

School of Education

Course Code : MEDU2008

Course Name: Teacher Education: Perspectives,
Research and Issues

IN-SERVICE TEACHER EDUCATION UNDER DPEP (District Primary Education Programme)

Unit I

Perspectives and Policy on Teacher Education

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Program Name: M. Ed.

Objectives

After going through this topic, students will be able to:

- Understand the concept & functions of DPEP.
- Understand the objectives of DPEP.
- Analyze the significance of DPEP in teacher education.

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- ❖ Concept of DPEP
- ❖ Objectives
- ❖ Significance
- ❖ Funding
- ❖ Planning process
- ❖ Quality improvement under DPEP
 - a. Teacher training
 - b. Academic support institutions



District Primary Education Programme

- The centrally—sponsored scheme of District Primary Education Programme (DPEP) was launched in **1994** as a major initiative to **revitalize the primary education system** and to **achieve the objective of universalization of primary education**.
- DPEP adopts a **holistic approach** to universalize access, retention and improve learning achievement and to reduce disparities among social groups.

- Adopting an **“area specific approach”** with district as the unit, of planning, the key strategies of the programme have been **to retain the sensitivity to local conditions** and **ensuring full participation of the community.**
- It also seeks **to strengthen the capacity of national, state and district institutions** and organisation, for planning, management and professional support in the field of primary education.

Objectives

- **To provide all children access to primary education through either the formal or its equivalent non-formal education.**
- **To reduce differences in enrolment, drop-out rates and learning achievement among gender and weaker section groups to less than five percent.**

Objectives

- **To reduce overall primary dropout rates for all children to less than 10 percent.**
- **To rise the average achievement rate by 25 percent by measured baseline level and ensuring achievement of basic literacy and numeracy competencies and minimum of 40 percent achievement in other competencies by all primary education children.**

Significance

- □ The DPEP has made decisive impact on :
 - increasing enrolment
 - reducing stagnation
 - improving class-room transaction
- While the DPEP has been operational in backward districts with female literacy below the national average, total literacy campaign has started up the demand for elementary education.

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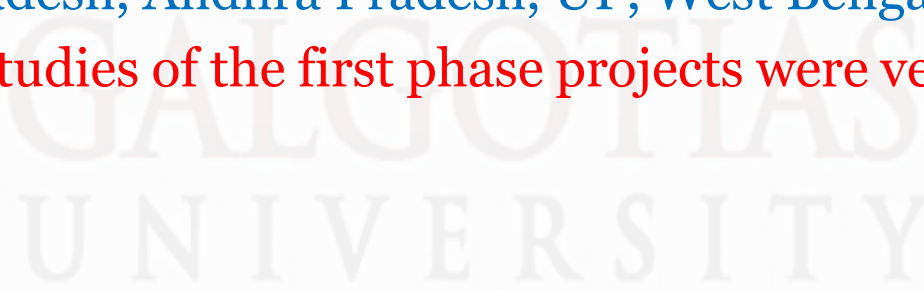
Funding

- DPEP is an externally aided project.**
- 85 percent of the project cost is met by the Central Government and the remaining 15 percent is shared by the concerned state government.**
- The central government share is resourced through external assistance.**

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Funding

- The bulk of the funds for DPEP came from international bodies such as the UNICEF, ODA (UK), SIDA (Sweden), Netherlands etc.
- The first phase of the programme was launched in 42 districts in the states of Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu and Madhya Pradesh.
- Later the programme was launched in 80 districts of Orissa, Himachal Pradesh, Andhra Pradesh, UP, West Bengal and Gujarat.
- The impact studies of the first phase projects were very positive.



Planning Process

Planning process and project formulation under DPEP is of great significance. DPEP emphasizes location-specific planning in a participatory manner. In a sense there are some basic postulates which need to be born in mind for DPEP planning processes, namely the “nine pillars”. DPEP planning should include :

- (i) Mobilization for UEE by activating village education committees, teachers, parents/guardians and linking up with efforts under the Total Literacy Campaign.

- ii. Planning for primary education and not merely primary schooling Alternative methods have significance and a holistic view be taken.
- iii. Cover all qualitative aspects such as school effectiveness, textbooks, teacher training and improvement in simple reading and learning skills.
- iv. Convergence of services, such as primary education, primary health and early childhood care and education ECCE to provide synergistic development

Planning Process

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Planning Process

- v. Provision for training's to improve teacher motivation and classroom transactions, as also in management of education.
- vi. Openness to innovations which thrown up new solutions and once tested can be scaled up, or aborted if unsuccessful.
- vii. A marked gender focus to provide for improvement in access, retention and achievement levels of girls education, as also to permeate gender sensitivity through all aspects of DPEP planning, including teacher training/recruitment, textbooks other educational facilities and incentives.

Planning Process

- viii. The canvas of DPEP is systemic where the issue is one of management of change and improving of the system.
- ix. Evaluation monitoring and research are interactive and supportive of DPEP. Studies and evaluations will play a major role in project planning and action research to facilitate decision-making.

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Quality improvement under DPEP

Quality improvement is one of the stated objectives of DPEP and focus is on ensuring improvement in teaching learning processes. This is being attempted through :

- ✓ renewal of curriculum and teaching learning material (TLM)
- ✓ teacher training and empowerment
- ✓ provision of decentralised academic support
- ✓ capacity building of institutions.

Teacher Training

- Strengthening the teachers in-service training and development of new designs for such training.
 - Selection and training of master trainers and resource persons within the district.
 - Training of educational administrators including district and block level functionaries
 - Augmenting (adding) the DIETs
- Any other activity/facility required for continuous and updated training.

Academic support institutions

- It may be stated that teacher development is a continuing process with regular academic support. The CRC's (Cluster Resource Centric) plans such inputs for a group of 8 to 10 villages, and BRC's (Block Resource Centre) for a group of 8 to 10 clusters.
- The block or mandal level resource centers were being set up to provide onsite support to teachers in terms of school visits, demonstrations and feedback, teacher training, material preparation discussion of specific problems at monthly meetings etc.

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- DIETs which provide academic and resource support to elementary education have been identified as technical and professional resource institutions.
- DIETs have taken up number of activities. In service teacher training include sensitizing them about academic monitoring and supervision, planning for action research, Mapping out Total Literacy Mission (TLM).
- The state councils of Educational Research and Training also extended academic support. The faculties of SCERT were involved in a range of quality improvement interventions.

On a Brighter Side..

- **DPEP is meeting its goals and is bringing success to those students who need it most:**
- The target of universal primary enrollment is close to being met in the phase I districts
- Enrollment of phase II districts is above the national average and schools are continuously being added to the program
- Enrollment of girls has been achieved by most of the districts
- Social equity has improved and DPEP continues to reach out to tribal areas

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