview has been presented in tabular form and coding as requested, has been done for analyzing them. All questionnaire and qualitative data generated through schedules has been analyzed by using simple percentage method and will be presented in tabular and graphical form. Other statistical methods such as average have been applied as per requirement.

## **CHAPTER-IV**

### **4: FINDINGS AND INTERPRETATION OF DATA**

#### **4.1: ANALYSIS AND INTERPRETATION OF DATA:**

The Data Analysis Process is nothing but gathering information by using a proper application or tool which allows us to explore the data and find a pattern in it. Based on that information and data, we can make decisions, or we can get ultimate conclusions.

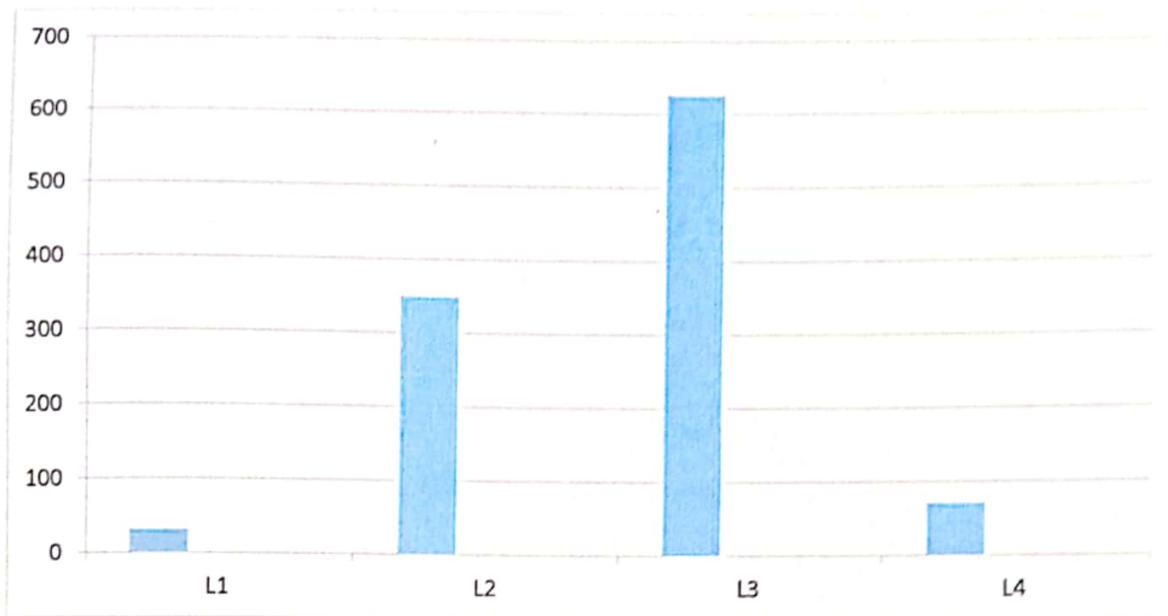
The data obtained through questionnaire and responses received are categorized in L1,L2,L3 and L4. These responses are finally presented through the tables prepared for each category i.e. Rural, Urban and Tea garden School teachers. Different tables are also prepared and represented for teachers of different subjects. Finally, overall district performance is analyzed after proper interpretation of collected data. The analysis is shown below-

#### **4.2 AREA WISE REPRESENTATION OF DATA:**

**TABLE 2- DATA OF RURAL SCHOOL TEACHERS**

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	3	45	71	1
PS2: Knowledge and Understanding of Subject Matter	4	25	80	11
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	3	22	89	6
PS3: Strategies for Facilitating Learning B: Learning Strategies and Activities	5	42	71	2
PS3: Strategies for Facilitating Learning C: Communication Skills	4	19	76	21
PS3: Strategies for Facilitating Learning D: Assessment and Feedback	5	64	50	1
PS 4: Interpersonal Relationship	3	23	74	20
PS 5: Professional Development	3	85	31	1
PS 6: School Development	1	25	85	9

**Fig 2- ANALYSIS OF PERFORMANCE LEVEL OF RURAL AREA SCHOOL TEACHERS**



It is revealed in table... that out of 120 rural teachers, most of the teachers belong to L3 level (58%). Negligible percentage of teachers are in L1 (2.87%). A good number of teachers are under L2 level of performance (32.4%). L4 is not satisfactory (6.66%)

Majority of teacher's performance is somehow effective. Very less number of teachers are in below satisfactory performance level. A lot of teachers fall in L2 level. But L4 performance level is not satisfactory as only 6.66% fall in this category.

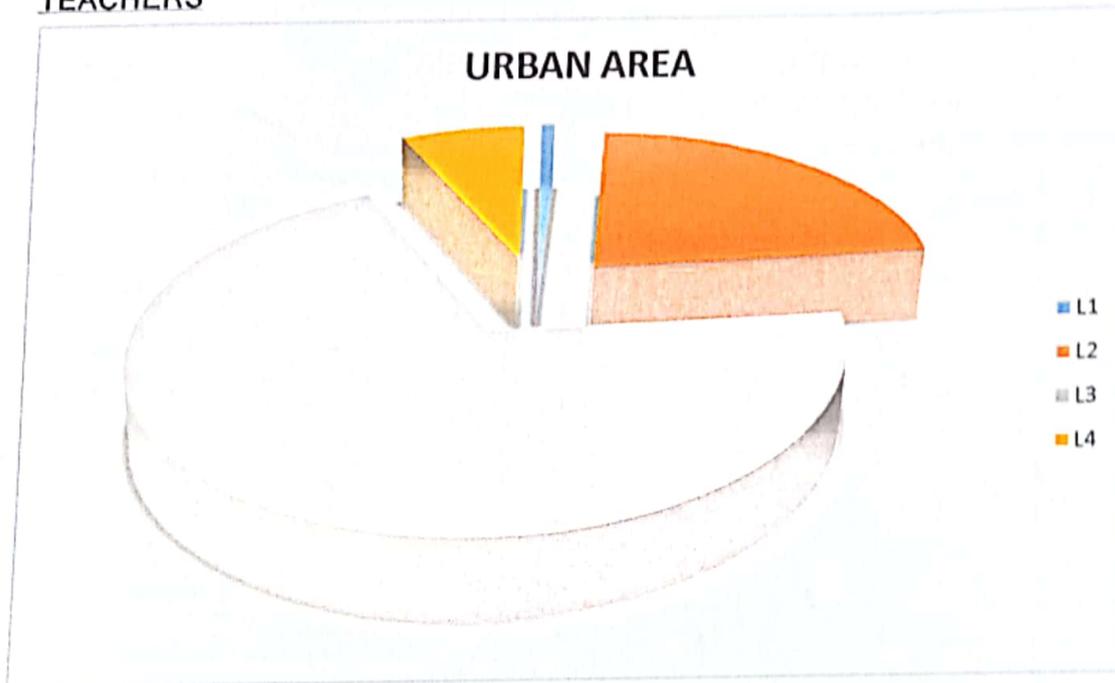
URBAN:

**TABLE 3- DATA OF URBAN SCHOOL TEACHERS**

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)

PS 1: Designing Learning Experiences	0	13	47	0
PS2: Knowledge and Understanding of Subject Matter	0	7	47	6
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	1	4	48	7
PS3: Strategies for Facilitating Learning B: Learning Strategies and Activities	0	10	48	2
PS3: Strategies for Facilitating Learning C: Communication Skills	1	9	42	8
PS3: Strategies for Facilitating Learning D: Assessment and Feedback	0	18	41	1
PS 4: Interpersonal Relationship	1	3	49	7
PS 5: Professional Development	1	47	12	0
PS 6: School Development	0	14	40	6

**Fig 3-ANALYSIS OF PERFORMANCE LEVEL OF URBAN AREA SCHOOL TEACHERS**



As shown in table out of 60 teachers selected from urban area Schools in total of 0.74 % are belong to L1 category, 23.1 % are belong to L2 category, 69.25 % are belong to L3 category and only 6.85% are belong to L4 category ,which implies that most of the respondent teachers fall to L3 category.

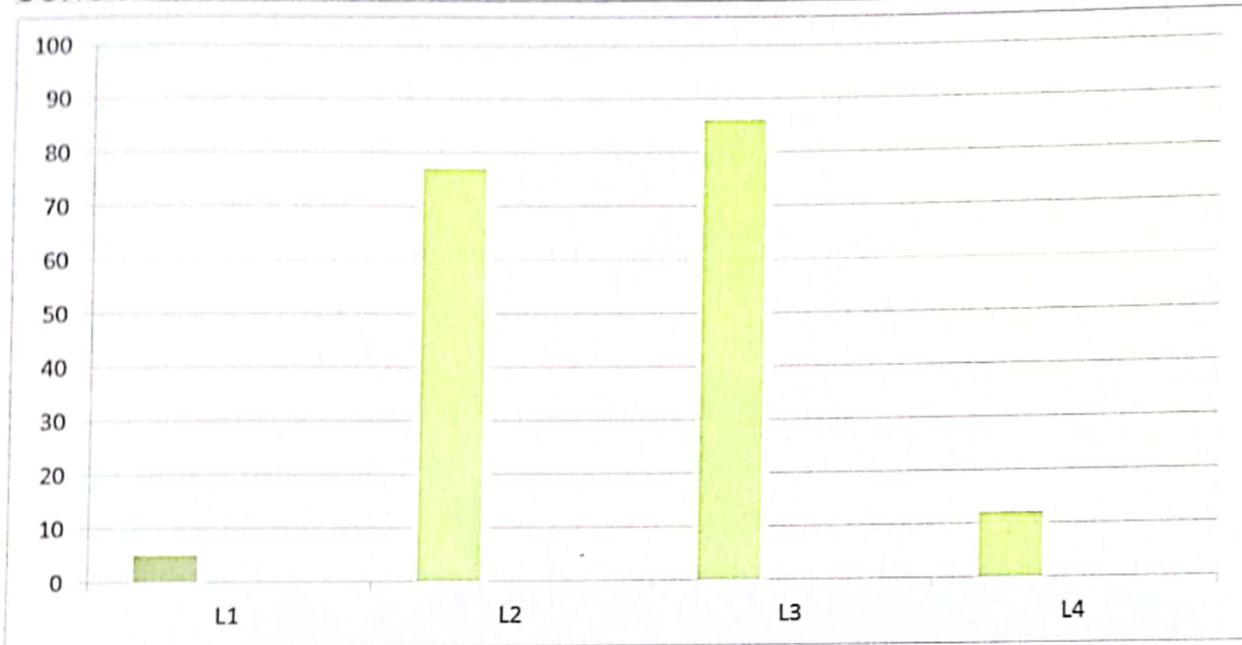
It shows that there are very less number of teachers are in the category of below satisfactory performance level. Performance of huge number of teachers are satisfactory. Maximum number of teachers meets the requirement of teaching job by their effective performance . There are very less number of of teachers are in beyond the expected standard.

TEA GARDEN:

TABLE 4- DATA OF TEA GARDEN SCHOOL TEACHERS

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	1	13	6	0
PS2: Knowledge and Understanding of Subject Matter	0	5	14	1
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	0	7	13	0
PS3: Strategies for Facilitating Learning B: Learning Strategies and Activities	0	10	8	2
PS3: Strategies for Facilitating Learning C: Communication Skills	0	4	13	3
PS3: Strategies for Facilitating Learning D: Assessment and Feedback	0	13	6	1
PS 4: Interpersonal Relationship	0	5	11	4
PS 5: Professional Development	3	13	4	0
PS 6: School Development	1	7	11	1

**Fig 4-ANALYSIS OF PERFORMANCE LEVEL OF TEA GARDEN AREA SCHOOL TEACHERS**



As shown in table out of 20 teachers selected from Tea garden area Schools, 2.77% are belong to L1 category, 42.77% are belong to L2 category, 47.77% are belong to L3 category and only 6.66% are belong to L4 category ,which implies that most of the respondent teachers fall to L3 category.

Majority of teacher's performance is somehow effective. Very less number of teachers are in below satisfactory performance level. A lot of teachers fall in L2 level. But L4 performance level is not satisfactory.

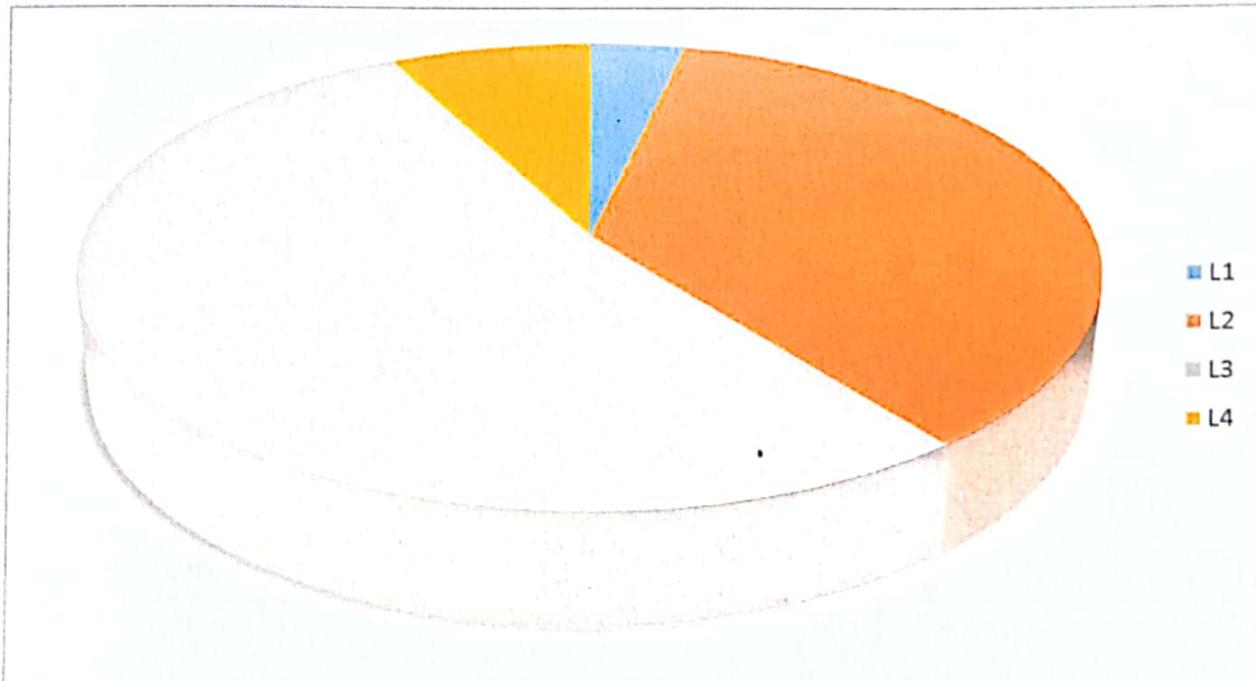
**SUBJECT WISE:**

**MATHEMATICS:**

**TABLE 5 - DATA OF MATHEMATICS TEACHERS**

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	2	13	17	0
PS2: Knowledge and Understanding of Subject Matter	1	8	21	2
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	1	8	20	3
PS3: Strategies for Facilitating Learning B: Learning Strategies and Activities	2	12	17	1
PS3: Strategies for Facilitating Learning C: Communication Skills	1	6	17	8
PS3: Strategies for Facilitating Learning D: Assessment and Feedback	2	16	13	1
PS 4: Interpersonal Relationship	0	6	22	4
PS 5: Professional Development	0	24	8	0
PS 6: School Development	1	11	17	3

**Fig 5-ANALYSIS OF PERFORMANCE LEVEL OF MATHEMATICS TEACHERS**



As shown in table out of 32 Mathematics teachers, 3.47% are belong to L1 category, 36.11% are belong to L2 category, 52.7% are belong to L3 category and 7.63 % are belong to L4 category ,which implies that most of the respondent teachers fall to L3 category. Very less number of Mathematics teacher's performance is beyond the expected standard.

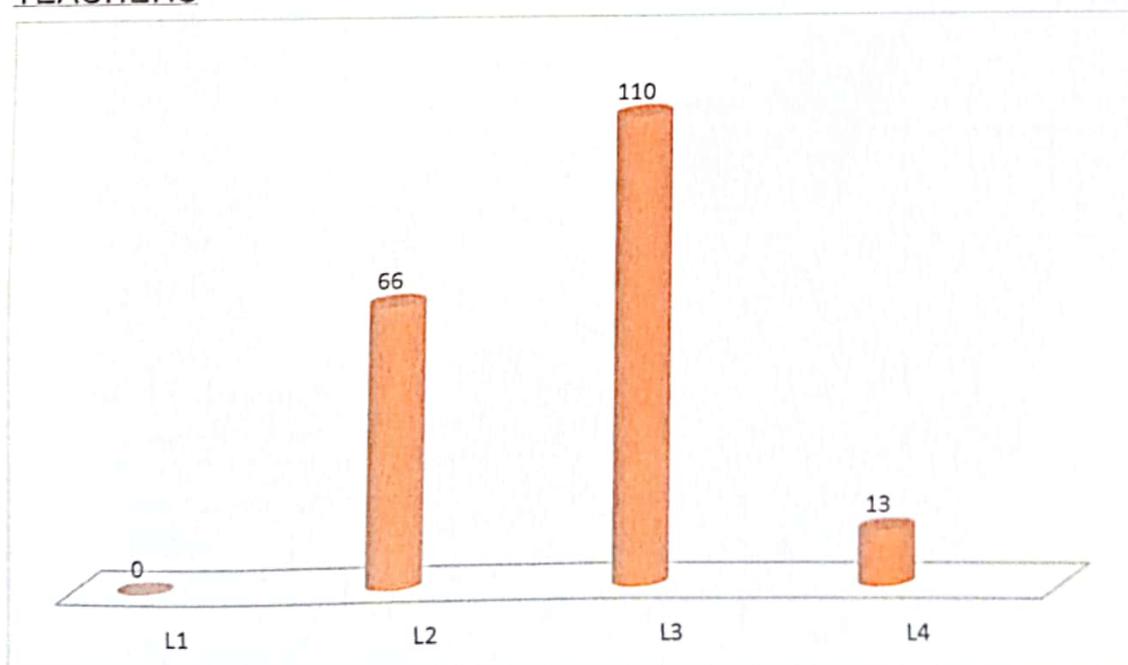
**SOCIAL SCIENCE:**

**TABLE 6 - DATA OF SOCIAL SCIENCE TEACHERS**

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	0	8	13	0

PS2: Knowledge and Understanding of Subject Matter	0	4	15	2
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	0	6	15	0
PS3: Strategies for Facilitating Learning B: Learning Strategies and Activities	0	8	10	3
PS3: Strategies for Facilitating Learning C: Communication Skills	0	4	16	1
PS3: Strategies for Facilitating Learning D: Assessment and Feedback	0	10	11	0
PS 4: Interpersonal Relationship	0	3	12	6
PS 5: Professional Development	0	19	2	0
PS 6: School Development	0	4	16	1

**Fig 6-ANALYSIS OF PERFORMANCE LEVEL OF SOCIAL SCIENCE TEACHERS**



As shown in table out of 21 selected Social science teachers, no teachers belong to L1 category which is a very good sign. 34.9% are belonging to L2 category, 58.2% are belong to L3 category and 6.87% are belong to L4 category, which implies that most of the respondent teachers fall to L3 category. Very less number of Social science teacher's performance is beyond the expected standard.

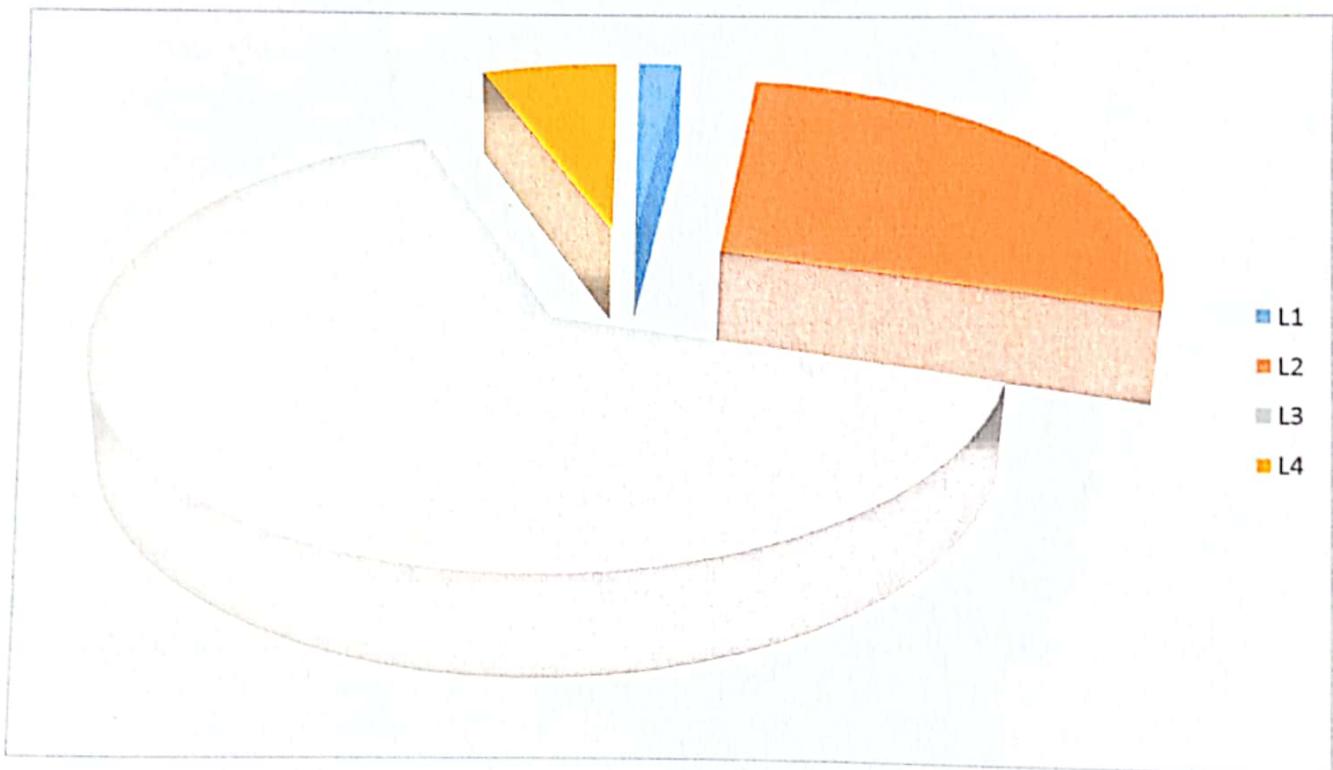
ENGLISH:

TABLE 7- DATA OF ENGLISH TEACHERS

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	1	19	27	1
PS2: Knowledge and Understanding of Subject Matter	0	9	33	6
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	0	8	38	2
PS3: Strategies for Facilitating Learning B: Learning Strategies and Activities	1	11	35	1
PS3: Strategies for Facilitating Learning C: Communication Skills	0	7	34	7
PS3: Strategies for Facilitating Learning D: Assessment and Feedback	1	19	28	0

PS 4: Interpersonal Relationship	1	8	33	6
PS 5: Professional Development	3	27	18	0
PS 6: School Development	1	11	34	2

**Fig 7-ANALYSIS OF PERFORMANCE LEVEL OF ENGLISH LANGUAGE TEACHERS**



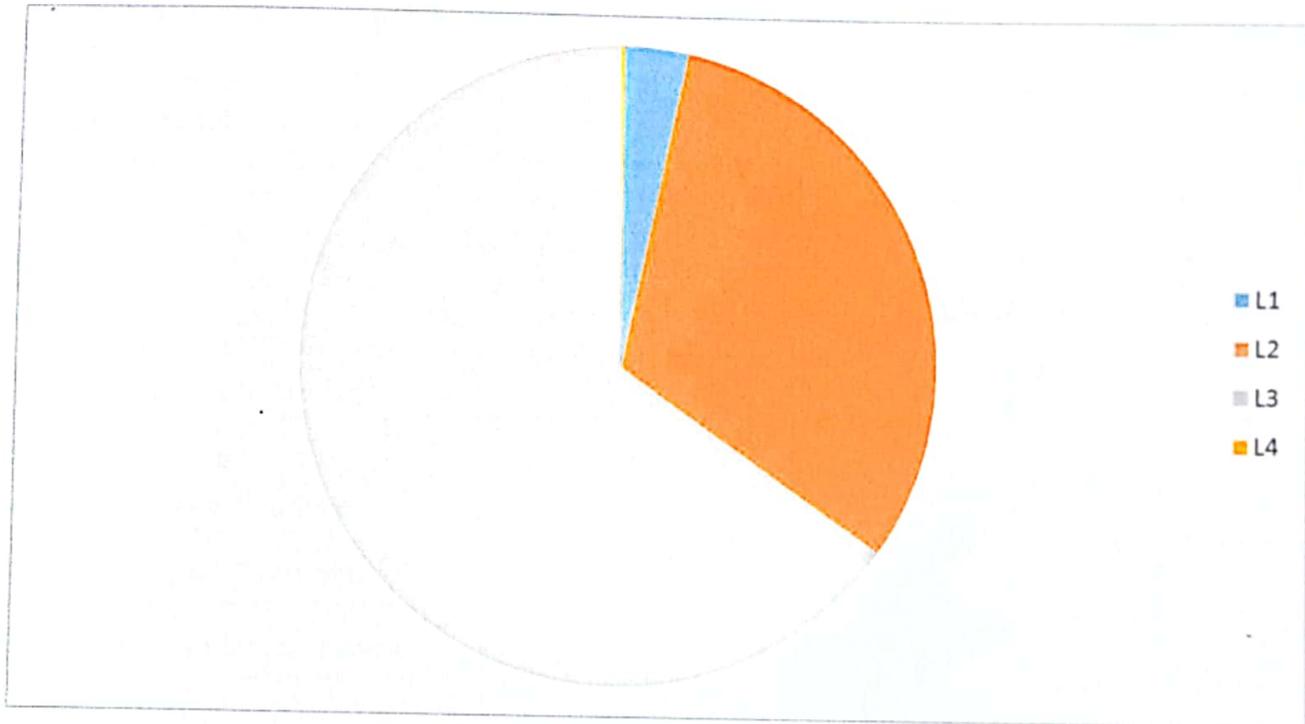
As shown in table out of 48 English teachers, 1.85% are belong to L1 category, 27.54% are belong to L2 category, 64.81% are belong to L3 category and 5.78% are belong to L4 category, which implies that most of the respondent teachers fall to L3 category which means majority of teacher's performance is somehow effective. Very less number of teachers are in below satisfactory performance level. But L4 level is not satisfactory.

ASSAMESE:

TABLE 8- DATA OF ASSAMESE TEACHERS

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	0	20	43	0
PS2: Knowledge and Understanding of Subject Matter	1	10	46	6
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	3	6	52	2
PS3: Strategies for Facilitating Learning B: Learning Strategies and Activities	2	20	40	1
PS3: Strategies for Facilitating Learning C: Communication Skills	4	13	38	8
PS3: Strategies for Facilitating Learning D: Assessment and Feedback	2	32	27	2
PS 4: Interpersonal Relationship	3	8	41	11
PS 5: Professional Development	2	48	13	0
PS 6: School Development	0	11	48	4

**Fig 8-ANALYSIS OF PERFORMANCE LEVEL OF ASSAMESE LANGUAGE TEACHERS**



As shown in table out of 63 selected Assamese language teachers, very less number of teachers are belong to L1 category (2.99%) which is a great indication of teachers development. 29.6% are belong to L2 category, 61.3% are belong to L3 category and 5.99% are belong to L4 category, which implies that most of the respondent teachers fall to L3 category.

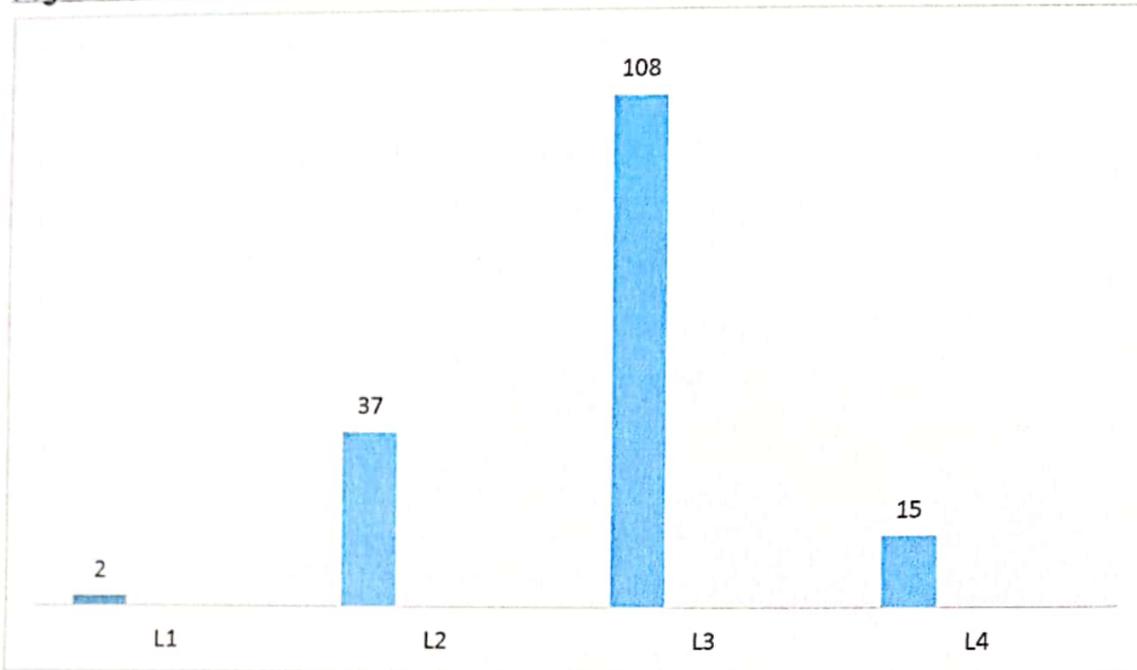
**SCIENCE-**

**TABLE 9- DATA OF SCIENCE TEACHERS**

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)

<b>PS 1: Designing Learning Experiences</b>	1	2	15	0
<b>PS2: Knowledge and Understanding of Subject Matter</b>	1	1	14	2
<b>PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment</b>	0	2	13	3
<b>PS3: Strategies for Facilitating Learning B: Learning Strategies and Activities</b>	0	3	15	0
<b>PS3: Strategies for Facilitating Learning C: Communication Skills</b>	0	1	13	4
<b>PS3: Strategies for Facilitating Learning D: Assessment and Feedback</b>	0	6	12	0
<b>PS 4: Interpersonal Relationship</b>	0	3	12	3
<b>PS 5: Professional Development</b>	0	16	2	0
<b>PS 6: School Development</b>	0	3	12	3

**Fig 9-ANALYSIS OF PERFORMANCE LEVEL OF SCIENCE TEACHERS**



It is revealed in table... that out of 18 Science teachers, most of the teachers belong to L3 level (66.66%). Negligible percentage of teachers are in L1 (1.23%). 22.83% are under L2 level of performance. L4 is below satisfactory level(9.25%).

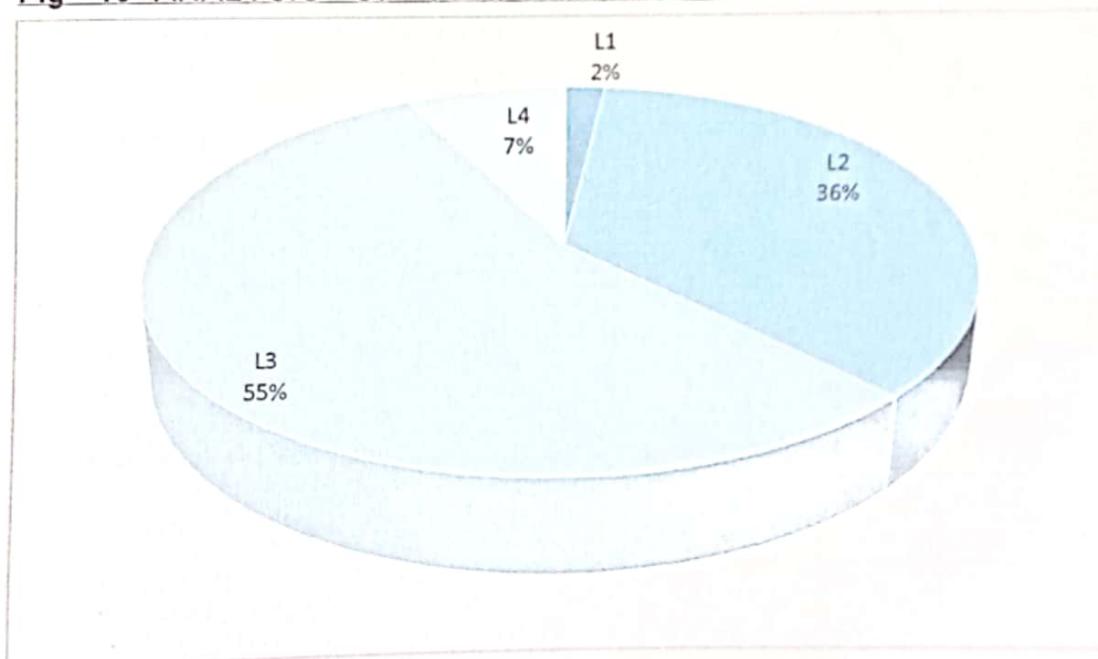
EVS:

**TABLE 10- DATA OF EVS TEACHERS**

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	0	9	9	0
PS2: Knowledge and Understanding of Subject Matter	1	5	12	0
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	0	3	12	3

PS3:StrategiesforFacilitatingLearnin g B: LearningStrategiesandActivities	0	8	10	0
PS3:StrategiesforFacilitatingLearnin g C: Communication Skills	0	1	13	4
PS3:StrategiesforFacilitatingLearnin g D: Assessment and Feedback	0	12	6	0
PS 4: Interpersonal Relationship	0	3	14	1
PS 5: Professional Development	2	11	4	1
PS 6: School Development	0	6	9	3

Fig 10-ANALYSIS OF PERFORMANCE LEVEL OF EVS TEACHERS



As shown in table out of 18EVS teachers, only1.85% are belong to L1 category, 35.8% are belong to L2 category, 54.9% are belong to L3 category and 7.40 % are belong to L4 category ,which implies that most of the respondent teachers fall to L3

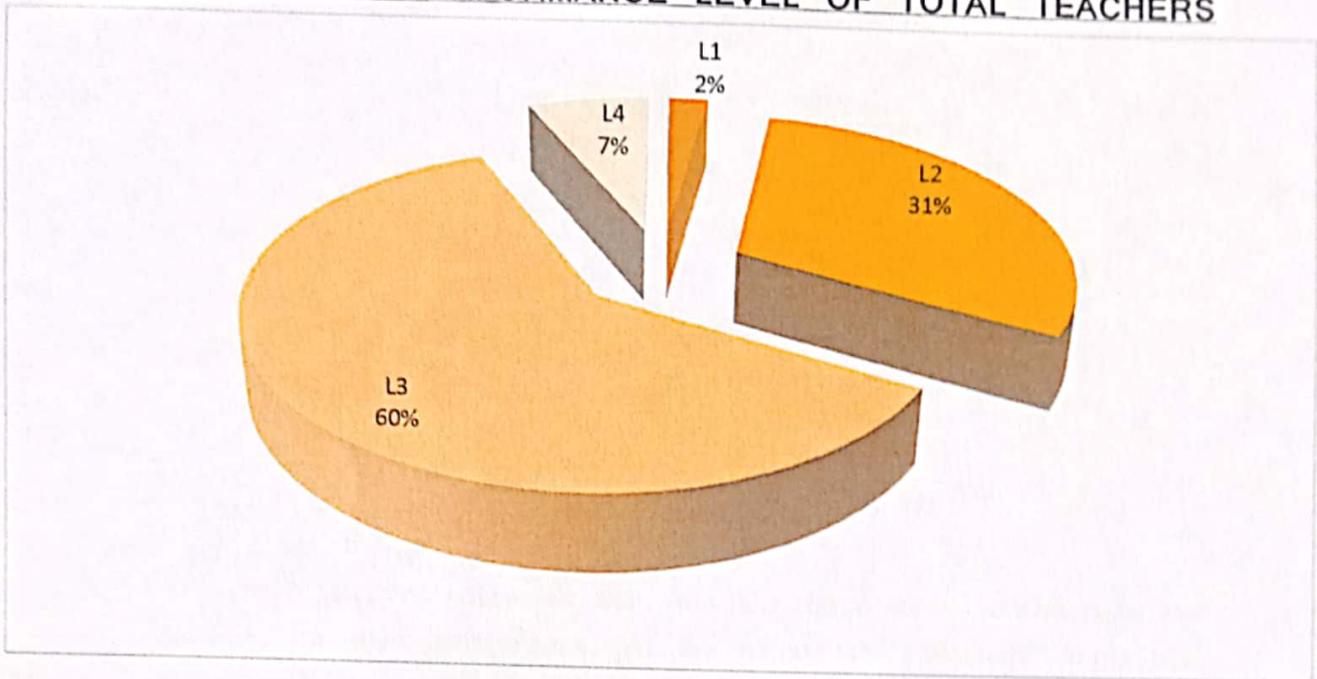
category. Very less number of EVS teacher's performance is beyond the expected standard. Majority of teacher's performance is somehow effective.

**TOTAL:**

**TABLE - DATA 200 TEACHERS**

Performance Standards	Number of teachers at each level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	4	71	124	1
PS2: Knowledge and Understanding of Subject Matter	4	37	141	18
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	4	33	150	13
PS3: Strategies for Facilitating Learning B: Learning Strategies and Activities	5	62	127	6
PS3: Strategies for Facilitating Learning C: Communication Skills	5	32	131	32
PS3: Strategies for Facilitating Learning D: Assessment and Feedback	5	95	97	3
PS 4: Interpersonal Relationship	4	31	134	31
PS 5: Professional Development	7	145	47	1
PS 6: School Development	2	46	136	16

**Fig 11-ANALYSIS OF PERFORMANCE LEVEL OF TOTAL TEACHERS**



As shown in table out of 200 teachers from Tinsukia District, very less number of teachers are belong to L1 category (2%) which is good sign of performance development of teachers. 31% are belong to L2 category, 60% are belong to L3 category, which means performance of teachers are developing and 7% are belong to L4 category, which implies that most of the respondent teachers fall to L3 category.

## CHAPTER 5

### CHAPTER- V

#### 5.CONCLUSION AND RECOMMENDATIONS:

During the field visit, we observed that, teachers from some schools are well developed in terms of their performance. At the same time, teachers from other schools need to be improved a lot. L4 performance level is more or less same in Rural, Urban and Tea garden area schools but in L3 level of performance which indicates that teachers approached the expected level, more Urban area school teachers are belong to this level (69.25%) than Rural (58%) and Tea garden (47.77%) area schools. This is a major issue of concern. We observed that, School education in Urban areas is more advanced than of Rural area schools. The study recommends that for the better development of school it is necessary to understand the responsibilities associated with specific goals and should be measurable, specific, attainable, relevant and time bound. The process of setting standards and targets should be a collaborative process between the teaching staff and the school management. The study recommends that the school should have a way of monitoring their teacher which must be developed in a systematic monitoring and evaluation of the class and the work of teachers. Needs analysis must be conducted for providing training in leadership, and motivational skills and performance must be measured based on the training taken by the staff and principals. This can only be achieved through a systematic observation of teaching process as a whole. On managing the quality of work, the study recommends that schools match tasks to Skills, communicate effectively, keep goals clear & focused, give incentives, train and develop their teachers. Refresher courses should be planned according to the changes in the skills required by the new performance scale. School management should consider the new

ideas of the teachers and they should ask them the option of rewards for their motivation.

Thus, it may be concluded that with proper training and betterment of professional skills, teachers of Tusukla District may perform better. Regular training and proper guidance will definitely enrich their professional skills.

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APPENDIX:-

List of 200 Sampled Teachers from 144 schools of Tinsukia District

SI.NO	BLOCK	SCHOOL	CLUSTER	TEACHER'S NAME
1	HAPJAN	KALIYAPANI SASTRIJI LPS	BAGHJAN	PRITOM NAYAK
2	HAPJAN	BORDOLOL NAGAR MES	BAJALTOLI	AJANTA GOGOI
3	HAPJAN	KAPTANCHUKLPS	BAJALTOLI	URVASHI SRIVASTAVA DEBNATH
4	HAPJAN	CHAH MAZDOOR SEVA KENDRA LPS	BAJALTOLI	MONALI HAZARIKA
5	HAPJAN	CHAH MAZDOOR SEVA KENDRA LPS	BAJALTOLI	NIRMALI BORUAH
6	HAPJAN	CHAH MAZDOOR SEVA KENDRA LPS	BAJALTOLI	NAZIA SULTANA
7	HAPJAN	BONAMAL KECHASONA LPS	BAJALTOLI	UMAKANTA TELI
8	HAPJAN	RUPAITE MES	BANDARKHATI	KAKOLI GOGOI
9	HAPJAN	BURADANGRIALPS	BAPUJI	RITUMONI DAS
10	URBAN	TINSUKIA MIDDLE ENGLISH SCHOOL	TINSUKIA URBAN CRC-4	LUCKY BURAGOHAIN
11	HAPJAN	MAHKHOOLI LPS	BAPUJI	ILLORACHETIACHAMUA
12	HAPJAN	BAPUJI HINDI MES	BAPUJI	AKASH ACHARGE
13	HAPJAN	BAPUJI HINDI MES	BAPUJI	PRATYAKHI GOGOI
14	HAPJAN	KHETOPATHER LPS	BAPUJI	SUKRANI LIMBOO
15	HAPJAN	GONDHOIGURI MES	BARUAHOLA	NIRMAL CHETIA
16	HAPJAN	GONDHOIGURI MES	BARUAHOLA	GOLAP GOGOI
17	HAPJAN	MADHYA BALIJAN LPS	BARUAHOLA	MONURANJAN CHETIA
18	HAPJAN	BALIJAN NAHARANI LPS	BARUAHOLA	BISHWADEEPBARUAH
19	HAPJAN	HABICHUKLPS	BARUAHOLA	PRANATI BARUAH
20	HAPJAN	GANDHIA NAHARANI LPS	BARUAHOLA	KHONIN BORUAH
21	HAPJAN	JOIHIND LPS	BARUAHOLA	APARAJITA PHUKAN
22	HAPJAN	BORCHAPARI LPS	BARUAHOLA	MAMONI CHETIA
23	HAPJAN	NEHARU HINDI LPS	BAZALONI	ANICITA KUMARI GUPTA

24	HAPJAN	LANGKASHI MAJGAON LPS	BAZALONI	REKHA CHANGMAI
25	HAPJAN	PANIYE BURA LPS	BAZALONI	BISWAJITDEBNATH
26	HAPJAN	TINGRAI BAZAR LPS	BOGAPANI	MANUMOTI GOGOI
27	HAPJAN	TINGRAI BAZAR LPS	BOGAPANI	PRANATI BORUAH
28	HAPJAN	7 NO.KATHGAON PRATHAMIK BIDYALAY	BOGAPANI	PRONAMI BORGHAIN
29	HAPJAN	BOGAPANI COLONY LPS	BOGAPANI	MOUSUMI DAS
30	HAPJAN	BOGAPANI COLONY LPS	BOGAPANI	SANJAY BORAL
31	HAPJAN	OVATAJAN ADARSHA PRATHAMIK VID	BOGAPANI	SANTI SINGH
32	HAPJAN	MONKHOOLI MES	BORDUBI	ABHIJIT CHAKRABORTY
33	HAPJAN	MONKHOOLI MES	BORDUBI	SUBHAS DAS
34	HAPJAN	MONKHOOLI MES	BORDUBI	BIKIDEBNATH
35	HAPJAN	KONWARI PATHER LPS	BORDUBI	ANAMIKATHAKURIYA
36	HAPJAN	NAVAPUR LPS	BORDUBI	YASHMIN JAMAL KHAN
37	HAPJAN	ADARSHA HINDI LPS	BORDUBI	BHAROTI BARUAH SARMAH
38	HAPJAN	MONKHOOLI MES	BORDUBI	NITU ROY
39	HAPJAN	GELAPUKHURI GAON LPS	BORGURI	ARUNJYOTI GOGOI
40	HAPJAN	GELAPUKHURI GAON LPS	BORGURI	SEWALI BORUAH
41	HAPJAN	SANKARDEV PRATHAMIK BIDYALAYA	BORGURI	NIBEDITA GOGOI
42	URBAN	TINSUKIA MIDDLE ENGLISH SCHOOL	TINSUKIA URBAN CRC-4	JAHANARA KHAN
43	HAPJAN	2 NO BALUPARA LPS	BORGURI	PRASANNA GOHAIN
44	URBAN	SRIPURIA LPS	TINSUKIA URBAN CRC-4	RUMI SAIKIA BORUAH
45	HAPJAN	BORHAPJAN HINDI MES	BORHAPJAN	KAMAKHYA SINGH
46	HAPJAN	BARHAPJAN BANGIYA MES	BORHAPJAN	SHELLY PAUL
47	URBAN	SRIPURIA LPS	TINSUKIA URBAN CRC-4	PROTIVA RANI BAISHYA
48	HAPJAN	NAHARCHAPARI LPS	BORHAPJAN	JYOTIREKHA BURAGHAIN
49	HAPJAN	BORHAPJAN HINDI MES	BORHAPJAN	SATABDI BOSE
50	HAPJAN	DOHOTIA LPS	BORLAIPULI	MANASHISARMAH
51	HAPJAN	LAIPULI MES	BORLAIPULI	RAMYANEE BHATTACHARJEE
52	URBAN	SRIPURIA LPS	TINSUKIA URBAN CRC-4	INDRANI GOPE
53	HAPJAN	1 NO CHOTA HAPJAN LPS	CHOTA HAPJAN	MERAZULHOQUE
54	HAPJAN	LONGSOWALSAIDING LPS	CHOTA HAPJAN	PINTOL URANG
55	HAPJAN	3 NO CHOTA HAPJAN LPS	CHOTA HAPJAN	DIPALI KONWAR BORUAH
56	HAPJAN	NAHARTIKIRA LPS	CHOTA HAPJAN	MAMONI BARUAH

57	URBAN	BANGIYA SISHU MES	TINSUKIA URBAN CRC-4	FARHANA SULTANA
58	HAPJAN	BIJOY LAXMI MES	DAISAJAN	SWABNAM DUTTA
59	HAPJAN	DIMORUGURI PRIMARY SCHOOL	DIMORUGURI	MOURAKSHI GOGOI
60	HAPJAN	RANGDHEMALI MVS	DIMORUGURI	RASHMIREKHA BHUYAN
61	HAPJAN	KADAMONI LPS	DIMORUGURI	NETRO PRASAD SARMAH
62	HAPJAN	KADAMONI LPS	DIMORUGURI	JATIN GOGOI
63	HAPJAN	KUKURE KHOWA PRIMARY SCHOOL	DIMORUGURI	BANI KANTA GOGOI
64	HAPJAN	LOONPURIA SESA MUKH LPS	DIMORUGURI	SANDHYA RANI NEOG
65	HAPJAN	LOONPURIA LPS	DIMORUGURI	PUSPANJOLI GOHAIN
66	HAPJAN	SRI SRI SANKARDEV HINDI LPS	DIMORUGURI	PANCHAM VERMA
67	HAPJAN	NAHARANI WATHOI LPS	GOTONG	RANJIT BARUAH
68	HAPJAN	NATUN RONGAGARAH MES	GOTONG	DUL KUMAR GOGOI
69	HAPJAN	NATUN AHOM GAON LPS	GOTONG	ARUN PAUL
70	HAPJAN	DHELAKHATMES	GOTONG	JAYANTA KUMAR BORUAH
71	HAPJAN	DHELAKHATMES	GOTONG	JAYSHREE SONOWAL SAIKIA
72	HAPJAN	DHELAKHAT MES	GOTONG	PAPORI CHETIA
73	HAPJAN	DHELAKHAT MES	GOTONG	RINJUMONI GOGOI
74	HAPJAN	ERA SUTI GARAMJAN LPS	GUIJAN	JOIN UDDIN
75	HAPJAN	GUIJAN LPS	GUIJAN	RAKESH VERMA
76	HAPJAN	GUIJAN HINDI MES	GUIJAN	DINESH PRASAD
77	HAPJAN	ANANDA MOHAN VIDYAPITH MES	GUIJAN	TRILOKI SHARMA
78	HAPJAN	GUIJAN 5 NO. LPS	GUIJAN	RAJU KURMI
79	HAPJAN	NALANI HOLA KESA HOON LPS	GUIJAN	ANAND KARMOKAR
80	HAPJAN	ANANDA MOHAN VIDYAPITH MES	GUIJAN	AISHWARIKAPURKAYASTHA
81	HAPJAN	1 NO. BALIJAN LPS	GUPONARI	JUNJYOTI DUTTA
82	HAPJAN	GUPONARI LPS	GUPONARI	RUMI BORUAH
83	HAPJAN	2 NO. BALIJAN LPS	GUPONARI	CHAYANIKA HAZARIKA
84	HAPJAN	BORTARANI LPS	GUPONARI	DEEPA GOGOI DEHINGIA
85	HAPJAN	KHARJAN MES	GUPONARI	MANISHA SARMAH
86	HAPJAN	NAHARANI MES	GUPONARI	ANAMIKA DAS
87	HAPJAN	BARHAPJAN LPS	HANSORA	GRINISH BORAH
88	HAPJAN	RAIDANG HINDI LPS	HANSORA	LIPIKAMAZUMDER
89	HAPJAN	PURNAJOYTI LPS	HAPJAN	AROTI MAHATO

90	HAPJAN	SANKARDEV LPS	HAPJAN	HIRAKJYOTI PATGIRI
91	HAPJAN	2 NO. LASSENKA LPS	HAPJAN	CHANDAN RAJKHOWA
92	HAPJAN	BORPATHERLPS	HAPJAN	RAJEN KUMAR GOHAIN
93	HAPJAN	BORPATHER LPS	HAPJAN	NIPEN DAS
94	HAPJAN	1 NO. HOLLOWTOOP LPS	HATIJAN	ANIL BHUTAN
95	URBAN	BANGIYA SISHU MES	TINSUKIA URBAN CRC-4	DHON KUMAR KANU
96	HAPJAN	18 NO.SWAHID KUSHAL KONWAR	HEBEDA	CHITRALEKHA LESAI
97	HAPJAN	KHARIALPS	HEBEDA	DIPCHETIA
98	HAPJAN	KHARIALPS	HEBEDA	SUBHESWARI GOWALA
99	HAPJAN	HEBEDA LPS	HEBEDA	SUZATA PHUKON
100	HAPJAN	CHANOMARI RUPJYOTI BANGAU	HEBEDA	RENUKA RAJPUT
101	HAPJAN	BAZALTOLI LPS	HIJUGURI	KHEM PRASAD SHARMA
102	HAPJAN	LEZAIHULAJANAMUKH LPS	HIJUGURI	MINAKHI GOGOI
103	HAPJAN	PUB DIHINGIA CHARIALI LPS	HIJUGURI	MONOJ BORPATROGOHAIN
104	HAPJAN	HIJUGURI ASSAMESE MES	HIJUGURI	ABHA BARUAH
105	HAPJAN	HIJUGURI ASSAMESE MES	HIJUGURI	DEEPAMONI GOGOI
106	HAPJAN	HIJUGURI ASSAMESE MES	HIJUGURI	MOMI CHETIA
107	HAPJAN	HIJUGURI ASSAMESE MES	HIJUGURI	KAVERI BORTHAKUR
108	HAPJAN	BAMBARI LPS	ITAKHOOLI	DIPIKA PHUKAN
109	HAPJAN	KABIDUWARA LPS	ITAKHOOLI	BORNALL DAS
110	HAPJAN	UJANI MORAN KARI LPS	ITAKHOOLI	DHANYA BORUAH GOGOI
111	HAPJAN	KACHAMARI LPS	KACHAMARI	NIRA DAS
112	HAPJAN	BAPUJI LPS	KACHAMARI	SRISTY BORTHAKUR
113	HAPJAN	PATESWARI LPS	KACHAMARI	ABHIJIT PANGING
114	HAPJAN	TINGRAI BONGALI LPS	KACHAMARI	JATIN MORAN
115	HAPJAN	KORDOIGURI MES	KARDOIGURI	KUMARI EKTA
116	HAPJAN	BARUAHOLA ADARSHA LPS	LAIPULI	MANOJ SARMA
117	HAPJAN	DHARIA RAITOKMES	LAIPULI	BHOLA NATH THAKUR
118	HAPJAN	MAUTGHAT MATIAKHANA LPS	LAIPULI	RANJAN BORUAH
119	HAPJAN	KHARIKATIA LPS	LAIPULI	SAIDURRAHAMAN
120	HAPJAN	DHULIJAN LPS	LANGKASHI	JYOTI BORUAH
121	URBAN	BANGIYA SISHU MES	TINSUKIA URBAN CRC-4	SWADESH KUMAR DAS
122	HAPJAN	BAZALONI MES	UNGKASHI	SABITA SAIKIA

123	HAPJAN	BAZALONI 12 NO. LPS	LANGKASHI	NIPESWAR CHUTIA
124	HAPJAN	BAZALONI MES	LANGKASHI	RINAKSHY BARUAH
125	HAPJAN	BAZALONI MES	UNGKASHI	KOROBI GOGOI
126	HAPJAN	MAKUM NIMNA BUNIYADI	MAKUM TOWN	TARULATA MORAN
127	HAPJAN	MAKUM PRATHAMIK VIDYALAYA	MAKUM TOWN	GITASHREE DAS
128	HAPJAN	BORGAON MES	PACHIM BAREKURI	PHILIP CHUTIA
129	HAPJAN	BORGAON LPS	PACHIM BAREKURI	NAKU LSARMAH
130	HAPJAN	MOTAPUNG LPS	PACHIM BAREKURI	ASHOK PHUKON
131	HAPJAN	DENKA LPS	PACHIM BAREKURI	MALLIKA SONOWAL
132	HAPJAN	LESENKA LPS	PACHIM BAREKURI	JITENDRA YADAV
133	HAPJAN	BORGAON MES	PACHIM BAREKURI	MOMI HANDIQUE
134	URBAN	BANGIYA SISHU MES	TINSUKIA URBAN CRC-4	MANISH CHAKRABORTY
135	HAPJAN	2 NOTOKOWANI LPS	PANIKHOWA	ANJANA MILI KULI
136	HAPJAN	PANI KHOWA LPS	PANIKHOVYA	HRISHIKESH DAS
137	URBAN	BANGIYA SISHU MES	TINSUKIA URBAN CRC-4	CORDELIA BORGHAIN
138	HAPJAN	NAVODAYAMES	PANIKHOWA	UDESNA GOGOI
139	HAPJAN	PANITOLA NAGAR LPS	PANITOLA	NILIMA DAS
140	HAPJAN	BAREKURI MES	PUB BAREKURI	DURGESWAR CHUTIA
141	HAPJAN	HIJUGURI HINDI MES	RONGPURIA	SUNIL KUMAR SINGH
142	HAPJAN	DHEKIAJURI HINDI LPS	RONGPURIA	SAJEYA SULTANA
143	HAPJAN	RAM CHANDRA AGRAWAL LPS	RONGPURIA	RUSHMITA SONOWAL
144	HAPJAN	LOHARIJAN LPS	RONGPURIA	GUNIN DAS
145	HAPJAN	KUHIPATH LPS	RONGPURIA	DULAL CHANDRA DUTTA
146	HAPJAN	KARIATELI LPS	RONGPURIA	AJANTA KONWAR
147	HAPJAN	TINGRAI HABI PRATHAMIC	RONGPURIA	BISWAJIT DAS
148	HAPJAN	HIJUGURI HINDI MES	RONGPURIA	ANINDITA DEVI
149	HAPJAN	HIJUGURI HINDI MES	RONGPURIA	PREMLATA KUMARI
150	HAPJAN	SAMDANG MES	SAMDANG	RUPJYOTI GOGOI
151	HAPJAN	ROBARBARI LPS	TENGAPANI	BULAN CHANDRA DAS
152	HAPJAN	CHOTA HAPJAN REFUGEE LPS	TENGAPANI	RUPALI SARKAR
153	HAPJAN	NAGAON LPS	TENGAPANI	RENU ROY
154	HAPJAN	RUPJYOTI LPS	TENGAPANI	BISHNATH GARH
155	HAPJAN	SANKHODHAR LPS	TENGAPANI	RUPEN NEWAR

156	HAPJAN	8 NO. MAMORONI LPS	TINGRAI	AKASH RAI
157	HAPJAN	UPPER MAMORANI LPS	TINGRAI	GANESH BHADUR KARKI
158	HAPJAN	SAHAB RATHER LPS	TINGRAI	DHIRAJ BARUAH
159	HAPJAN	TINGRAI GAON PRIMARY SCHOOL	TINGRAI	TRIVENI CHANGMAI
160	HAPJAN	OUGURI MAMORANI LPS	TINGRAI	PRANATI KONWAR
161	HAPJAN	BISHNU NAGAR LPS	TIPUK	ROHINI KANOO
162	HAPJAN	RUPAI MES	TIPUK	ULUPEE BARUAH
163	HAPJAN	OUGURI LPS	TIPUK	SOFIKUL ISLAM
164	HAPJAN	RUPAI MES	TIPUK	GAYATRI SONOWAL
165	URBAN	DOOM DOOMA SARASWATI 8ALIKA	DOOM DOOMA URBAN CRC-1	BARAKHA HANDIQUE
166	URBAN	DOOM DOOMA SARASWATI BALIKA LP	DOOM DOOMA URBAN CRC-1	ANUBHADEKA
167	URBAN	DOOM DOOMA HINDI LPS	DOOM DOOMA URBAN CRC-1	HIMAMI BORAH
168	URBAN	DOOM DOOMA HINDI LPS	DOOM DOOMA URBAN CRC-1	ABDUL HALIM
169	URBAN	MANIRAM DEWAN LPS	DOOM DOOMA URBAN CRC-2	JAMUNA NAMAH MONDAL
170	URBAN	MANIRAM DEWAN LPS	DOOM DOOMA URBAN CRC-2	BORNALI BARUAH
171	URBAN	MANIRAM DEWAN LPS	DOOM DOOMA URBAN CRC-2	CHANDRANIPRODHAN
172	URBAN	MANIRAM DEWAN LPS	DOOM DOOMA URBAN CRC-2	JAHNABICHETIA
173	URBAN	MANIRAM DEWAN LPS	DOOM DOOMA URBAN CRC-2	JAHNABIDEKA
174	URBAN	RAM KRISHNA SISHU VIDYALAYA ME	TINSUKIA URBAN CRC-1	HIMOSHREEGOGOI
175	URBAN	RAM KRISHNA SISHU VIDYALAYA ME	TINSUKIA URBAN CRC-1	RUPA SHARMA
176	URBAN	RAM KRISHNA SISHU VIDYALAYA ME	TINSUKIA URBAN CRC-1	NOVOMITA PAUL
177	URBAN	BANI SADAN LPS	TINSUKIA URBAN CRC-1	DEBAJIT SAIKIA
178	URBAN	BANI SADAN LPS	TINSUKIA URBAN CRC-1	ANINDITA BISWAS ROY
179	URBAN	BANIKANTA LPS	TINSUKIA URBAN CRC-1	BHARATI SONOWAL
180	URBAN	ADARSHA BHARATIYA HINDI LPS	TINSUKIA URBAN CRC-1	ANITA SINGH
181	URBAN	ADARSHA PRATHAMIK VIDYALAYA	TINSUKIA URBAN CRC-1	SALMA YASMIN HUSSAIN
182	URBAN	ADARSHA PRATHAMIK VIDYALAYA	TINSUKIA URBAN CRC-1	ABDUL HAMID

183	URBAN	ADARSHA PRATHAMIK VIDYALAYA	TINSUKIA URBAN CRC-1	BARAKHA SONOWAL
184	URBAN	GANAPATRAI RASIWASIA MES	TINSUKIA URBAN CRC-2	SUJIT KUMAR
185	URBAN	GANAPATRAI RASIWASIA MES	TINSUKIA URBAN CRC-2	BHAIRABI NEOG
186	URBAN	GANAPATRAI RASIWASIA MES	TINSUKIA URBAN CRC-2	RITA VERMA DAS
187	URBAN	SREE DURGAMES	TINSUKIA URBAN CRC-2	MDSHOHIDUL ISLAM
188	URBAN	SREE DURGAMES	TINSUKIA URBAN CRC-2	MANOJ KUMAR DUTTA
189	URBAN	SREE DURGAMES	TINSUKIA URBAN CRC-2	BIDHU BHUSHAN SHILL
190	URBAN	BATAR PUKHURI PRATHAMIK	TINSUKIA URBAN CRC-2	APSARA BURAGOHAIN
191	URBAN	BATAR PUKHURI PRATHAMIK	TINSUKIA URBAN CRC-2	RUMI DUTTA BORAH
192	URBAN	BATAR PUKHURI PRATHAMIK	TINSUKIA URBAN CRC-2	MINOTI GOGOI
193	URBAN	DOHUTIACHUKLPS	TINSUKIA URBAN CRC-3	NAVAJYOTI DEKA
194	URBAN	DOHUTIACHUKLPS	TINSUKIA URBAN CRC-3	PRASANNA GOGOI
195	URBAN	DOHUTIACHUK LPS	TINSUKIA URBAN CRC-3	LINAKSHI SONOWAL
196	URBAN	BIMOLA PRASAD CHALIHA LPS	TINSUKIA URBAN CRC-3	SHILPI RANI DAS
197	URBAN	BIMOLA PRASAD CHALIHA LPS	TINSUKIA URBAN CRC-3	SMITAKHEE KASHYAP
198	URBAN	BIMOLA PRASAD CHALIHA LPS	TINSUKIA URBAN CRC-3	MANJU KURMI
199	URBAN	MONIDEEP LPS	TINSUKIA URBAN CRC-3	PRANAMITA BORDOLOI
200	URBAN	TINSUKIA MIDDLE ENGLISH SCHOOL	TINSUKIA URBAN CRC-4	PURABI CHETIA

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