

ACTION RESEARCH REPORT

(SESSION 2024-25)



TITLE OF THE STUDY:

Effectiveness of Phonics-Based Instruction
on the Development of Early English
Literacy Among Students of
Class II of Kaptanchuk L.P School, of
Tinsukia District

INVESTIGATOR:

Dr Riswita Sarmah
Lecturer
DIET Tinsukia

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**Patron: Dr Nirada Devi
Director, SCERT Assam**

Advisory Body: District Research Committee (DRC), DIET, Tinsukia

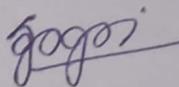
**Supervisor: Mrs Sansita Gogoi
Principal, DIET Tinsukia**

**INVESTIGATOR:
Dr Riswita Sarmah
Lecturer
DIET Tinsukia**

Certificate

This is to certify that Dr Riswita Sarmah, Lecturer DIET Tinsukia has worked under my guidance and supervision for her action research "Effectiveness of Phonics-Based Instruction on the Development of Early English Literacy among Students of Class II of Kaptanchuk L.P School, of Tinsukia District". This study is an authentic and a bona fide research work.

Date: 01/03/2025

Signature: 

Name: Mrs Sansita Gogoi

Place: Tinsukia

Principal, DIET Tinsukia
Principal
District Institute of Education
and Training, Tinsukia

Acknowledgement

I extend my heartfelt gratitude to the Director SCERT, Assam and the District Research Committee (DRC), Tinsukia for giving me this opportunity to conduct this action research study "Effectiveness of Phonics-Based Instruction on the Development of Early English Literacy among Students of Class II of Kaptanchuk L.P School, of Tinsukia District". I owe my deepest regards to Principal, DIET Tinsukia for her guidance and support for the completion of this action research. I sincerely thank the school head and teachers of Kaptanchuk L.P, School, Tinsukia for extending their cooperation for conducting the research. I am grateful for the cooperation of. I would like to thank my fellow colleagues of DIET Tinsukia for our academic delineations on the conduct of action research and constant support for the timely completion of the study. And last but not the least, I thank my family members for their endless encouragement.

Riswita Sarmah

Dr Riswita Sarmah

Lecturer

DIET Tinsukia

Abstract

This study attempts to investigate the impact of phonics in development of English language among emergent learners, to facilitate learning of English through phonic approach and to develop oral language skills among the emergent learners through phonic songs and rhymes. The study endeavours to enrich the sampled students of class II of Kaptanchuk L.P.S, Tinsukia with the requisite skills to develop an affinity towards the second language English. The veracity of the phonic approach in this regard was deployed, thereby showing its effectiveness in the early English literacy development. The study attempts to showcase the importance of phonics based instruction among emergent learners. The strategy of phonic based approach aims to address the students' typical language related difficulties at the foundational stage, cater to their learning patterns and bring about improvement in the learning of English. Through a efficacious pre-test, intervention and post-test process the students' performance has been determined, thereby establishing the effectiveness of phonics based instruction.

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Name of Investigator: Dr Riswita Sarmah

Designation: Lecturer

Institutional Address: DIET, Tinsukia

Contact No: 9101267079, 9859944713

Email: riswitasarmah@yahoo.in

Title of the study: Effectiveness of Phonics-Based Instruction on the Development of Early English Literacy among Students of Class II of Kaptanchuk L.P School, of Tinsukia District

Effectiveness of Phonics-Based Instruction on the Development of Early English Literacy Among Students of Class II of Kaptanchuk L.P School, of Tinsukia District

Chapter 1 Introduction

1.1 Introduction:

Language plays an important role in grasping concept of any subject and communicating effectively among the children. Given the linguistic diversity of the country, the English language is an integral part of the education system in India (National Council of Educational Research and Training, 2011). In early stages, development of English literacy has become prime importance and NEP 2020 has also given more focus on development of Foundational Literacy and Numeracy. In Assam, it is observed that most of the students from government schools face lots of problems in pronunciation of the words or picking up English language in reading and writing. One of the key drivers of this problem is that students are not taught how to blend or segment letter sounds into words and can only read words that are familiar to them with limited comprehension. Learning to read is a complex task for beginners of English. They must coordinate many cognitive processes to read accurately and fluently, including recognizing words, constructing the meanings of sentences and text, and retaining the information read in memory. An essential part of the process for beginners involves learning the alphabetic system, including, letter-sound correspondences and spelling patterns, and learning how to apply this knowledge in their reading (National Reading Panel, 2000). In this case Phonics-Based Instruction is an effort to provide students with more recent evidence-based practices in reading instruction, related with early English literacy outcomes for students in primary level which bypasses letter-sound correspondences and focuses on rote memorization. Systematic phonics instruction is a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use to read and spell words. It can improve decoding, spelling, text comprehension and reading accuracy among the school children in their early stages.

1.1.1 Need and Justification:

Tinsukia district is a multi-cultural district with linguistic diversity. In Tinsukia district it is observed that many of the children speak different language at their home and in the formal set up they have to adjust with the prescribed standard language. Here students face difficulty mostly in English language. Students are able to read a particular lesson to some extent, however when particular words from textbooks are pointed, they are unable to identify and pronounce words. The students are unable to relate the sound pattern with the written forms. In writing also, it is observed that most of the students are not able to express their views in simple English which may be termed as in-efficiency in expressing views in second language which has risen out of lack of adequate practice in second language. As such studying the effectiveness of Phonics-Based Instruction on the development of Early English Literacy among Students can be an effective way of picking up the foundational skills in English language.

In order to develop sound language skills among children the existing pattern of teaching English as second language needs to be analyzed well. Studying the effectiveness of instructional methods based on phonics instruction in reading classes can improve students' participation to their maximum potential. Students will be able to learn English effectively through letter/word and sound association and can display emergent English learning abilities with the help of phonics based instruction. In addition to this, Students can sing songs and rhymes with proper pronunciation and expression. Therefore this study to basically confine into phonics based instruction to enhance the skills of English language. Keeping this situation in view I have decided to carry out an action research upon the students of class II of Kaptanchuk LP School, Tinsukia. Through the study issues related to foundational literacy shall be addressed.

1.2 Objectives of the study:

The study focused on the following objectives

1. To identify the causes of inability to acquire early English literacy by students of class II.
2. To apply appropriate strategy of phonic approach to solve the problems related to early English language development.

3. To investigate the impact of phonics in development of English language among emergent learners through analysis of the results.
4. To enable students to learn English through phonic approach.
5. To enable students to develop oral language skills through phonic songs and rhymes.

1.3 Research Questions:

The following are the research questions which are based on the problem identified:

- i. What are the probable causes of students' inability to acquire basic early literacy in English?
- ii. Can the phonic approach in teaching resolve the problem of development of early English literacy?
- iii. Can the phonic approach be used when the students are heavily reliant on the traditional alphabet method?
- iv. Will the students be able to learn English through phonic approach?
- v. Will phonic songs and rhymes facilitate in the develop oral language skills which is a crucial part of early literacy?

1.4 Identification of the problem: There are various problems and issues faced by the students during their classroom transactions in the school. Some of the problems are inability to identify words accurately, difficulty in reciting poems, rhymes and songs, inability to write letters and words distinctly and legibly, inability to understand rules of classroom games, inability in reading simple pictures in a sequence correctly, inability to associate sound with the alphabets and words, inability to understand simple instructions in English etc.

1.5 Focus of the problem: Apart from the aforementioned problems, it was found that in language development process students need more attention on the basic literacy development in English. Since, English is taught as second language in most of the schools of Assam, the problem of its development among children who do not even listen English

sounds at home should be viewed as a challenge for the teacher. So, the main focus of the research will be on development of Early English literacy among students of class II of Kaptanchuk L.P School.

1.6 Probable causes of the problem:

The following can be probable causes of the problem in reading:

- Lack of interest of the students in English
- Lack of proper exposures to learn English
- Lack of proper and innovative teaching learning approach
- Lack of motivation towards learning language.
- Faulty learning at the foundational stage.
- Confusion about the importance of English skills
- Lack of sufficient exposure to the language.
- Lack of effective strategy to provide exposure to English language development

Most probable cause: Lack of effective strategy to provide exposure to English language development.

1.7 Action Hypothesis:

If Phonics-based instruction approach is adopted for English language learning among students of Class II of Kaptanchuk L.P School, then they will display adequate emergent English learning abilities, particularly in associating letter/word and acquire lucid understanding of sounds in English.

Chapter 2

Review of Related Literature

2.1 Review of related Literature:

A review of related literature in the area of studies associated with phonics based instruction and phonology are as follows:

Hurford et al. (1993) indicated that the presence of phonological awareness is a hallmark characteristic of good readers while its absence is a consistent characteristic of poor readers. In short, difficulties with awareness, coding, and retrieval of verbal sounds have powerful and long-reaching effects in reading.

Sitthitikul (2014) reviewed critical notions in regard to phonics instruction in order to provide sufficient background information and presented some useful pedagogical instructions. To deal with classroom issues of ethnicity, culture, gender, and other differences among students, teachers must create an environment that ensures that all learners see people from their identity group reflected positively in the instructional materials, pictures, books, and videos used in the classroom and throughout the school. These factors have powerful effects on self-esteem and motivation that affect the literacy development.

Tri Naning et al. (2016) examined the effectiveness of instructional methods based on phonics instruction in reading classes to improve students' participation therefore they can develop to their maximum potential. Using qualitative tools of observation, documentation and interview, this research was focusing the inquiry on investigating students' reception to the phonics instruction model, observing their participation in the classroom activities, also investigating instructional methods which attract students to more actively contribute in learning activities. The finding showed that the reception of students to the model was good and they showed much eagerness in following the program. Further investigation revealed that students keen to participate more in the classroom activities especially in certain activities with the use of sound sheets, sound book, flash card sheets, word box sheets, songs, games and storybooks. However, there were two challenges identified during 16 weeks running the study; the lack of teachers'

skill in delivering this method efficiently also the limited collection of English story books in school.

Dilgard et al. (2022) studied Phonics Instruction in Early Literacy through examining Professional Learning, Instructional Resources, and Intervention Intensity and found positive impact on students' early literacy development.

From the above review it can be said that phonics based approach is crucial for the development of the early literacy skills. In this area a lot of study has been conducted in the west. However, not much of work has been done keeping in view the second language learners of Assam. Hence, this study would be relevant in establishing the impact of phonics based approach in early English literacy development among students of the foundational stage.

Chapter 3

Methodology

3.1 Methodology:

Research methodology refers to the systematic, theoretical analysis of the methods applied to a field of study. It encompasses the principles, procedures, and techniques used by researchers to collect and analyze data. Action research provides a systematic way for studying the effects of the strategies adopted and innovative interventions provided for improvement of students' learning. The present research pertains to a study the effects of using various phonics related activities like rhyme, songs, drills, picture stories, word-sound association games etc. The main purpose of the action research is to find out the challenges faced by students in English and analyzes how the interventions like innovative practices like phonics-based instructions impact students' emergent learning abilities in English. In order to carry out the study **quasi-experimental method** was adopted as the action research design.

3.2 Sample:

The total Population of Class II of Kaptanchuk L.P School, Tinsukia was 34 students. Out of the total population 20 students were selected as sample investigating area or sample group of action research. Random sampling method was applied to select the students sample group where the investigation is going to be done. Out of 34 students 58 % i.e 20 number of students are selected randomly by roll no wise as sample group.

3.3 Procedure-action plan (Research Design):

Out of the commonly used methods in research i.e descriptive survey method, experimental design, and quasi-experimental design, I have selected the Quasi-experimental design to carry out the current action research. The block diagram of the quasi-experimental design is given as follows:

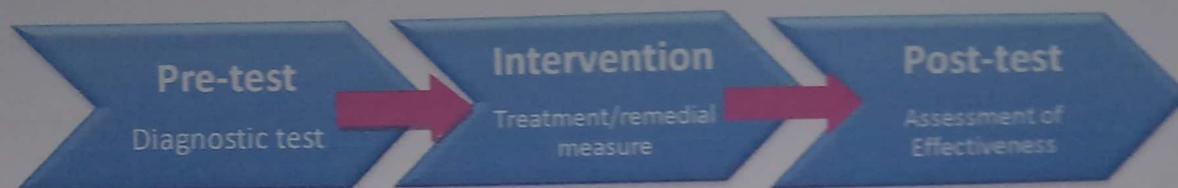


Fig. 3.1 Quasi-Experimental Design

3.4 Tools:

- Reading and writing worksheets
- Picture story cards and books
- Letter/Word-picture cards
- Rhymes and Songs
- Oral drills

3.5 Data Collection and Analysis:

For Data collection the following were considered -

- i) Pre-test question paper/test items
- ii) Post-test question paper/test items
- iii) Rating scales (5 point rating scale) for compilation of data
(5 point – Below average, average, good, very good and excellent).
- iv) Observation schedule for qualitative analysis

For data analysis the collected data are analyzed in the following forms:

- a) Tabulation of data
- b) Percentage analysis
- c) Graphical representation through bar diagrams

3.6 Procedure of Intervention:

After the result of the pre-test, intervention was duly provided. As part of the intervention process phonics-based activities were adopted to develop emergent English language skills.

Remedial measures included extensive practice of sounds-letter association through joyful worksheets on the language skills, spelling games, writing activities, songs, rhymes etc. The following procedure of intervention was followed:

Introduction to Phonics

1. Teacher Orientation: The language teacher was oriented towards the principles of phonics, including the relationship between sounds and letters.
2. Introduction to Phonics: Introducing students to the concept of phonics, using engaging activities and games.
3. Phonemic Awareness: Development of students' phonemic awareness skills, including identifying and manipulating individual sounds.

Phonics Instruction

1. Systematic Phonics Instruction: Provided systematic and explicit instruction in phonics, starting with the basics of sound-symbol association.
2. Decodable Texts: Introduced decodable texts that match students' phonics skills, to provide practice in reading.
3. Guided Reading: Provided guided reading instruction, where teachers support students as they read.

Blending and Segmenting

1. Blending Sounds: Taught students to blend individual sounds together to form words.
2. Segmenting Words: Taught students to segment words into individual sounds.
3. Phonics Games: Used games and activities to reinforce blending and segmenting skills.

Word Building

1. Word Families: Introduced word families, where students learn to recognize patterns in words.

2. Word Building: Taught students to build words by changing individual sounds through gamification.

3. Phonics Activities: Used Rhymes and song activities to reinforce word building skills.

Fluency, Accuracy and Comprehension

1. Fluency and accuracy Practice: Provide students with opportunities to practice reading with accuracy and fluency.

2. Comprehension Strategies: Teach students comprehension strategies, such as summarizing and questioning.

3. Rhymes and songs: Implemented a rhymes and songs approach, where students read and sang songs and rhymes independently

Review and Assessment

1. Review and Practice: Review and practice phonics skills, using games and activities.

2. Formative Assessment: Use formative assessment to monitor students' progress and adjust instruction.

Post-Test and Follow-Up

1. Post-Test: Administered the post-test to assess students' phonics skills.

2. Follow-Up: Conducts a follow-up session after the post-test to evaluate the sustainability of the intervention effects

Chapter 4

Monitoring of Research Outcomes

4.1 Monitoring of Research outcomes:

After the implementation of the interventions on the targeted sampled group of students, the following changes are monitored:

Table 4.1: Research outcomes

Sl.N o	Progress Period	Progress Result	Rem ark s
1	Progress After 7days	Students get motivated to learn the Language hence no major improvements is seen	Below average
2	Progress after 14days	Students are able to somewhat spell and say correct pronunciation of some words	Bel ow avera ge
3	Progress after 21days	Students are able to use English words in greetings and follow rhymes	Averag e
4	Progress after 30 days	Students are able to say the sounds of letters and words correctly	Averag e
5	Progress after 2 months	Students are able to identify sequence of stories and express orally	Averag e
6	Progress after 2.5 months	Students are able to associate letter/word sound correctly and actively engage in rhymes and songs	Averag e
7	Final Progress	Students are able to score better than pre-test in the language proficiency test	Goo d

										Average
17	Q	1	0	1	1	2	2	7	23	Below average
18	R	1	3	2	2	2	3	13	43	Average
19	S	3	2	3	3	3	3	17	57	Good
20	T	2	1	3	3	3	3	15	50	Average

On the basis of the post-test the following data were received:

Table 5.2 : Analysis of data of POST- TEST

Sl. no	Code name of students	Q-1 (4)	Q-2 (4)	Q-3 (5)	Q-4 (6)	Q-5 (6)	Q-6 (5)	Total Marks 30	% of marks	Parameters
1	A	4	4	3	5	5	5	26	87%	Excellent
2	B	4	4	4	5	6	5	28	93%	Excellent
3	C	3	4	4	5	5	4	25	83%	Very good
4	D	3	4	5	5	5	4	26	87%	Excellent
5	E	3	3	3	3	3	3	18	60%	Good
6	F	3	2	3	2	3	3	16	53%	Average
7	G	2	2	3	2	3	3	15	50%	Average
8	H	2	1	2	2	2	2	11	37%	Below Average
9	I	2	2	3	4	3	3	17	57%	Good
10	J	4	3	4	4	4	4	23	77%	Very good
11	K	4	3	4	5	4	4	24	80%	Very good
12	L	4	3	4	5	4	4	24	80%	Very good
13	M	3	3	3	4	4	4	21	70%	Good
14	N	4	4	4	5	5	5	27	90%	Excellent
15	O	4	2	3	4	4	3	20	67%	Good
16	P	4	3	3	4	4	3	21	70%	Good
17	Q	3	3	4	4	4	3	21	70%	Good
18	R	3	4	4	3	3	3	20	67%	Good
19	S	4	4	3	5	4	4	24	80%	Very good
20	T	4	3	4	5	4	4	24	80%	Very good

Fig. 5.1 : Graphical Representation of Results of pre-test and post-test



Chapter 6

Summary and Conclusion

6.1 Results (Based on findings):

a) Positive aspect

On the basis of the result analysis given above we can see that the students of class II have improved considerably in the post-test compared to the pre-test. In the pre-test 8 students were categorized under BELOW AVERAGE category due to their poor performance. But, after intervention only one trainee remain the same. The student will need special care. Similarly, after intervention number of students in average category also decreased in post-test. On the other hand, no of students in 'Good' category in pre-test was 6 which are increased to 7 after intervention. 4 students under good category successfully moved to excellent after gaining proper intervention and regular practice.

b) Negative aspect

From the result analysis we have also seen that there are still 1 student in below average and 2 in the average category. We can find these probable reasons for their poor performance –

- Irregular attendance of students during intervention period
- Lack of attention during classroom transaction

6.2 Summary and Conclusion:

The study investigated the effectiveness of phonics-based instruction on the development of early English language literacy among students of Class II. The findings of the study indicate that phonics-based instruction has a significant impact on the development of phonemic awareness, decoding, fluency, vocabulary, and comprehension skills among students. The study suggests that phonics-based instruction can be an effective approach to teaching early English

language literacy skills, particularly for students in the early stages of learning. The study's findings are consistent with previous research that has shown the effectiveness of phonics-based instruction in improving reading and literacy skills.

The study's main findings can be summarized as follows:

1. Improved Phonemic Awareness: Students who received phonics-based instruction showed significant improvement in phonemic awareness skills, including the ability to identify and manipulate individual sounds within words.
2. Enhanced Decoding Skills: Phonics-based instruction was found to be effective in improving students' decoding skills, including the ability to sound out unfamiliar words.
3. Increased Fluency: Students who received phonics-based instruction showed significant improvement in reading fluency, including the ability to read with accuracy, speed, and expression.
4. Better Vocabulary: Phonics-based instruction was found to be effective in improving students' vocabulary skills, including the ability to understand and use unfamiliar words.
5. Improved Comprehension: Students who received phonics-based instruction showed significant improvement in reading comprehension skills, including the ability to understand and interpret texts.

It may be concluded that the objectives on which the study was based on are almost fulfilled. As a result the students of class II of Kaptanchuk LP School, Tinsukia improved in English language skills through a systematic phonics-based intervention. The students had concerning inadequacy in English language development prior to the exposure towards this approach. The students have been able to realize the utility of practice and the importance of the correct pronunciation and reading with comprehension in English along with the ability to connect sounds with the spellings. Moreover, it can be suggested that a more extensive and regular reading practice opportunities would further enhance their English language competence. From the above findings we may conclude that the hypothesis is proved to be successful. So if any teacher adopts this intervention strategy then they will also be able to solve the problem in this manner.

6.3 Educational Implications:

The study's findings have implications for teaching practices, educational policy, and future research.

1. *Teacher Professional Development:* Teachers should receive professional development opportunities to learn about phonics-based instruction and how to implement it effectively in the classroom.
2. *Curriculum Design:* Educational curricula should include phonics-based instruction as a key component of early English language literacy instruction.
3. *Future Research:* Future research should investigate the long-term effects of phonics-based instruction on students' literacy skills and explore ways to adapt phonics-based instruction for diverse learner populations.

6.4 Time budgeting:

Time period of the current action research was three (3) months and a few days.

Table 6.1 Table depicting time budgeting

Sl. No.	Activities	Duration
1.	Survey of pre-action environment, interaction with the head teacher, science teacher and students	02 days
2.	Preparation of pre – test	03 days
3.	Pre – test (achievement)	01 day
4.	Evaluation of pre-test, checking, marking, analysis	04 days
5.	Preparation of strategies for intervention (activity Design)	15 days
6.	Intervention	60 days
7.	Post-test preparation	04 days
8.	Post-test	01 day
9.	Evaluation of post-test, analysis	05 days
10.	Reporting	05 days
Total Days		100 days

6.5 Money budgeting:

Table 6.2: Table depicting money budgeting

SLNo	Area of cost	Quantity	Estimated Cost
1	A4 Plain Paper Bundle	1	300
	Chart Paper	20	200
	Colour Pencils	30	500
	Pencil+Pen	40	200
	Eraser+Sharpner	20	100
	Picture Story Books	20	2000
	Rhyme and song books	20	2000
	Flash cards	60	1000
	2	Printing Cost (PreTestQuestion Paper)	30
PrintingCost (PreTestQuestion Paper)		30	200
DTP (Typing)		3	500
Printing and binding		3	500
Xerox		100	300
3	Transportation Cost		12000
Total Cost			20,000

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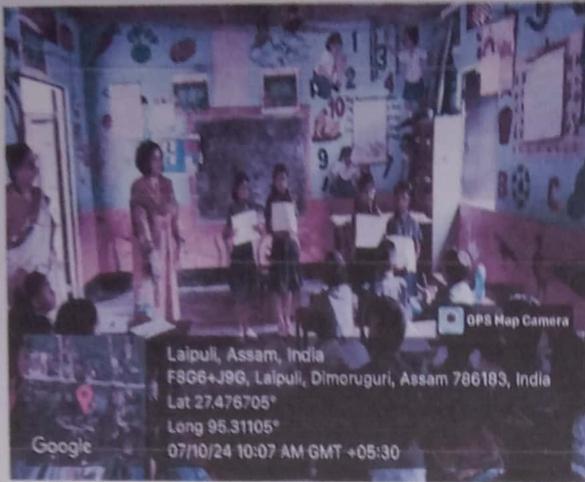
instruction: Reports of the subgroups. Washington DC: National Institute of Child Health and Development (www.nationalreadingpanel.org).

Appendix

Annexure: Photographs

The following are some glimpses captured during the conduct of the action research in Kaptanchuk L.P School, Tinsukia





Laipuli, Assam, India
F8G6+J9G, Laipuli, Dimoruguri, Assam 786183, India
Lat 27.476705°
Long 95.31105°
07/10/24 10:07 AM GMT +05:30



Laipuli, Assam, India
F8g6+j9g, Laipuli, Assam 786183, India
Lat 27.47673° Long 95.310992°
24/01/2025 10:43 AM GMT +05:30



Laipuli, Assam, India
F8g6+J9G, Laipuli, Assam 786183, India
Lat 27.47685° Long 95.310932°
24/01/2025 11:03 AM GMT +05:30