

## CERTIFICATE IN PRIMARY EDUCATION (C P E) PROGRAMME IN THE KAMRUP DISTRICT OF ASSAM : AN EVALUATIVE STUDY

**Prof. Swarnalata Das**  
Dept. Education, Gauhati University, Assam

**Alaka Das**  
Teacher Fellow, Dept. Education, Gauhati University, Assam

**Baishalee Rajkhowa**  
Research Scholar, Dept. of Education, Gauhati University, Assam

### INTRODUCTION

*"About half of the teachers in developing countries are unqualified in terms of their own country's formal standards for teacher education. Many teachers have little more than secondary education themselves. Teaching methods are often old fashioned, with too much focus on rote learning." ( DFID 2001:9 ).*

The term open learning and distance education represent approaches on opening access to education and training provision, freeing learners from the constraints of time and place and offering learning opportunities to individual and groups of learners. There has been a major change in the world of economy today where the governments pay greater attention to education and human resource development. As a force contributing to social and economic development, open and distance learning is fast becoming an accepted and indispensable part of main stream educational system. This growth has been stimulated by the interest among educators and educands that enables to realize fundamental right of people to learning.. Though there has been a considerable growth in education throughout the world, still when it comes to international standards, the world still suffers from intolerable inequalities. According to the Dakar Commission, there are more than 100 million children out of school and they need teachers as the world moves towards the 2015 target of education for all Many countries are still struggling with limited access to education and training for children and India is no exception. There is a big gap in achieving the 100% literacy in the country. As per the UNESCO's global monitoring report 2007, nearly 30% of those enrolled in Indian schools do not attend schools regularly. The reasons are inadequate facilities in the schools, shortage of teachers, lack of finance etc. The report also highlighted that 20% of Indian teachers remain absent from schools. The plight of primary teachers is also no better due to lack of avenues, positive feedback, etc. International agencies such as World Bank, the Commonwealth of Learning and donors such as the Department of International Development, UK, the Canadian International Development Agency (CIDA) and AusAid are giving new emphasis to distance education in their policies and plans for teacher education.

The world needs better teachers and more teachers today. So, there is an increasing and strong interest among governments, institutions, international agencies and teachers

themselves to use open and distance learning methods and technologies for initial and continuing professional development of teachers in the North East of India. One of the ways of strengthening the teaching profession is to use open and distance education. A clear trend is seen to develop the quality rather than the quantity of education at school level. The quality of teachers and teaching is affected by two related aspects: the conditions of teachers in the changing environment and their training and professional development. So, a major use of distance and open learning has been for initial teacher training, especially for primary teachers and as a means of providing unqualified serving teachers with qualifications. According to Greenwald et al. 1996, teacher ability, teacher education and teacher experience are consistently related to pupil achievement and the determinants of effective teaching are knowledge of the subject matter, pedagogical skills and motivation to teach. (World Bank 1990)

Teachers are considered as the pivot of the educational system. As such teacher education has been recognised as an integral part of the education system. It is considered as an important support system in determining the quality of educational system as a whole. Prior to independence, teacher education was institutionalized with differentiated programmes being offered to elementary and secondary school teachers. Although generally it was predominantly pre-service, the importance of in-service teacher education was also being realized. There was concern for quality teacher education with emphasis for relevant pedagogic inputs and linking theory with practice. However, the expansion of teacher education was rather slow and inadequate. Since the inception of the institutionalization of teacher education prior to independence till today when the nation has entered new millennium, the issue of improving quality of teacher education has always been an issue of concern by all the committees and commissions on education.

### **PERSPECTIVE ON TEACHER EDUCATION FROM DELORS'**

The International Education Commission identifies change in the perspective of education which have implications for teacher education. They point out to four pillars of education and propose the concept of learning society. They are learning to know, learning to be, learning to do and learning to live together and working towards the common goal of development of all. The Commission has perceived the crucial role of teachers in preparing young people to face the future with confidence and responsibility. Hence, it depends on the recruitment, training, social status and working conditions of the teachers.

### **QUANTITATIVE EXPANSION OF EDUCATION**

With the nation's commitment to offer education for all, the schooling facilities have expanded to a great extent and a large work force had to be drafted with or without training. Thus a large number of teacher trainees admitted with different types of backgrounds, abilities, aptitudes, aspirations and motivation. The challenge that teacher education is facing is production of manpower in large numbers without ignoring quality concern. The issue becomes more complex when the untrained teachers who are already

employed have to be trained teachers as there is no control on the nature of input inducted. The related concomitant challenge is identifying teacher with necessary competencies to make teacher education effective.

Since independence our country has been striving hard to provide universal elementary Education (UEE). However, there are several challenges that are yet to be overcome in order to fulfill the target. One such challenge is the dearth of trained teachers at the primary level. Apart from the potential of students, teachers efficiency greatly determined the scholastic achievement and personality development of the students. In India there are about 3.2 lakh untrained primary school teachers who are imparting instructions in schools. It is virtually impossible to train all teachers through the limited number of formal training institutions. Therefore the necessity arises to train these teachers through ODL. In this respect, we note UNESCO's initiatives in open and distance learning that are based on its overall priority to ensure the right to education for all. However, UNESCO focuses on fostering basic education for all to meet the commitments of the Dakar world Education Forum. Great importance is attached to open and distance learning in teacher education, not only for in-service teacher training but also for the training of teacher educators.

Teachers are vital unless we can get more and better teachers, we will not reach the target of making quality education available for all by 2015. But there are still shortages of teachers; still large number of under qualified teachers and still many who need further professional education and training as they work. Conventional approaches to teacher education have not meet all the demands upon the profession and this has led to an interest in open and distance learning alternatives.

### **DISTANCE EDUCATION AND TEACHER TRAINING**

For many countries today, teacher's education as a hallmark of change is driven by the need to make lifelong learning a reality for the majority. It is also driven by the growing need for quality in the provision, accountability and control of education using limited resources that must be used to satisfy different economic needs. Teacher education create new and emerging demands driven by curriculum change and pedagogy that require regular refreshing of teachers to upgrade their knowledge and skills in order to meet new standards of education that are geared towards the improvement of the entire education system.

There is a national desire not just to raise the quality of the teaching force to match the present demands on them but also to change teacher's jobs as their host societies are changing. India as a member of WTO, the free trade scheme as envisaged under GATS that includes education as global service leads to many challenges to the right to education also. So commercialization of education and subsequent risk of inequality and services of education by private sectors resulted in demand of education of qualitative nature. Thus, new goals create new demands and this create new challenges for teacher education and continuing professional development, the need to find ways of using existing resources

differently of expanding access to learning opportunities at affordable cost; of providing alternative pathways to initial teacher training, of drawing on new constituencies of the population to work as teachers, of using technologies appropriately to enrich teaching and support practices, of stimulating and supporting teachers active learning and reconceptualising the traditional organization of initial teacher education and continuing of professional development.

Teacher education has to do a whole range of different jobs: to enable teachers to develop the potential of their pupils, to serve as role models and help to transform education and also society and to encourage confidence and creativity. Thus, teacher education includes four elements:

- (1) Increasing knowledge and understanding of the subjects they are to teach.
- (2) Pedagogy and understanding of children and learning.
- (3) Development of practical skills and competencies.
- (4) Improving the general educational background of the trainee teachers.

The balance between these four elements varies in relation to the background education of teacher trainees, the level at which they will teach and to the stage they have reached in their career. The first is between the initial education and training of teachers and their continuing professional development. The second is between pre-service and in-service activities. Many teachers join school without prior training. They get in-service training while they are working. In-service training programmes may meet a variety of different needs, from initial training to upgrading and preparing teachers for new roles or to help reform the curriculum.

### TEACHER EDUCATION AND IGNOU

Considering the felt needs, IGNOU has offered a number of programmes of which the CPE is one in the area of teacher education. The Certificate in Primary Education (CPE) programme offered by Indira Gandhi National Open University (IGNOU) for primary teachers has equipped the teachers in the field of teaching. It has been able to enhance understanding and competencies of in-service teachers at the primary/elementary level for carrying out effectively the teaching-learning process. The programme also enable appreciation gained by in-service teachers to strengthen their professional competence. In Assam alone 8,700 primary school teachers are undergoing CPE programme this year. Last year, IGNOU registered 78.2% pass percentage in CPE. The teacher training package which is specially designed by IGNOU for the North-east region is a joint initiative of Ministry of Human Resource Development (MHRD), Sarva Siksha Abhiyan SSA and Indira Gandhi National Open University (IGNOU) to enhance the professional competency of teachers and clear the backlog of untrained primary teachers in the region.

The programme normally includes providing information relating to programme available, counselling, registration schedule, supply of learning materials, conduct of Personal Contact Programme (PCP), examination schedule evaluation etc. hence these programmes have an indispensable place in distance education system regarding in-service

teacher training. But at the same time these programmes are not free from limitations. The common complaint against these programme are time constraint, lack of adequate quality study material, lack of adequate (practice teaching) student support service etc.

### TEACHER EDUCATION AND SSA

Sarva Siksha Abhiyan (SSA) is a Government of India's flagship programme for the achievement of Universalisation of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment of the Constitution of India making free and compulsory education to the children of 6-14 years age group; a fundamental right. Since SSA seeks to provide quality elementary education including life skills, teachers are being equipped through various training programmes. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching learning materials and equipments and strengthening the academic support at block, cluster and district level.

### CERTIFICATE IN PRIMARY EDUCATION (CPE)

Certificate in Primary Education (CPE) programme consist of 18 credits and comprises theoretical and practical components. Out of the total 18 credits, 8 credits have been ascribed to practical component that is approximetly, 45% of the programme weightages. Remaining 10 credits have been ascribed to the following four theory courses ;

1. Teaching language
2. Teaching of mathematics
3. Teaching of environmental studies
4. Understanding the primary schoolchild

Practicals: School based activities; Workshop based activities and Practice teaching.

### PROGRAMME OBJECTIVES

The following objectives have been envisaged in the programme.

- (1) To develop knowledge and understanding in the primary school curriculum.
- (2) To develop skills in transacting the prescribed curriculum effectively.
- (3) To acquaint the participant about the factors affecting child development, individual differences in the classroom, learning and motivation process.
- (4) To appreciate the role of teacher in the socio -cultural and political context of the country in general and in the primary education in particular.

Target group for the programe are the untrained and under trained in-service teachers teaching at primary, elementary level schools in North-Eastern States and Sikkim. The teachers should have preferably five years of teaching experience at the time of seeking admission.

The training programme session are arranged in vacation period so that regular teaching is not affected. During the personal contact programme session that is arranged on each Sunday, students came to the block centre to participate on the session. The expert teachers conduct the session. Resource person may be an in-house faculty member or a subject

expert from out side. During the session the teacher trainees can interact with the experts and clarify their doubts.

### **RATIONALE OF THE STUDY**

Despite the usefulness of CPE programme for in-service teacher training in beginning, some are skeptical about the effectiveness of teacher training through distance mode. Though CPE has been useful enough for teacher training there is little research initiative investigating the impact of this programme.

Teacher education differs from rest of the education system so far the nature of student's development is concerned. It is often argued that while in the other segment of education, emphasis is on developing theoretical knowledge, however in teacher education the central emphasis is in development of certain specific skills among the students apart from knowledge. All these skill oriented activities like developing the level of knowledge in specific subject area and competency over certain specific skill will go in vain until and unless the student is having a strong positive attitude and interest towards the subject of study. In fact, the effectiveness of acquisition of knowledge by and large depend upon his attitude and motivation in the teaching profession as well as attitude and understanding of the children.

In Assam studies like in-service teacher training programme through distance mode for primary school teachers are not available. The need for such studies have been justified as to fill up the need. So, an attempt has been made to analysis the effectivity of CPE programme through IGNOU and to examine whether these type of teacher training programme are sufficient enough in upgrading the basic skills and knowledge of participant teachers required in primary education level, whether the present training can develop a sense of commitment towards the children, whether it can motivate the teacher trainee as well as views of the participants regarding programmes arrangement, efficiency of organization, study materials, support services, performance of teacher educators, and also the programme in charges views regarding their experiences etc.

The title of the papers reads as-

**"Certificate in Primary Education (CPE) Programme in the Kamrup District of Assam- An Evaluative Study."**

### **OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:

- (1) To explore whether distance learning by primary school teachers can be effective for initial teacher training.
- (2) To examine whether primary teachers can develop strategies and skills to transact the school curriculum.
- (3) To find out whether the CPE programme helps to develop a sense of commitment in primary teachers towards educating the children.

- (4) To find out whether the CPE programme acquaints the teacher regarding the factors affecting child development, individual differences in the classroom, learning and motivation process.
- (5) To evaluate whether CPE programme produce adequately trained primary school teachers and to minimize the backlog of untrained teachers of the state.

### REVIEW OF RELATED LITERATURE:

Open and distance education being a comparatively new area of research, there is lack of inflow and utilization of researches in teacher education. However the following studies can be mentioned as having relevance with the present study.

### STUDIES DONE ABROAD

- (1) **Kamau, W Judith** Senior Lecturer, Distance Education, University of Botswana.- *'Re-training primary school teachers against diminishing recourses: Is distance education the answer?'*

In his study, he focuses on the regular re-schilling of primary school teachers to upgrade their knowledge and skills in order to meet new standards of education that are geared towards the improvement of the entire education system.

- (2) **Daniel John-** *'Open and Distance Learning: Trends Policy and Strategy Considerations.'*

This study deals with the Globalization of distance education which provides many opportunities for developing countries for the realization of their education system-wide goals. Two main factors have led to an explosion of interest in distance learning: the growing need for continual skills upgrading and retraining, and the technological advances that have made it possible to more and more subjects at a distance.

- (3) **Perraton, H. (1985) Distance Education.**

*'An Economic and Educational Assessment of its potential for Africa'* Education and Training series discussion paper. DOC. NO. EDT-43. Washington DC. World Bank, Education and training Dept. Operations policy staff. 38 pages- within Africa Distance Education has been used for teacher training, for primary, secondary and tertiary education. Many African countries have offered in service training to teachers using correspondence courses. In primary education the most important application of distance education technique has been interactive radios used for direct classroom teaching.

### STUDIES DONE IN INDIA

Research in ODE in India gained momentum in the late 70's. Some of the studies related to the present study are-

- (1) **Rathore, H.C. S.** - *'Treatment given to assignment response at the correspondence Institutes, a study of students reactions of India'*, found that about 56% students neither get the model solutions nor received any comments

from the teachers on their assignments. The study conducted by Rathore (1991) on national basis indicates that the correspondence course in India rely more on PCP than instruction through correspondence. *'Study for Indian Journal of Open Learning 2 (1), 23-28 (1993) Ibid p-41.*

- (2) **B.N. Biswal**, M. S. University of Baroda (1973) Ph.D. Education, -*'A Study of Correspondence Education in India'* found that correspondence education in India had been a gradual process offering course in arts, commerce and social science, admission procedure for correspondence education has been liberal and there was no significant difference in the academic achievement of students of formal and correspondence system. The academic motivation of the student of correspondence education was found to be below normal.
- (3) **D. C. Upreti**, Bhopal, Regional College of Education (ERIC, Fund ) 1988.- *'Impact of Teacher training through Correspondence Course'* (B.Ed.) an upward occupational mobility of elementary teachers in the Western region to identify the factors affecting the mobility of the elementary level teachers and to find out the extent to which acquiring of B.Ed. degree has affected the mobility of elementary level teachers. The major findings of the study were the ability level at the graduate and PG level was below average. A large majority of these teachers had graduated in the Humanities and the Social Sciences, the reasons being that they did their graduation as private candidates after joining the teaching profession.  
Factors like work place of teachers ( home state or outside ), rural, urban background, location of schools, faculty structures, age, sex, religion and caste of the teacher affected the vertical inability from elementary to secondary level. Ibid.
- (4) **Pugazhenthig**, G., M.S. University of Boroda- 1991, Ph.D.- *'A Study of Teacher Education Programme through Correspondence System in Madurai Kamraj University'* The study intended to examine the status and effectiveness of the teacher education programme, through the correspondancy system of Madurai Kamraj University with references to admission, infrastructural facilities, student background lesson material, personal contact programme, practice programme, academic achievement etc.

### MAJOR FINDINGS OF THE STUDY

The major findings of the study are as follows-

- (a) The physical facilities provided and methodology adopted during contact programmes was not found to be satisfactory.
- (b) The teaching community behind the writing of scripts were found to have expertise.
- (c) Most of the students found the functioning of the study centres inadequate and insufficient.



- (d) The trainees found difficult to find a place for practice teaching as well as suitable guiding teachers.

### OTHER EVALUATIVE STUDIES

Anand, S (1979) and Pandey, S. K (1980) reported that the achievement at the undergraduate level was better in case of distance education students in comparison to regular students. Similar results at the post graduate level were reported by Mulay, V. et. al. (1986). Elahi (1996) made a critical study of in-service teacher education programme of SCERT, Delhi. Gafoor (1996) made a critical study of the functioning and work efficiency of DIETs, assessing the material, human resources and efficiency of various training programmes of DIET.

### STUDIES DONE IN ASSAM

Studies on Distance and Open learning, specially on teacher education through distance mode is very few .in Assam as well as in North-East India. A study titled 'The Status of Distance Education in Assam'(2002) by Mukesh Kumar, intended to find out the status of distance education in Assam and for this IDOL (G.U) and IGNOU were chosen.

The findings were as follows-

- a. Enrollment trend shows increase, though rate is not specific.
- b. 88% students were found satisfied with present course structure and design of different programme.
- c. 71% students responded that their study materials are of their satisfaction.
- d. Majority of the employed students joined the courses as they could not go to college.
- e. 82% students were found satisfied with evaluation of their paper and assignment both.

From the review of related literature, it is revealed that different areas of distance education were taken up for research studies by the investigators. However, no study has been conducted for analyzing the affectivity of CPE programme by IGNOU. Therefore the above study has been conducted to know the impact of CPE on teacher trainees at the primary level of education.

### METHODOLOGY

In the present study Normative Survey Method has been used..

**Variables:** (a) Sex: Male - Female

**Tools used:**

- (1) Questionnaire (structured) for the teacher trainee.
- (2) Interview schedule for the conducting officers (programme in-charge).
- (3) Focused group discussion with the teacher trainees and programme in charge.

Data relating to quality of organization in other words, effectivity in organizing the

CPE programme was collected from the teacher trainees by using a structured questionnaire. The questionnaire has 13 items at all. Another questionnaire is related to the effectivity of the programme in terms of teaching attitude, requirement of skills and strategies of teaching, level of commitment of teacher trainees and the information about child psychology and teaching learning process. Besides these, another interview schedule was used to collect information from the Programme in-charge regarding the CPE programme.

### **SAMPLE STATUS**

7 blocks within Kamrup district and 200 sample teacher trainees were selected in which CPE program is going on. Out of these 200 participant, there were Male-132, Female-68 Rural-172, Urban-28. Taking these 7 blocks namely- Guwahati, Boko, Hajo, Rangia, Kamalpur and Chamaria as sample training institute data had been collected personally by the investigators through structured questionnaires which were administered to the teacher trainees and Programme in-charges separately.

### **TREATMENT OF DATA**

For analysis of the data both qualitative and quantitative means were adopted. As per the nature of investigation and objectives, it is intended to analyse the data according to the objectives with the help of simple percentage..

### **RESULTS AND DISCUSSION**

The questionnaires were prepared to know about two aspects, one is to know about the proper functioning of the programme and the other for to know the effectiveness of the programme for the teacher trainees.

Teacher trainees were asked to report about various aspects of CPE programme that were thought to reflect the effectivity of organizing the programme.

The analysis can be interpreted as an indicative of the opinion of the various aspects of the programme by the participants. The following table shows participants evaluation on thirteen aspects of CPE programme conducted by IGNOU and SSA (Assam)-Table no-1.

**Table -1: Aspects of CPE and Responses of the Teacher Trainees.**  
N= 200

	Aspects	Good			Average			Poor		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Publicity	90 45%	49 4.5%	139 69.5%	1 0.5%	0 0	1 0.5%	41 20.5%	19 8.5%	60 30%
2	Usefulness of experience gained	127 63.5%	68 34%	195 97.5%	0 0	0 0	0 0	5 2.5%	0 0	5 2.5%
3	Performance of teacher educator	114 57%	64 32%	178 89%	4 2%	1 0.5%	5 2.5%	14 7%	3 1.5%	17 8.5%
4	Participation of the trainees	122 61%	65 32.5%	187 93.5%	3 1.5%	0 0	3 1.5%	7 3.5%	3 1.5%	10 5%
5	Coverage of course context	132 66%	68 34%	200 100%	0 0	0 0	0 0	0 0	0 0	0 0
6	Duration of the course	33 16.5%	27 13.5%	60 30%	8 4%	1 0.5%	9 4.5%	91 45.5%	40 20%	131 65.5%
7	Supply of quality study materials	75 37.5%	40 20%	115 57.5%	2 1%	3 1.5%	5 2.5%	55 27.5%	25 12.5%	80 40%
8	Efficiency of functioning CPE	27 13.5%	23 11.5%	50 25%	47 23.5%	36 18%	83 41.5%	18 9%	9 4.5%	27 13.5%
9	Student support services & library provision for study	14 7%	16 8%	30 15%	5 2.5%	0 0	5 2.5%	113 56.5%	52 26%	165 82.5%
10	Use of audio visual aids & multimedia	66 33%	33 16.5%	99 49.5%	16 8%	1 0.5%	17 8.5%	50 25%	34 17%	84 42%
11	Adequacy of Honorarium	13 6.5%	7 3.5%	20 10%	68 34%	31 15.5%	99 49.5%	51 25.5%	30 15%	81 40.5%
12	Impact of CPE in quality education	129 64.5%	68 34%	197 98.5%	0 0	0 0	0 0	3 1.5%	0 0	0 0
13	Counselling	85 42.5%	39 19.5%	124 62%	7 3.5%	0 0	7 3.5%	40 20%	29 14.5%	69 34.5%

### DISCUSSION:

**(1)Publicity:** The IGNOU prepares the schedule of CPE in advance and the schedule is dispatched to concerned SSA Office, schools, regional centre/offices. Almost 140 (70%) participants received information regarding CPE properly of which 90 (45%) were male and 49 (24.5%) female.

The teacher trainees were further asked to report about the source of information. Nearly (90%) respondents have received the information regarding CPE programmes from the office. Remaining others have received from the office of SSA followed by Programme in-charge and from fellow teacher.

**(2) Usefulness of CPE :** More than 97.5% (195) of the respondents of which 127 (63.5%) male and 68 (34%) female found the CPE programme effective and useful. Only a negotiable 2.5% (5) answered negatively. It is pleasing to note that on the whole CPE programme were found to be helpful in preparing the teachers for the profession. The teachers trainees have found it beneficial and effective due to varied reasons and varied extent. The trainees found the session beneficial for having a general idea about the subjects taught, for having the opportunity to personally contact the expert teachers for understanding the content in a better way and having the opportunity to interact with co-participants. However lack of use of audio-visual aids and multi media adequately have limited the scope as these are the prominent media for learning basically for distance mode of teaching.

**(3) Performance:** With respect to quality of teachers presentation and interaction, a total of 178 (89%) of which 114 (57%) male and 64 (37%) female respondents found it good and adequate, 17 (8.5%) respond negatively and 5 (2.5%) opined it as average. On the whole presentation by teacher was found to be good.

**(4) Participation:** With regards to teacher trainees participation, 187 (93.5%) of which male participants 122 (66%) and female 65 (32.5%) responded as enthusiastic and good. 10 (5%) reported it as poor. On the whole participation of learners was found to be encouraging.

**(5) Coverage of the course content:** Regarding coverage of the course content, all the 200 (100%) respondents answered it as satisfactory and adequate.

**(6) Duration of the course:** Regarding adequacy of time allotment of the programme 60 (30%) of respondent felt that the time was adequate compared to 131 (65.5%) of which 91 (45.5%) male and 40 (20%) female who felt the time was inadequate followed by (4.5%) who found it average. It appears that the time allotment aspect of the programme needs more supervision.

**(7) Study material:** In respect of providing quality and adequate study materials, the teachers trainees found to be opining differently. 115 (57.5%) of the respondent of which 75 (37.5%) male and 40 (20%) female found it good and adequate and nearly 70 (35%) found the supply of quality study material poor and not satisfactory. On the whole, the aspect of supplying quality study material was not found satisfactory and adequate..

**(8) Functioning of CPE:** Regarding efficiency of functioning the programme, a total of 150 (75%) of which 127 (63.5%) male and 23 (11.5%) female found it good where as 83 (41.5%) reported it as average and 27 (13.5%) expressed as poor.

**(9) Student support services:** Regarding provision and management of student support services like provision for required library services and opportunity for study, majority of teacher trainees 165 (82.5%) of which 113 (56.5%) male and 52 (26%) female disclosed that the library facilities were not adequate and not properly equipped to supply enough study materials. Where as only few respondents 5 (2.5%) found it average while 30 (15%) reported as good.

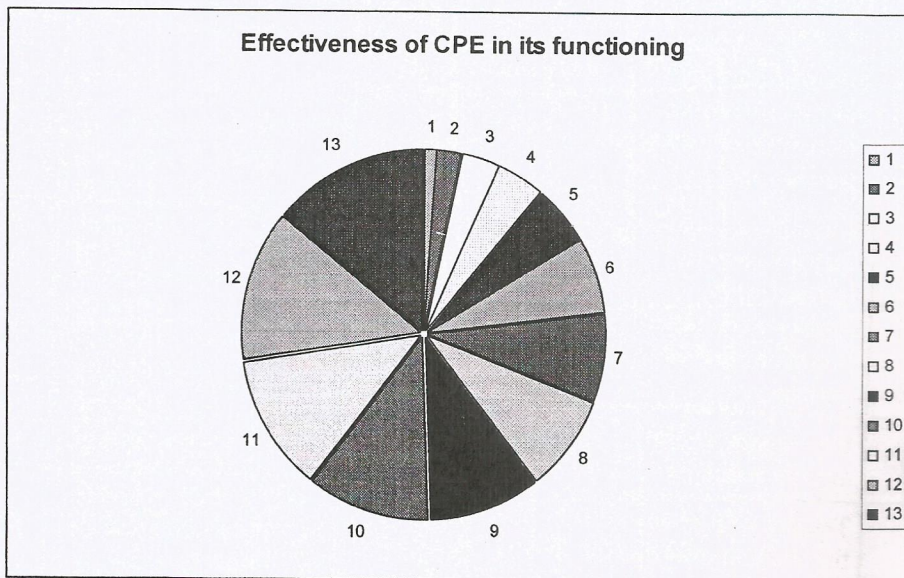
**(10) Audio-visual aids:** With regard to use of audio-visual aids and multimedia, 114 (57.5%) respondents of which 70 (35%) male and 44 (22%) female opined that the scope of library and its use were poor and 69 (34.5%) expressed it as average and 46 (23%) found it good.

**(11) Impact of CPE:** The CPE programme help the teachers in developing the quality of education by increasing teaching skill among the teachers. Regarding this aspect, almost 197 (98.5%) respondent reported in an affirmative which reflects the concern for quality education of the teacher trainees and effectivity of CPE programme.

**(13) Counselling session:** Regarding adequacy of counselling session most of the respondents 105 (52.5%) of which 75 (37.5%) male and 30 (15%) female found it adequate. 88 (44%) opined it as poor. From this, it can be concluded that counselling session is not sufficient to clear the doubts of the trainees and give adequate information and guidance about the CPE programme.

A Pie representation of the response of teacher trainee regarding different aspects of CPE are presented below-

**Figure - A: Pie presentation of the responses of the teacher trainees on aspects of CPE**



The teacher trainees were asked to comment on the quality of various aspects of CPE on a rating scale of good, average and poor which include the extent of teacher trainees participation, quality of teachers presentation, time allotment, providing quality study materials etc. From the findings it can be said that on the whole, the quality of CPE programme were found to be good in relation to content presentation, student's participation, clarification of doubts etc. However the time allotment was found not adequate by the majority of the respondents. Regarding use of multimedia in CPE programme there was little provision. Suggestions were also made for improving and making provision for library facilities and also increasing the time allotment, advance scheduling of the programme and dispatching to the school so that all these may enhance the teacher's performance.

Another questionnaire was administered to the teacher trainees to study the following objectives--

### Objective - 1

To know whether distance learning of CPE programme by primary school teachers can be effective for initial teacher training, the following responses were observed as shown in Table -2

Table showing response of the teacher trainees regarding effectiveness of CPE

Table -2: Response of the teacher trainees regarding effectiveness of CPE

Sl no	Aspects	Yes			No			Not sure		
		Male	Female	Total M+F	Male	Female	Total M+F	Male	Female	Total M+F
1	Need to plane the lesson	132 66%	68 34%	200 100%	0 0	0 0	0 0	0 0	0 0	0 0
2	Need to provide varied activities for different learning style of learner	129 64.5%	68 34%	197 98.5%	3 1.5%	0 0	3 1.5%	0 0	0 0	0 0
3	Guarantee high instructional quality even when resources are limited	109 54.5%	55 7.5%	164 82%	23 11.5%	13 6.5%	36 18%	0 0	0 0	0 0
4	Use audio visual aids in teaching	80 40%	43 21.5%	123 61.5%	48 24%	25 12.5%	73 36.5%	4 2%	0 0	4 2%
5	Taught well even the very inattentive student	59 29.5%	34 17%	93 46.5%	69 34.5%	27 13.5%	96 48%	4 2%	7 3.5%	11 5.5%

From the Table -2 it was found that among 200 participants 132 ( 66% ) male and 68 (34% ) female strongly felt that it is necessary for a teacher to prepare lesson plans before going to the class. Both male and female teacher trainees agreed on this aspect of teaching-learning process.

Regarding the need to provide varied activities to cater different learning style of the learner almost all the respondents ,male 124 ( 62 % ) and female 68 ( 34% ) reported in affirmative. However a negligible (male 3) remained undecided over the very issue

As teachers, gurantee high instructional quality even when resources are limited a total of 164(82%) teacher trainees of which male trainees 109(54.5%)and female 55(27.5%) reported positively where as 36(18%)were not sure about that.

A total of 93(46%) of the teacher trainees of which male 59 (29)% and female 34(17%) were confident of teaching well even the very unattentive students. However 96(48%) teacher trainees were not confident about that. Whether to use audio-visual aids in the classroom a total of 123(61%) of the respondents of which male 80(40%) and 43(21.5%) opined that they used audio- visual aids for better teaching.However by and large, 73(39.5%) of teacher trainees did not have the scope due to unavailability. Of these aids. However all the trainees were positive of using audio visual aids for effective teaching learning outcome. From these information we can conclude that the CPE programme is effective in bringing about attitudinal changes and required efficiencies for initial teacher training.

### Objective -2

The second objective whether CPE programme can develop strategies and skills to transact the school curriculum among the primary teachers -to know about this following responses were observed as in the Table -3.

Table showing the response of the teacher trainees regarding development of strategies and skills.

**Table -3: Response of the teacher trainees regarding development of strategies and skills**

Sl no.	Aspects	Yes			No			Not sure		
		Male	female	total	Male	Female	Total	Male	Female	total
1	Use of question-answers strategies to know learners status	121 60.5%	65 32.5%	185 92.5%	9 4.5%	3 .5%	12 6%	2 1%	0 0	0 0
2	Language anxiety in learning a new language among the students are common	104 52%	65 32.5%	169 84.5%	24 12%	3 1.5%	27 13.5%	4 2%	0 0	4 2%
3	Existence of scare of mathematics among the students	78 39%	56 28%	134 67%	49 24.5%	11 5.5%	60 30%	5 2.5%	1 0.5%	6 3%
4	Feel the necessasity to include E. studies in primary level itself	128 64%	63 31.5%	191 95.5%	4 2%	4 2%	8 4%	0 0	1 0.5%	1 0.5%
5	Mother tongue be the medium of instruction	128 64%	68 34%	196 98%	4 2%	0 0	4 2%	0 0	0 0	0 0

The teacher trainees, by and large 186 (93%) of which 121 male and 65 were female used the question and answer technique to know the learner's status and the rest 14 (7%) were not using this option. Whether language anxiety is common to every learner of a new language a total of 179 (89%) of which male 104 (52%) and female 65 (37.5%) of the respondents opined positively whereas 30 (15%) were not in favour of this opinion.

When asked whether the learners are scared of mathematics, 134 (67%) of the respondents of which 78 (39%) male and 56 (28%) female responded positively and 30 male and 24 female responded negatively and rest did not give any opinion about this.

Regarding necessity of incorporating Environmental Education in primary level itself almost all 191 (95.5%) of which male 128 (64%) and female 63 (32%) answered positively whereas 8 (2%) were not in favour of this.

Regarding use of mother tongue as a medium of instruction at the primary level almost all the teacher trainees (98%) did not contradict this point but 4 (2%) of teacher trainees were not sure about that.

From the responses of the trainees we can observe that the CPE programme proved to be helpful in developing strategies and skills that are required to transact the school curriculum. It appears from the findings that the teacher-trainees have acquired preliminary knowledge about different teaching strategies and skills that are required generally in the teaching-learning process.

### Objective - 3

To know about the sense of commitment of primary teachers towards educating the children following information were collected as shown in Table- 4

Table showing the responses of the teacher trainees regarding sense of commitment towards educating the children.

**Table 4: Responses of the teacher trainees regarding sense of commitment towards educating the children**

Sl no	Aspects	Yes			No			Not sure		
		Male	Female	total	Male	Female	total	Male	Female	total
1	Habit of rewarding / appreciating the learner by words	112 56%	57 28.5%	169 84.5%	19 9.5%	11 5.5%	30 15%	1 0.5%	0 0	1 0.5%
2	Students feel free to express their ideas in the classroom	124 62%	66 33%	190 95%	6 3%	2 1%	8 4%	2 1%	0 0	2 1%
3	Able to help in developing students personality	110 55%	62 31%	172 86%	14 7%	3 1.5%	17 8.5%	10 5%	1 0.5%	11 5.5%
4	Became angry facing in convenience / disturbances in the classroom	61 30.5%	48 24%	109 54.5%	67 33.5%	20 10%	87 43.5%	4 2%	0 0	4 2%
5	CPE is burdensome for the teachers	122 61%	57 28.5%	179 89.5%	8 4%	10 5%	18 9%	2 1%	1 0.5%	3 1.5%
6	Control any situation arise in the classroom	126 63%	65 22.5%	191 95.5%	6 3%	3 1.5%	9 4.5%	0 0	0 0	0 0



From the Table-4 we found that the habit of rewarding the students verbally, a total of 169(83%) respondents of which 112(56%) male and 57(28.5%) female have the habit of rewarding, a few 30(15%) teacher trainees reported of using punishment.

A total of 190(95%) of the respondents of which 124(62%) were male and 66(33%) were female, thought that their students feel free to express their ideas in the classroom. A tiny number like 10(5%) were not sure about that.

Regarding ability to help in the development of the students personality 172(86%) of the respondents of which male 110(55%) and female 62 (31%) were confident about their ability to help the students in their personality development. The rest 17(8.5%) responded negatively and 11 respondents were not sure about that.

If the teacher trainees became angry when disturbances occurred in the classroom 109(54%) of teacher trainees responded affirmatively of which male 110(52%) and female 62(31%) shows their lack of control of their emotions, whereas 87 (43%) teachers were of the opinion that they can manage and conduct the classes even when inconvenience occurs. This shows contradiction in their attitude with previous observation towards children.

Whether the teacher trainees were able to handle any situation themselves shows their management and leadership ability. In response, 191 (95.5%) of the respondents of which male 126( 63% ) and female 65 ( 22.5% ) responded positively whereas 9(4.5%) were not sure about that.

Regarding whether the CPE Programme is burdensome for the teachers, almost 192(91%) of the teacher trainees responded positively and the rest 8(4%) negated the opinion. Though the question was a negative one, the pattern of the responses revealed that though the respondents considered CPE as effective in developing the required skills for teaching and also a sense of commitment, discrepancies of opinion have been observed regarding overburdening of duties. We can also say that although it is easy to talk about commitment towards the teaching profession it is very difficult to develop the same in real sense.

#### **Objective - 4**

To know whether the CPE programme acquaints the teachers with the factors effecting child development, individual differences in the classroom, learning and motivation process, the teacher trainees were asked to respond to the following questions, as shown in Table no -5.

Table showing the responses of the teacher trainees regarding acquisition of knowledge of child psychology.

Table 5: Response of the teacher trainees regarding acquisition of knowledge of child psychology

Sl. no.	Aspects	Yes			No			Not sure		
		Male	Female	total	Male	Female	total	Male	Female	total
1	Give special attention to backward learners	126 63%	67 33.5%	193 96.5%	6 3%	1 0.5%	7 3.5%	0 0	0 0	0 0
2	Maintain cordial relationship with the guardians even when situation are tense	94 74%	58 29%	152 76%	29 14.5%	9 4.5%	38 19%	9 4.5%	1 0.5%	10 5%
3	Pre-assume about learners inborn quality	38 19%	41 20.5%	79 39.5%	88 44%	25 12.5%	113 56.5%	6 3%	2 1%	8 4%
4	Angry when students asked irrelevant questions in the class	121 10.5%	66 33%	187 93.5%	9 4.5%	2 1%	11 5.5%	2 1%	0 0	2 1%
5	Interested in social activates	132 66%	68 34%	200 100%	0 0	0 0	0 0	0 0	0 0	0 0
6	Encourage group activities in the class	128 64%	68 34%	196 98%	4 2%	0 0	4 2%	0 0	0 0	0 0
7	Realize students own self entity	117 58.5%	66 33%	183 91.5%	10 5%	0 0	10 5%	5 2.5%	2 1%	7 3.5%

From Table- 5 we find that almost 193(96%) male teacher trainees and 67(33.5%) female trainees felt it necessary to give special attention to backward students. However as many as 7 respondents were not in favour of this .With regard to the ability to maintain a cordial relationship with the parents even when tension arises,152(76%) teacher trainees of which male 94(47%) and female58 (29%) mentioned that they are capable of it whereas 38 (19%) answered negatively 10 (5%) were not sure about that. With regard to interest in social activities all the 200 (100%) teacher trainees answered positively. With regard to interest in encouraging group activities in the classroom, 196(98%) of teacher trainees tried to create opportunities for group activities in the classroom but 4 answered negatively.

A total of 183(91%) teacher trainees of which 117 ( 58.5% )male and 66 ( 33% ) female consider about the student's self identity. Whereas 10 teachers negated.the opinion.

From the above responses we can conclude that most of the teachers have acquainted themselves with handful of information regarding the children. The teacher trainees were found to be enthusiastic by knowing about individual differences among the children, children's unique features of personality development, that help them in understanding the children in a better way.

### Objective - 5

Objective 5 tries to evaluate whether CPE programme produces adequately trained primary school teachers to minimize the backlog of untrained teachers of Assam.

CERTIFICATE IN PRIMARY EDUCATION ( C P E ) PROGRAMME  
IN THE KAMRUP DISTRICT OF ASSAM : AN EVALUATIVE STUDY

In Assam, there are DIET, BTCs, Normal Schools, B. Ed. College and CTEs for conducting in-service and pre-service teacher training for primary and secondary school teacher. SCERT, Assam has been conducting junior Basic training of 6 month durations for in-service teacher of primary schools. At present a total of 25,065 teachers so far has been trained through Junior Basic Training course.

However, there are still a large number of both lower primary and upper primary teachers who are untrained. This situation was seriously considered by the State Government. Therefore MHRD and SSA have conducted teacher training through distance mode for removing the backlog of untrained teachers through the 'Certificate in Primary Education (CPE ) Programme conducted by IGNOU. The teachers trained through IGNOU was as mentioned below-

2003-04-----1,000  
2006-07-----4,000  
2007-08-----8,700

At present, the CPE Programme is going on in the Kamrup District of Assam in different centres with a total of 1010 number of teacher trainees. The status of teachers at elementary level in the state are shown below in the table- 6

**Table 5: Status of teachers at elementary level in Assam**

Sl. No.	District/ state	Total no of teacher	Total no of trained teacher	% of trained teacher	Total no of untrained teacher	% of untrained teacher
1	Kamrup	6283	499	8	5784	92
2	Assam	74573	7521	10	67052	90

State level data as on - 31/12/2006.

From the above table we find that the total number of untrained teacher in the state of Assam is 67,052 ( 90% ). However in 2008, 8,700 untrained teachers have been admitted for the CPE course in two ( 2 ) sessions.

The pass percentage will definitely increase. Efforts made by the State Government and the expenditure incurred to train the teachers prove the interest of the government to improve the quality of education in the state. The SSA is spending Rs 3,600/ per teacher for undergoing CPE and also pays for supporting staff and Programme in-charge. It also pays for counselling classes, workshops, practice teaching and other academic activities.

From the discussion we can conclude that CPE programme has contributed a lot in minimizing the backlog of existing untrained teachers and improving the educational scenario of the state.

*Responses from the Programme in-charges regarding CPE programme*

To know the views and experiences about the CPE Programme, 8 Programme in-charges were asked to respond to the following aspects.

- (1) **Effectiveness of the CPE-**Regarding effectiveness of CPE programme all the 8

in-charges responded positively. The quality of teaching will surely increase after having the training.

(2) **Administration**-Regarding administrative aspects all the respondents have no problems and are satisfied with the teaching staff and other officials.

(3) **Problems faced by the Counsellors**- Regarding problems faced by the counsellors, 5 counselors admitted that they have no problems regarding the honorarium.

(4) **Problems faced by the teacher trainees**-In respect to problems faced by the teacher trainees the respondents revealed that the text books and course materials should be content based and provided on time.

(5) **Supervision**-In respect to supervision, they have no problems and used discussion and conversation method with the teacher trainees.

(6) **Improvement of CPE**-As far as the improvement of CPE Programme is concerned, the in-charges suggested that proper time schedule of the course should be maintained. Counselling sessions should be increased. If possible study materials should be in other languages also besides Assamese. In their opinion the CPE programme is very good one and if the trainees study seriously and also complete practical works sincerely, the quality of education is sure to increase. It would enable the teachers to handle any situations arising in the schools as the training is given in both theory and practice.

It is seen that the responses given by the participant teacher trainees in all the aspects were generally good which can be termed as effective and encouraging. However the real success should be realized when the intellectual and attitudinal gains of the teachers are passed into the students. It is expected that there will be more tangible results from the CPE programme conducted by IGNOU in the time ahead. However there is scope for improving the library facilities, PCP programme and adequate time duration. Besides CPE programme needs to be extended to other areas for more inclusion of teachers. Feedback surveys and informal discussion with the teacher trainees and course director have indicated the extent of effectiveness of these sessions. The teacher trainee reported that most of the doubts regarding course material, admission, registration and evaluation are clarified during the PCP sessions. They feel that the PCP sessions are helpful as they have the opportunity to listen to the experts from various institutions in addition to the study materials.

It is assumed that when properly utilised such course induce positive attitude and enhance student learning, improve attendance and motivation. It provides immediate feedback to the trainees.

## SUGGESTIONS AND CONCLUSION

For effective and better management of the programme the following suggestions can be made-

- (1) Creating proper awareness and publication of the CPE programme among the public of the area is necessary. For this induction programme should be arranged so that teachers can clear their doubts regarding CPE by IGNOU.
- (2) Co-ordination between the Block centers and Regional centers should be made for developing the monitoring and support services.

- (3) Necessary training should be provided to the personal of study centers to conduct the programme and to develop standard study materials.
- (4) Workshops, seminars relating to contemporary issues should be developed.
- (5) Students should be introduced teleconferencing in their initial counselling sessions, a demonstration should be given by counsellors to make student free to use multimedia.
- (6) Concerned authorities should take measures for improving their output along with quality.
- (7) All untrained teachers of Assam should be trained. A tie up with IGNOU to train the serving teachers should be made by the concerned Education Department.

Teachers play a crucial role in the development of the nation. Effective teachers are life-long learners. Some individuals are born teachers and some are not. However in case of majority, they need appropriate knowledge and skills, personal characteristics, professional respects and motivation if they are to meet the expectations placed on them. Knowledge Commission (2008) stated that both in-service and pre-service teacher training of school teachers are extremely inadequate and also poorly managed in most states. "Pre-service training needs to be improved and different regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility".

Teachers are not the mere transmitters of information but facilitators in the path of training of the students. The teacher should continuously evaluate his/her activity whether he has achieved the desired result in terms of student performances. Therefore, the existing programme for teacher training has a lot to do for themselves in order to articulate innovations in terms of approach, pedagogy for qualitative improvement of school education so that they can respond to the varied demands and challenges of the new millennium.

## REFERENCES

1. Students Handbook and Prospectus, Certificate in Primary Education (CPE), For in-service Teachers of North-Eastern states and Sikkim, IGNOU - Maidan Garhi, - New Delhi, University News - Vol.45, No 16, 07, Association of Indian Universities, Vol.46, No 29, 08. Vol.45, NO 15, April'07.
2. Journal of All India Association for Educational Research, Vol. 99, No 3& 4, Sept. - Dec.'07.
3. Proceedings of North - East India Education Society, Seventh Annual Conference, March 1998.
4. UNESCO, present Trends in Open and Distance Learning, [www.unesco.org](http://www.unesco.org).
5. 3rd Survey of Educational Research (1978-1983), NCERT Publication.
6. 4th Survey of Educational Research (1984-1988), NCERT Publication.
7. 5th Survey of Educational Research (1988-1992), NCERT Publication. Vol-1. 1997.
8. UNESCO'S GLOBAL MONITORING Report(2007) <http://www.unesco.org/education>.  
Ref.- Knowledge Commission, Govt. of India 2008.  
[http:// Knowledge commission, gov, in/ Downloads/ recommendation/ school letter PM/paf](http://Knowledge.commission.gov.in/Downloads/recommendation/school%20letter%20PM/paf)