

Teacher Perception on Census Duty: A Conceptual Review of Its Implications for Teaching-Learning Activities in the Context of Tangla Town Cluster School Teachers, Udalguri District, Assam

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ABSTRACT

Teachers are vital to the education system, primarily responsible for supporting students' learning and maintaining effective classroom but yet they are often burdened with administrative and government duties outside the classroom. At present time, one of the most sensitive and major national duty is Census Duty, which requires substantial time for training, data collection, and documentation all over the country. These responsibilities may negatively impact on Teacher's Workload, Time Management, and their professional role. This conceptual review explores school Teacher's perception of census duty and its possible implications on teaching-learning activities within the Tangla Town Cluster of Udalguri District, Assam. The paper is developed through a review of Academic Literature, Government Reports, and Policy Documents on teachers' Workload and Role conflict, the discussion analyses how census duties affect teachers' lesson planning, classroom time management, assessment, student engagement, and overall teaching effectiveness. It concludes that factors like duty length, training and systematic support heavily influence teachers' attitudes, highlighting the urgent need for a more balanced between teaching and government duties.

KEYWORDS: Teachers' Perception, Census Duty, Teacher Workload, Instructional time, Teaching-Learning Activities, Tangla Town Cluster

1. Introduction

Census Duty is an important national responsibility. Deploying Teachers for Census duty disrupts regular teaching-learning activities, requiring school administrators and governments to balance vital national surveys with classroom continuity through special adjustment mechanisms. Census duty is an important public responsibilities involving collection of data, verification, and house listing operation (HLO.) Teachers engaged in such activities may therefore have to divide their time between their regular responsibilities, and census-related duties. Teachers' Perception is an important dimension in understanding the relationship between additional governmental duties and professional responsibilities. These perceptions can potentially influence teachers' attitudes, time management, professional engagement and ability to maintain continuity in academic activities. It may be so; teachers ought to balance

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both their national duty and their professional duty. The Teaching-Learning process requires continuous teachers' preparation and interaction with learners. Additional duty like Census duty may disrupt their regular professional role, lesson planning, co-curricular participation, classroom management, and follow-up of students' learning progress. In the context of Tangla Town Cluster School Teachers in Udalguri District, Assam, provides a relevant setting for examining this issues conceptually, understanding teachers' perceptions of census duty, and its possible implications for teaching-learning activities rather than presenting primary empirical findings, the paper bring together relevant concepts and existing literature concerning teachers' workload, administrative responsibilities, role conflict, teacher effectiveness and teaching-learning processes.

2. Rationale and Background

Census is one of the important national duties just as teaching is the primary professional responsibility of teachers. When teachers are assigned to census duty, schools face many issues like reduction in teachers' availability, loss of instructional time, and delay in syllabus completion etc. Deployment of teachers for census-related work disrupts regular teaching-learning activities. The issue is particularly relevant to the Tangla Town Cluster schools, in the Udalguri District, Assam. Here, the review is mainly focused on understanding the need to maintain a balance between teachers' regular teaching activities and their civic responsibility.

3. Objectives

- i. To assess the level of perception of school teachers towards census duty in Tangla Town Cluster, Udalguri District, Assam.
- ii. To examine the conceptual understanding of key terms.
- iii. To explore how census duties influence classroom instruction and day-to-day learning environments in Tangla Town Cluster Udalguri District, Assam.
- iv. To suggest context-specific recommendations for balancing census duty and teaching responsibilities.

4. Methodology

This review is conceptual review based on a descriptive method, and information has been gathered from secondary sources including books, research papers, journals, newspapers, government reports, census-related documents, handbooks from the 2027 census, and other relevant literature. The review is particularly focused on the context of school teachers in the Tangla Town Cluster, Udalguri District, Assam. Major dimensions such as teacher availability, time available, syllabus completion, classroom management, and instructional time were considered in developing the conceptual understanding of the issue. This review relies entirely on existing literature and does not focus on primary data collection.

5. Review of Related Literature

Review of related literature is an essential part of research work. Review of related literature is a critical and organized examination of existing knowledge that helps the researchers establish

the relevance and direction of the proposed research. It helps to select the problem, to state the problem, to define and to delimit the problem, to write various objectives, to formulate hypothesis and research questions, and also provides opportunities to think critically the problem. Actually, the main objective of the review is that to identify the gap in previous study.

For the present conceptual review, the literature has been organized around the relationship between census duty and teaching-learning activities. The review focuses primarily on two interconnected areas: census duty and instructional time, and census duty and teachers' workload. From conceptual perspective, such governmental additional non- teaching responsibilities may affect teachers, workload and reduced in teaching-learning activities in classroom. The present review is based on the following review of related literature:

- 6. Studies on Census and Statutory Duties:** Census is an important national duty requiring systematic collection of population-related information. Under the Census Act, 1948, and section 27 of the Right to Education (RTE) Act, 2009, teachers are legally mandated to participate in essential national functions like census operations, and election duties while maintaining strict data confidentiality. The rationale associated with the provision emphasizes protecting teachers' time for school and classroom responsibilities.
- 7. Studies on Teachers' Workload:** Teacher workload consists of classroom teaching as well as lesson preparation, assessment, administrative activities, documentation and other professional responsibilities. Excessive workload has also been associated with teachers' well-being, job satisfaction and intention to remain in the profession. A study by Kaka K. (2017) reinforces this by demonstrating that actual classroom time is frequently compromised to accommodate non-academic activities.
- 8. Studies on Teachers' Administrative Responsibilities and Teaching Activities:** Review on teachers' administrative workload suggests that responsibilities beyond classroom teaching may compete with instructional activities. Research by Wilson et al. (2023), indicates that shifting administrative burden on to teachers severely compromises their core instructional productivity and mental resilience.
- 9. Studies on Instructional Time and Teacher Availability:** Teacher availability is closely connected with the instructional time in classroom. The literature indicates that state-mandated non-educational duties, such as census enumerations, several compromises institutional manpower in public school. "A case report by the Guwahati-based media outlet **Gplus** highlight that a significant portion of teaching staff has been temporarily reallocated to field operations. In many schools with baseline strength of only three teachers had two deployed simultaneously, forcing the remaining single teacher to manage three classrooms and other non-academic activities. The report indicates that prolong deployment of teachers for census related duties may disrupt regular classroom teaching-learning activities by reducing teachers availability and instructional time.

10. Critical Synthesis of the Reviewed Literature:

The review suggests three major are-**First** Census duty is legally mandated national administrative government responsibility, and teachers may be deployed for census operations.

Second teachers' workload means administrative and non-teaching responsibilities may add to their workload and compete with teachers' instructional activities. **Third**, the review suggests that teacher availability and time allocation is relevant to the organization of teaching and learning. The present review is related to teacher deployment census-related activities and its possible implications classroom regular teaching-learning activities in the context of Tangla Town Cluster, Udalguri District, Assam.

11. Research Gap

Existing review of related literature examined teacher workload, administrative responsibilities, teacher availability and instructional time from different perspectives. However, this review focuses specifically on teacher's involvement in census-related duties and teaching-learning activities within a specific local school context. In the context of school teachers in Tangla Town cluster Udalguri District, provides opportunity to review on teachers' deployment and teaching-learning disruption in classroom. Limited attention has been given to specific school context of Tangla Town Cluster, Udalguri District, Assam.

12. Conceptual Understanding of key terms

Census Duty

A Census is the procedure of systematically acquiring, recording, and calculating information about the members of a given population, which is then usually presented through statistics. The census has been conducted in India at regular intervals since 1872. The coming census will be the country's 16th census and the 8th census since Independence. (Handbook of census 2027). Census act, 1948 establishes the legal framework for conducting census operations in India, ensuring accurate data collection, public cooperation and strict confidentiality. The census Act, 1948, serves the primary law regulating the collection of population-related data in India. The census act, 1948 lays down the legal framework for conducting census operation in India in a systematic and uniform manner. (Roy, K.2026)

Census 2027 The government of India is going to conduct the census of India 2027, and preparations for the first phase, House Listing and Housing Census is scheduled to be conducted during April-September, 2026 in all states/UTs, for a period of 30 days as per the scheduled notified by each State/UT Prior to this, Self-Enumeration will be facilitated for a period of 15 days. Phase 2, Population Enumeration (PE) will be conducted in February, 2027, followed by a Revisional Round from 1st to 5th March, 2027. (Handbook of census 2027)

This census will use digital technology extensively. For the first time in the history of Indian census, information will be collected digitally through a mobile application. During the house listing and house census, enumerators will collect the required information using smartphones.

Teachers' Perception of Census Duty

Teachers' perception means teachers' views, experiences on census related duties. Teachers may have different perception and attitude towards census duty. Some teacher considers as additional responsibility, others may consider as national duty that deserves their full

cooperation. In the context of Tangla Town Cluster, Udalguri District, Assam, in some schools, the situation may become particularly challenging when the number of teachers is already limited.. Such circumstances may reduce instructional time, increase teachers' workload, affect syllabus completion, and create difficulties in maintaining the continuity and quality of teaching-learning activities. Therefore, Census 2027 is a significant national exercise across India, the engagement of school teacher in census related duties may create disruptions in teaching- learning activities.

Teaching –Learning Activities

The engagement of a considerable number of school teachers in census 2027-related duties in the Tangla Town Cluster has raised concerns regarding the continuity and effectiveness of regular teaching-learning activities. . This situation may consequently affect the quality and continuity of classroom teaching, lesson completion, student preparation, overall teaching-learning activities.

Teacher Workload

In several schools the absence of teachers assigned to census duties has increased the workload of the remaining teachers, who are required to manage additional classes across different grade level.

Syllabus Completion

This situation may become particularly significant in the context of the approaching half-yearly Examination, as the syllabus of several subjects remain incomplete due to reduced instructional time and teachers availability.

Instructional Time.

Instructional time is the conceptual framework representing actual hours dedicated strictly to teaching and learning. From the conceptual perspective, the additional responsibilities associated with census duty may therefore have implications for teachers' workload, instructional time, syllabus completion, student preparation, and overall effectiveness of the teaching-learning activities.

9. Educational Implications

The conceptual analysis of teachers' engagement in census duty may impact the quality of education, especially in the context of Tangla Town Cluster, Udalguri District, Assam.

i) Protection of Instructional Time: Prolonged deployment of teachers Census related activities may reduce the time for regular classroom instruction. So scheduled of census duty should plan, as per as possible, in ways that minimize disruption to regular teaching-learning activities.

ii) Protection of Academic Activities: Deployment of teachers in census related operation may affect academic activities lesson planning; assessment, assignment checking, feedback, and student support require adequate teacher time. An administrative planning should ensure that these essential academic activities are not unnecessarily compromised.

iii) Continuity of Classroom Teaching: Advanced timetable planning and the appropriate redistribution of academic responsibilities can help maintain continuity and effectiveness of teaching and learning before teachers are engaging in census related activities.

iv) Workload-Sensitive Duty Allocation: Census duties should be allocated with careful consideration of teachers' current academic and administrative workloads.

v) Teacher Well-being and Professional Effectiveness: Teachers physical and mental well-being are important component of quality of education .additional burden may affect teachers' professional effectiveness; therefore, school heads and administrative support should be provided when teachers are assigned census duty.

Vii) Student-Centered Administrative Decisions: While deployment of teachers in census duty, census duty is an important national responsibility, there should be take decision on considering students' academic needs

viii) Monitoring and Feedback: The roles and responsibilities of teachers should be monitored to provide concrete feedback rather than relying on assumption.

10. Conceptual Limitations

- i) There is no primary data collection
- ii) No questionnaires/interviews were used.
- iii) The final ideas are based purely on books, literature and conceptual reasoning.
- iv) Findings cannot be generalized as empirical evidence to all teachers.

11. Recommendations

i) Better Coordination: Census authority, and school administrators should be communicated and work together to manage teachers assigned to census duty effectively.

ii) Duty Rationalization: Workload should be balance or organized.

iii) Substitute Arrangement: Temporary teaching arrangements should be made so that teaching-learning activities continue smoothly during census assignments.

iv) Protection of Instructional Time: In Tangla Town Cluster, instructional time in schools should be protected so students do not miss out their learning time when teachers are assigned administrative duties.

v) Flexible Duty Allocation: In Tangla Town Cluster, census duty should be provided to teachers on the basis of schools' current workload, teacher availability, travel distance and avoid unnecessary disruptions. .

vi) Scope for Future Empirical Research: This conceptual review provides theoretical knowledge of teachers' perception on census duty and its possible implications for teaching-learning in the context of Tangla Town Cluster school teachers, Udalguri District. The present review is based on secondary sources, not on the primary source; it provides opportunities for future empirical study or investigation.

12. Discussion

The conceptual review discusses how census duty is an important national responsibility through which teachers may contribute to a major administrative and developmental process. At the same time, teaching remains their primary professional responsibility. Simultaneously engaging in census duty may create practical challenges in maintaining the continuity and quality of classroom teaching. When teachers participate in census duty, their regular presence in school may be reduced, meaning they may not complete their prescribed syllabus before the half-yearly examination. Effective classroom management requires continuous teachers' presence, monitoring, interaction, and guidance of teachers. However, frequent teacher absences in teaching arrangements may affect classroom routines and students participation in learning activities.

In Tangla Town Cluster, these challenges may be influenced by contextual factors such as school workload, the number of teachers' available, timing and duration of census assignments, as well as the academic calendar. Alongside these problems, during the census of 2027, some enumerators may face questions or hesitation from respondents to share their personal information because general public is unaware of the census. Such experiences may create a psychological pressure or an uncomfortable situation.

Overall, the discussion suggests that census duty and teaching responsibility should not be viewed as competing duties in principles. Both are socially important. Appropriate administrative planning, workload distribution, substitute teacher arrangements where necessary consideration of examination schedules, adequate time and logistical support may help minimize educational disruption associate with census duty. This review is only based on secondary sources and it conceptual, but further researchers may scope for further empirical primary investigation and may collect data through quantitative or mixed methods to measure actual loss of instructional time associated with teachers' engagement in census related activities.

13. Conclusion

The conceptual review helps to understand that census duty and teaching profession, both are important for a teacher. As we know that census duty is an important national duty which cannot be denied, and teaching is also an important primary professional responsibility. Both duties are socially important. Whenever teachers are assigning to census duty authorities should evaluate teachers' everyday challenges along with their workload. Because census related duty and regular teaching create considerably challenges for teachers, whenever academic schedules are already demanding. The challenges may increase physical and mental stress and may indirectly affect their capacity to perform professional responsibilities. Therefore, there is need for a balanced and education-sensitive approach to the deployment of teachers for census duties. So, those teachers may participate in their national responsibilities without any disruption in teaching-learning activities.

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