# HANDBOOK ON PERFORMANCE APPRAISAL RECORD
# OF
# TEACHER EDUCATORS



*1st Workshop Held on 16-19 November 2017*



*2nd workshop held on 19-22 January 2017*

**Author: Ravindra Kumar Mishra**
**State Council of Educational Research and Training, Assam**

**Kahilipara, Guwahati – 781019**

**In collaboration with**

**UNICEF FIELD OFFICE Assam**

**Guwahati**

## Executive Summary

Performance Record Review are essential for the effective management evaluation and development of Teacher Educator and TEI. This helps to develop individuals, improve TEI performance, and feed into further planning. Formal performance record review should generally be conducted annually for all teacher educators of TEIs. Each teacher educator appraises himself/herself honestly for his/her development and bringing quality in teaching learning process. Annual performance record review enable teacher educators monitoring of standards, agreeing expectations and objectives, and delegation of responsibilities and tasks. It also establish individual training needs and enable organizational training needs analysis and planning. This being essential for career and succession planning - for individuals, and for the TEI as a whole.

This is important for motivation, attitude and behaviour development, communicating and aligning individual and TEI aims, and fostering positive relationships between TEI and teacher educator. It provides a formal, recorded, regular review of an individual's performance, and a plan for future development. This is much easier, and especially more relaxed, if the head of the TEI meets each of the teacher educators individually and regularly for one-to-one discussion throughout the year

Two workshops were organised on 16-19 November 2016 and 19-22 January 2017 respectively at Guwahati for teacher educators with an objectives To develop a handbook on performance review record based on NCFTE, NCTE guidelines.

Participants from DIETs, BTC and Normal School took part in the workshop. Two resource persons – Prof, B.N. Panda of RIE Bhubaneswar and Dr. Dkhar of NERIE conducted the workshop facilitated by Mr. R.K. Mishra, Consultant, UNICEF, Assam.



Concepts such as Performance Record, Performance Indicators (PIs), Balanced Scorecard, Subject Intelligence and Classroom Transaction are essential for managing today's TEIs. It is a tool for building the blocks of any performance management system and addresses

- General issues relating to strategic, operational and individual performance management.
- Designing and implementing solutions based on these concepts.

- Discussing good and bad practices.
- Notifications of events (courses and conferences) relevant to Performance Management as a discipline.
- Recommendations of relevant resources

The workshops gave an insight to participants about performance appraisal – self appraisal, Appraisal by Peers, Supervisor, subordinates and students. They did come out with prima facie indicators for appraisal at different levels.

A draft handbook on performance record review emerged owing to Presentation, Deliberation, Discussion, small group discussion and presentation and deliberations in plenary and paved the path of its finalization by SCERT Assam during 1-19 Nov 2016 and 19-22 Jan 2017.

## Introduction

Effective education begins with an understanding of what people are like, how they behave and learn, and what problems they faceand Teacher educator's performance is significant in ensuring Quality of education in DIET. This requires a teacher educator to perform in the classroom to enhance learning of student teachers. Performance of a teacher educator depends on his/her competence, strengths, professional growth, weakness and individual needs. Performance records are very much helpful in determining competence, assess strengths, provide support and mentoring to assure continued growth through differential experiences.

Improving performance level and outstanding performance of a teacher is expected in NCFTE 2010.

The Join Review Mission for Assam recommended – "Capacity building program for teacher educators particularly in the areas research methodology, text book analysis, content analysis, classroom transaction, curriculum studies, assessment, etc are needed"

High Powered Commission on Teacher Education constituted by Hon'ble SCI in 2012 has suggested for development of a framework for assessment of teachers performance.

The performance of a teacher educator is closely linked to preparing teachers to enhance quality of education. Hence it is pertinent to record the performance of teacher educators. The key challenge is choosing an appropriate performance measure. Teacher educators are better placed to develop a quality monitoring tool and performance record handbook. With this intention, a four-day workshop was organised to develop a handbook on performance record and quality monitoring tool.

## Objective of the Handbook

The overall objectives of the handbook are –

- To develop Teacher Educator Performance Record.
- To enhance capacity of faculty of SCERT Assam and TEIs
- To acquaint the participants with performance record review

## Development Methodology

- Presentation and Deliberation
- Small group discussion facilitated by Resource Persons
- Discussion in Plenary

## Resource Persons:

1. Prof B.N. Panda, RIE, Bhubaneshwar
2. Dr. F.G Dkhar, NERIE, Shillong
3. Mr. Ravindra Kumar Miahra, UNICEF Assam
4. Dr. Ajit Kumar Choudhury, Former Principal, DIET, Morogaon

## Guidance and support

1. Smti. Sewali Devi Sharma, ACS, Director SCERT, Assam
2. Ms. Chhaya Kunwar, Education Specialist, UNICEF Assam

## Performance Record Review:

We review books, publications, services, movie, games and sports, transport and communication, art exhibition, science fairs, consumer items, e-commerce and so on and provide feedbacks for its improvement or otherwise. We talk performance, quality, reliability, defects if any and value for money. We critical analysis of persons, goods and services and this leads to enhancement in quality. It is true about Performance Record Review of Teacher Educators as we all are concerned about quality improvement in our TEIs and schools. Performance Record Review comprises the following:

## Performance Record:

➢ Concepts such as Performance Record, Performance Indicators (PIs), Balanced Scorecard, Subject Intelligence and Classroom Transaction are essential for managing today's TEIs.
➢ Building the blocks of any performance management system
➢ General issues relating to strategic, operational and individual performance management.
  •Designing and implementing solutions based on these concepts.
  •Discussing good and bad practices.
  •Notifications of events (courses and conferences) relevant to Performance Management as a discipline.
  • Recommendations of relevant resources

## Performance Review:
➢ The review process involves assessing the teacher educator's work performance during the review period relative to specific indicators and an overall rating.
➢ The following rating categories are employed: Highly Successful Fully Successful Making Progress Unsatisfactory
➢ This scale is applied to the following performance indicators: -
*Planning, Organizing & Controlling - Achievement     Orientation - Job Knowledge -
People Development -     Communications - Problem Solving & Decision Making*

## *Performance Indicators:*
➢ Assessment of performance and progress Consists of
  • Performance Standards (PS), Performance standards are the areas in which teachers perform their tasks and responsibilities.
  • Specific Standards Under performance standards there are some specific tasks which are expected to be performed
  • Performance Indicators Derived from PS

## Why Performance Record Review:
Based on the provisions in sections 24, 29 and the schedule specifying norms and standards for schools in the
➢ RTE Act 2009,
➢ NCF-2005 and
➢ SSA Framework-2011

Feedback received from the NCERT Study-'In-service Education for Teachers impact on classroom transaction' conducted in 2010-11, and comments received from state level officers from SCERT and SPO, and teacher education professionals

Performance Standards communicate expectations for each responsibility area of the job performance.

## Performance Standards:

The following performance standards have been identified.
- ➢ Designing Learning Experiences for Children
- ➢ Knowledge and Understanding of Subject Matter
- ➢ Strategies for Facilitating Learning
- ➢ Interpersonal Relationship
- ➢ Professional Development
- ➢ TEI Development
- ➢ Teacher Educator Attendance

## Indicators:

1. Curriculum- syllabus- learning resources and content
2. Approaches to teaching and learning
3. Attitudes/Interest, Readiness to change
4. Co-scholastic Areas
5. Professional Development - Problem solving and Decision Making, Communication skills
6. Extension services

Performance record review encompassing self appraisal, appraisal by colleagues, head of TEI and students (Necessary but may be optional). Students appraisal is of pivotal importance and it should be considered as a feedback without any discrimination for improvement of quality in the classroom.

Meaningful regular discussion about work, career, aims, progress, development, hopes and dreams, life, the universe, the TV, common interests, etc., whatever, makes appraisals so much easier because people then know and trust each other - which reduces all the stress and the uncertainty. This helps in growth and development of individual and institution.

Think about everything performance record review can achieve and contribute to when they are properly managed, for example:

- Performance measurement - transparent, short, medium and long term
- Clarifying, defining, redefining priorities and objectives
- Motivation through agreeing helpful aims and targets
- Motivation though achievement and feedback
- Training needs and learning desires - assessment and agreement
- Identification of personal strengths and direction - including unused hidden strengths
- Career and succession planning - personal and organisational
- Team roles clarification and team building
- Organisational training needs assessment and analysis
- Appraisee and Appraiser's mutual awareness, understanding and relationship

- Resolving confusions and misunderstandings
- Reinforcing and cascading organisational philosophies, values, aims, strategies, priorities, etc
- Delegation, additional responsibilities, individual growth and development
- Counselling and feedback
- Development of head of the institutions - it's a fundamental process
- The list goes on..

This performance record review formats have been created to support and act as instructions and guidelines for the form. The structure is formal but the process and content does not have to be constrained by work and job issues. Always be looking for opportunities to help the person develop beyond their formal work responsibilities. Lots of people find job-skills training less than riveting, but nearly everyone has something in them that they want to pursue and develop. When appraising someone if you can tap into these desires and help the other person to achieve their own personal aims, then everyone wins. If the connection with work don't seem obvious at first, the benefits from personal growth generally produce dramatic and positive benefits for employers and work performance.

Obviously a certain amount of work-related training is necessary for good work performance and advancement, but the biggest advantages accrue to the institutions when people **grow as people**, outside of their job skills sets. In fact most of the really important attributes for work are distinctly **outside** of the typical job skills: factors relating to emotional maturity, self-esteem, relationships, self-awareness, understanding others, commitment, enthusiasm, resoluteness, etc., are typically developed far more effectively in people when they follow their own paths and fulfil their own natural desires, rather than on endless (and for many people somewhat meaningless) job-skills courses.

So be imaginative and creative. Use the format and process as a structure for the review process, but don't constrain the areas of personal development to those only related to the job and work standards and organisational objectives. Be led by the people about what they love and enjoy, and what they want to develop and experience in their lives. And then look for ways to help them achieve these things. This is the true way to develop teacher educators and institutions.

## DURING SELF APPRAISAL IDENTIFY YOUR ACCOMPLISHMENTS

Consider these questions:

- What goals did I accomplish?
- What goals still need to be accomplished?

Articulate your accomplishments and relate them to your individual goals and organizational goals. Given large spans of control and the virtual workplace, your manager may not be able to effectively observe all aspects of your performance on a regular basis. Now is your opportunity to describe and highlight how what you have done directly related to team and organizational success, as well as surface unknown challenges being faced.

Don't play down your challenges and opportunities for improving performance. Take time to think through the challenges you encountered throughout the performance period. Are there variables that are prohibiting more successful performance or have new projects/issues cropped

up? Recognize mistakes or things that you know need to be changed. It is important to take accountability and then describe your plan of action for improvement going forward.

Upon completion of your appraisal, you need to think about the things that you will need to be successful in the future. Identify the support and resources that will help you overcome challenges and increase your performance in your current role. Be prepared to ask for that support during the **performance review** discussion with your head of the institution to ensure that you are set up for success in the coming year.

"Be as truthful as you can without exposing yourself unnecessarily"

## COLLEAGUES MAKE DIFFERENCE

When you are appraising your colleague you have to take hold of facts for the entire year. You should not fall under the trap of recency bias, as the teacher educator has been over performing in the last two months. Here you need to analyze his work performance for the entire year and then fill the form accordingly.

## HEAD OF THE INSTITUTION MUST BE SINCERE AND HONEST

As a Head of the Institution you should be honest and sincere to all your faculty and staff. You should never be partial to a good performer. As senior personnel you have to understand that everybody works hard in a team and some may over perform, while others are average. With your guidance and mentoring an average faculty member can also over perform in the next few months. But if you show favoritism you are preventing them to give their best.

In nut shell it should be mentioned, you have a responsibility towards team and these members would also help you to take your career to the next level Thus be dedicated and sincere when filling up their appraisal forms.

## STUDENT TEACHERS VIEW IS ALWAYS A GUIDING FORCE THAT

- Empowers you to think about your performance over time and identify your own accomplishments, challenges, strengths and opportunities for improvement.
- Helps you to focus on your behavior. The better you are at understanding the behaviors and skills related to success, the better you can be at targeting your efforts on the job.
- Prepares you to have a productive and meaningful teacher educator

# PERFORMANCE APPRAISAL RECORD OF TEACHER EDUCATORS

All teacher Educators of TEIs will fill up the proforma as a self-appraisal report by putting tick mark and/or writing in appropriate place at the end of the academic year

## A. General information

1. Name of TEI : …………………………………………………..

2. Name of Teacher Educator : …………………………………………………..

3. Designation : ……………….…………Branch/Stream/Department :…………………..

4. Educational Qualification :

    a. Academic :

    b. Professional :

5. Teaching Experience (In years) :

| Nature of Institution | Teacher | Instructor | Lecturer | Sr. Lecturer | Vice Principal | | |
|---|---|---|---|---|---|---|---|
| Government | | | | | | | |
| Others (Please specify) …………….. | | | | | | | |
| Total | | | | | | |
| Total in Present Institution | | | | | | |

6. Date of appointment in the present post :

## B. Academic Contribution

### I. Material Development

| Name of the material (e.g.. TLM/module/handout/format etc) | Nature of involvement (e.g. As a co-ordinator/member/reviewer/participants/Resource person etc.) | Status of completion (e.g..Report prepared /report submitted) |
|---|---|---|
| 1. <br><br> 2. <br><br> 3. <br><br> 4. <br><br> 5. | | |

### II. Teaching

| Courses (e.g..D.El.Ed/ B.Ed etc.) | Paper (Title of the paper) | Semester(I,II,III,IV) | No. of Lecture/Tutorial/Practicum per week |
|---|---|---|---|
| 1. <br><br> 2 <br><br> 3 <br><br> 4 | | | |

**III.     Internship**

| Semester | Nature of involvement (Co-ordinator/Mentor/Member/Supervisor etc.) | Duration of Internship |
|---|---|---|
| 1.    2. | | |

**IV.     Field visit/ Community support service**

| Title of the programme | Purpose of visit | Nature of involvement | Outcome |
|---|---|---|---|
| 1.    2.    3.    4.    5.    6.    7.    8.    9.    10. | | | |

## V. Other Curricular activities

| Name of the activities e.g. Literally/cultural/ games & sports etc. | Nature of involvement | Outcome |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

## VI. Training Participated/Imparted

| Title of the training/programme | Nature of involvement (e.g. Co-ordinator/KRP/RP/ Participants etc.) | Duration of the programme | Organised by (SCERT/ UNICEF/ SSA/NCERT/ RMSA etc.) | Status of completion |
|---|---|---|---|---|
| Participated | | | | |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| Imparted | | | | |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |

**VII.    Assessment and Evaluation Activities (Within the TEI and Outside)**

| Semester | Name and no. of paper | Type of assessment |
|---|---|---|
| **Within TEI**<br>1.<br><br>2.<br><br>3.<br><br>4.<br>**Outside the TEI**<br>1.<br><br>2.<br><br>3. | | |

**VIII.    Extension Services**

| Name of the Department/ Organization | Title of the Programme and date | Nature of Involvem ent | Purpose and duration | Status |
|---|---|---|---|---|
| 1.<br><br>2.<br><br>3.<br><br>4.<br><br>5. | | | | |

**IX.    Exposure Visit (National/International in academic assignment)**

| Name of the assignment | Place of visit | Date and duration | Outcome |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |

**X.    Research Contribution**

| Title | Nature of involvement | Sponsored by | Status | Remarks |
|---|---|---|---|---|
| a.  **Project**<br>   i..<br>   ii.<br>   iii. | | | | |
| b.  **Publication (Research Paper/Article)**<br>   i.<br>   ii<br>   iii. | | | | |
| c.  **Presentation**<br>   i.<br>   ii.<br>   iii. | | | | |
| d.  **Books/Chapter in the books.**<br>   i.<br>   ii.<br>   iii. | | | | |

| | | | | |
|---|---|---|---|---|
| e. **Chairing/guest speaker in conference/workshop/seminar etc.**<br>   i.<br><br>   ii.<br><br>   iii.<br><br>f. **Membership in professional bodies/committees/editorial board etc.**<br>   i.<br><br>   ii.<br><br>   iii.<br><br>g. **Honour and Awards/fellowships etc.**<br>   i.<br><br>   ii.<br><br>   iii | | | | |

**XI.**

| Title | Nature of involvement | Sponsored by | Status | Remarks |
|---|---|---|---|---|
| h. **Project** <br> i.. <br> ii. <br> iii. | | | | |
| i. **Publication (Research Paper/Article)** <br> i. <br> ii <br> iii. | | | | |
| j. **Presentation** <br> i. <br> ii. <br> iii. | | | | |
| k. **Books/Chapter in the books.** <br> i. <br> ii. <br> iii. | | | | |
| l. **Chairing/guest speaker in conference/workshop/sem inar etc.** <br> i. <br> ii. <br> iii. | | | | |
| m. **Membership in professional bodies/committees/editori al board etc.** <br> i. | | | | |

| | | | | |
|---|---|---|---|---|
| **ii.** | | | | |
| **iii.** | | | | |
| **n. Honour and Awards/fellowships etc.** **i.** | | | | |
| **ii.** | | | | |
| **iii** | | | | |

## C. Administrative Responsibilities

| Name of the assignment | Nature of involvement | Remarks |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

## D. Personal Attributes

| Attributes | Need Improvement | Satisfactory | Excellent |
|---|---|---|---|
| Attitudes towards learners | | | |
| Attitude towards colleague | | | |
| Attitude towards profession | | | |
| Attitudes towards authority | | | |
| Attitude towards supporting staffs | | | |
| Attitude towards institute | | | |
| Attitude towards community | | | |

## E. Any other (Please specify)  :...........................................................................

...........................................................................................................
....

...........................................................................................................
....

**Date:**                                                    **Seal and signature of the**

**Sr. Lecturer/Lecturer**
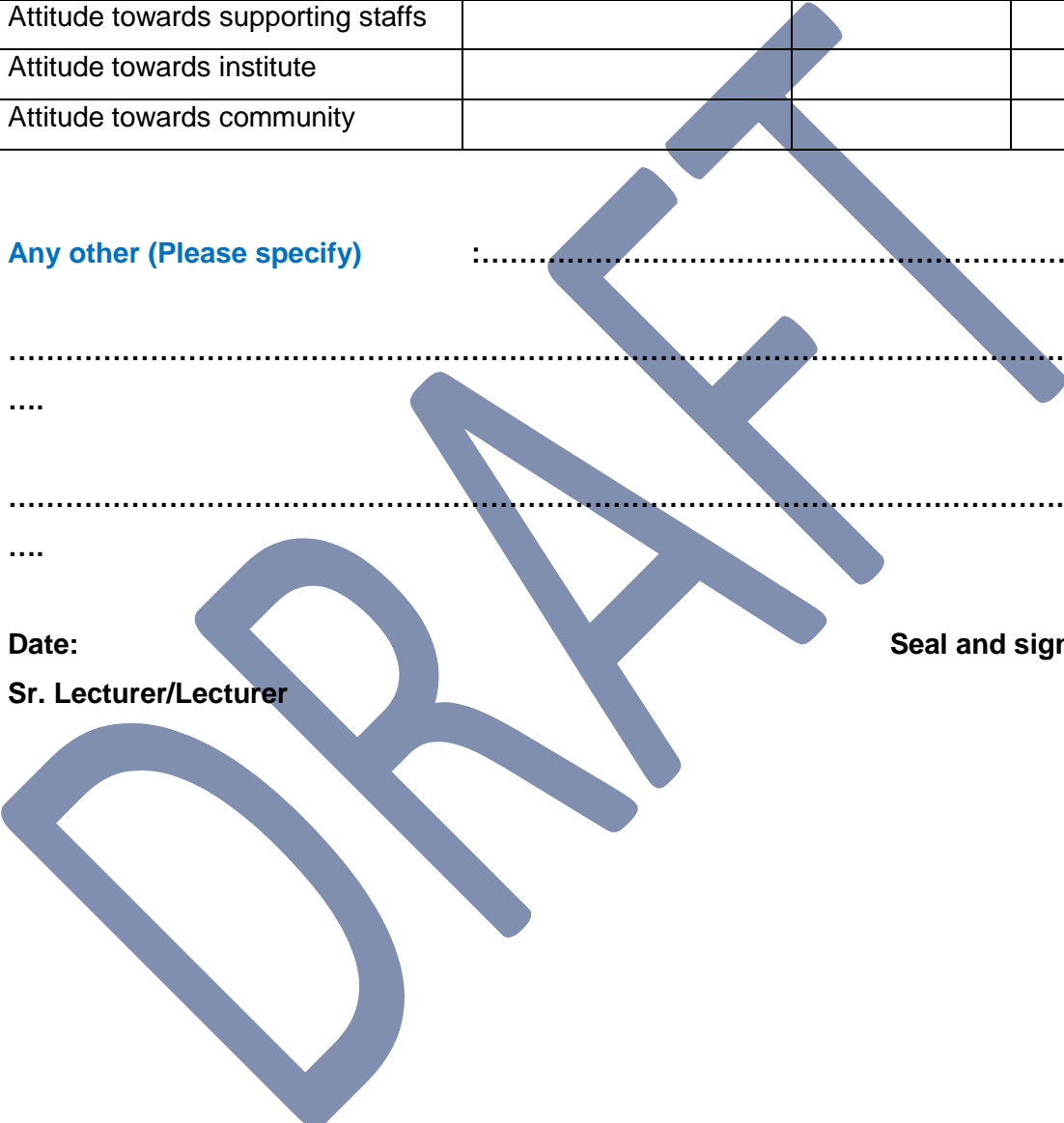
# Peer Review proforma for faculty member

Dear colleague,

You are requested to give your opinion/view about your peer/fellow faculty member by putting responses in appropriate box.

1. Name of TEI      :
2. Name of faculty  :
3. Date             :

| Areas | Indicators | Scale | | |
|---|---|---|---|---|
| | | **Good** | **Very Good** | **Excellent** |
| Academic contribution | | | | |
| a. Curriculum | - Content knowledge<br>- Planning for transaction | | | |
| b. Approaches to Teaching and learning | - Knowledge of classroom management.<br>- Knowledge of inclusion<br>- Use of ICT and learning resources | | | |
| c. Other Curricular activities | - Planning<br>- Organising | | | |
| Personal Attributes | | | | |
| Attitude | - Attitude towards stakeholders<br>- Inter personal relationship<br>- Team work | | | |
| Professional Development | | | | |
| Research/ workshop/seminar | - Organisation and conduction<br>- Participation<br>- Sharing<br>- Publication | | | |
| Extension services | | | | |
| a. community | - Awareness and capacity building | | | |
| b. Department | - Convergence<br>- Training | | | |
| c. Other organisations | - Resource support | | | |
| Any other (Please specify): - | | | | |

# Teacher Educator performance sheet

(To be completed by the Head of the TEI)

1. Name of the TEI :
2. Name of the teacher educator :
3. Qualification :
4. Branch :
5. Year of Assessment :

A. Personal Attributes:

| Area | Indicators | Improving | Good | Very Good | Excellent |
|---|---|---|---|---|---|
| **1. Personal Attributes** | • Punctuality & regularity | | | | |
| | • Approachable | | | | |
| | • Humorous | | | | |
| | • Pro activeness | | | | |
| | • Team spirit | | | | |
| | • Decision making capacity | | | | |
| | • Leadership ability | | | | |
| | • Capacity to accept challenges | | | | |
| | • Positive attitude | | | | |

B. Academic Involvement :

| Area | Indicators | Improving | Good | Very Good | Excellent |
|---|---|---|---|---|---|
| Curriculum | • Knowledge of curriculum contents | | | | |
| | • Planning & designing | | | | |
| Classroom transaction | • Follow Constructivism | | | | |
| | • Encourage students participation | | | | |
| | • Use of ICT & learning resources | | | | |
| | • Assesses the learners | | | | |
| | • Provide feedback to learner | | | | |
| Communication skills | • Proficiency in language | | | | |
| | • Clarity in expression | | | | |

## C. Professional development

| Research/Action research | Indicators | | | | |
|---|---|---|---|---|---|
| | • Participation in seminar/workshop /conference | | | | |
| | • Paper presentation in seminar/workshop /conference | | | | |
| | • Organisation and conduction of seminar/workshop /conference | | | | |
| | • Publication of paper/article in journal, magazine etc. | | | | |

## D. Administrative responsibilities:

| Area | Indicators | Scale | | | |
|---|---|---|---|---|---|
| | | | | | |
| Administrative Capacity | • Willingness to take assignments | | | | |
| | • Planning the activities | | | | |
| | • Organizing the activities | | | | |
| | • Reporting on time | | | | |

## E. Extension Services :

| Area | Indicators | Scale | | | |
|---|---|---|---|---|---|
| | | | | | |
| 1.Support to Govt./other organizations | • Involvement in Training Module development at State/District/Block level. | | | | |
| | • Acts as Resource Person in orientation/training programmes at State/District/Block Level. | | | | |
| | • Involvement in Text Book/supplementary book Development | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | • Attends DACG/DRG/BACG meetings and video conference | | | | |
| | • Involvement as a counsellor in guidance counselling programmes. | | | | |
| 2. Additional unplanned assignments | • Involvement in different survey | | | | |
| | • Undertakes responsibility in Excursion programmes/ field trips etc | | | | |
| F. Any other : | | | | | |

Signature of the Principal

Date:

## Views of Student-Teacher on Teacher Educators

Student- teacher of IVth Semester will give/provide their impartial views on teacher educator by putting tick mark in appropriate box (Proforma will be provided to each student-teacher).

1. Name of the Teacher Educator : _____
2. Name of the TEI : _____
3. Date of filling the format : _____

| SI. No. | Indicator's | Satisfactory | Good | Very Good | Excellent |
|---------|-------------|--------------|------|-----------|-----------|
| 1 | Punctual and regular in the class | | | | |
| 2 | Content knowledge | | | | |
| 3 | Teaching method & techniques | | | | |
| 4 | Use of TLM/ICT/Lab. | | | | |
| 5 | Encourage and ensure students participation | | | | |
| 6 | Undertake assessment | | | | |
| 7 | Classroom inclusion | | | | |
| 8 | Give opportunities to ask questions | | | | |
| 9 | Solve students problem | | | | |
| 10 | Behavior with students | | | | |
| 11 | Involvement in other curricular activities | | | | |
| 12 | Feedback to students | | | | |
| 13 | Counseling to students | | | | |
| 14. Any other (Please specify in maximum 50 words)……………………………………………………………. | | | | | |

**N.B.: Principal will ensure that distribution and collection of this filled in proforma on the same day with proper sitting arrangement.**

**State Council of Educational Research and Training, Assam, Guwahati**
**Workshop on Finalization of Handbook Record Review of Teacher Educators**
**Hotel Grand Majesty, Hatigaon, Guwahati**
**Date: 19-22 January 2017**
**List of participants**

| SI.No. | Name and Designation | Address | Mobile No. | Email |
|---|---|---|---|---|
| 1. | Kanailal Dey Lect. DIET | DIET, Karimganj | 9435375253 | kenailaldey1961@gmail.com |
| 2. | Smirti Rekha Sharma Sr. Lec. | DIET, Darrang | 9435460531 | smritis191@gmail.com |
| 3. | Karabi Deka, Lect | DIET, Kamrup Mirza | 9435707610 | karabideka2014@gmail.com |
| 4. | Himalinee Bezbaruah Lect. DIET | DIET, Kamrup, Mirza | 9678781957 | himalinee22@gmail.com |
| 5. | Mousumi Baruah Asst. Teacher | Normal School, Jorhat | 9435595230 | mousumibaruah25@gmail.com |
| 6. | Manju Phukan, Lect | SCERT, Assam Jorhat Campus | 9435090064 | mnjphkn25@gmail.com |
| 7. | Miftahur Rahman Choudhury | DIET, Kalacharan Dima-Hasao | 9401960258 | mrchoudhury799@gmail.com |
| 8. | Kishore Kr. Das | BTC, Nalbari | 9401226408 | das233718@gmail.com |
| 9. | Bharati Das | DIET, Nalbari | 9435560571 | dasbharati2006@gmail.com |
| 10. | Lakshmi Kant Das | SCERT, Assam | 9435345215 | daslakshmikanta@gmail.com |
| 11. | Eusob Ali Shaikh, Sr. Lecturer | DIET, Dhubri, Golakganj | 9854511950 | eusob.ali@rediffmail.com |
| 12. | Dipankar Chakroborti Lect. | DIET,Sivasagar, Sonari | 9401095943 | |
| 13. | Dr.A.K.Choudhury | Retd. Principal, DIET, Morigaon | 9864122755 | akchoudhury14@gmail.com |
| 14. | Mrs. Rima Borah | Sr. Lect. DIET, Sonitpur | 9435083317 | |
| 15. | Dr. Nirmali Hazarika | SCERT, Assam | 9864204918 | |
| 16. | Munindra Malakar | Sr. Lecturer, DIET, Nalbari | 9864335664 | munindramalakar30670@gmail.com |
| 17. | Ramez Uddin Dhar | SCERT, Assam | 9435303798 | |
| 18. | Naba Kr. Sarma Lect. | DIET, Bongaigaon | 9859052236 | nabakumarsarma59@gmail.com |
| 19. | Biren Chandra Borah | Reader, SCERT, Assam | 9707122421 | |
| 20. | Ravindra Kumar Mishra | State Consultant UNICEF, Assam, | 8473052472 | rkmunicefghy@gmail.com |
| 21. | Karnel Teron | Lect. DIET Karbi Anglong | 9706849812 | karnelteron@yahoo.com |
| 22. | Dr. L.N. Sonowal | SCERT, Assam | 9401072675 | lakhisonowal3@gmail.com |
| 23. | Gunabhiram Borah | Artist, SCERT, Assam | 9954625515 | |
| 24. | Narendra Nath | Lect. SCERT, Assam | 9435143046 | narendranathnath1962@gmail.com |
| 25. | Dr. Sumana Roy | Asst. Director, SCERT, Assam | 9435043607 | sumanascert@gmail.com |
| 26. | Dr. Jayanta Kr. Sarma | Project Officer, SCERT, Assam | 9435149139 | Jayantakumarsarma@gmail.com |
| 27. | Dr. Ajanta Brahma | Reader, SCERT, Assam | 9864034083 | ajantabrahma@gmail.com |
| 28. | Monowar Hussain | DIET, Barpeta, Howly | 9435211307 | monowar@gmail.com |
| 29. | Prof. B.N. Panda | RIE, Bhubaneswar | 9437631590 | bnpanda38chotmail.com |
| 30. | Kalyani Devi | DTP operator | 8486262460 | Devikalyani33ghy@gmail.com |

*Presentation of small group work in plenary*



**Participants engaged in Group discussion**

**Finalization Workshop in Progress and Participants engaged**



**State Council of Educational Research and Training, Assam**
**Kahilipara, Guwahati – 781019**
**Tel./Fax – 0361**
**Email – dr.scertassam@rediffmail.com**