

# Performance and Activities District Primary Education Programme Perspectives of the Teachers

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## **Abstract**

*The District Primary Education Program (DPEP) seems to have been a Government authority quarter of the way supported program that would be sent in 1993 as a significant activity to energize the primary and secondary education architecture and accomplish of primary education globalization. The areas that were chosen for the system were related to financial additional support to cover the contribute additional: development of new grammar school frameworks, homerooms, and repairs; authoritarian costs; teaching approaches at elementary school; free study guides for girls and scheduled caste (SC)/scheduled tribe (ST) children; clinical administrations and supplies to schools; supply of standardization bundles of instructing and learning equipment; Television sets and publicity hardware; income financial assistance; and other charges.*

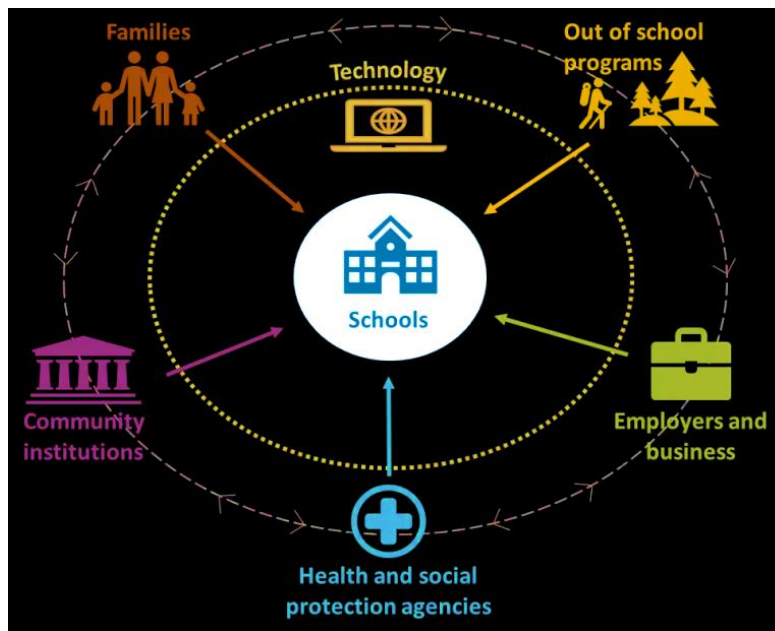
*The effect of India's District Primary Education Program (DPEP), which has been established in the early 1990s, is examined. We take advantage of the fact that the DPEP was developed for primary-aged children and was introduced in phases to different districts across India, with many districts never receiving the Programme, to use a difference-in-difference strategy to determine the program's causal impact on the probability of enrolling in primary school, the probability of completing primary education, and the number of years spent in school. We discovered that the DPEP Programme raised the likelihood of children attending primary school by 2.1 percentage points and increased the likelihood of children finishing primary school by roughly 1.8 percentage points. Similarly, the Programme added 0.16 years to the overall number of years spent in school.*

**Keywords:** - District Primary Education Program (DPEP), Government authority, primary and secondary education, financial additional support, scheduled caste (SC)/scheduled tribe (ST) children, school frameworks.

## 1. Introduction

Through to the District Primary Education Program, the Indian government launched a significant primary school education program in 1994. (DPEP). Various areas with lower academic achievements have been selected to receive monetary support for educational reform, teacher preparation, and text books enhancement, among other things, under this initiative. The government's desire to complete general elementary education prompted the launch of this Programme. Despite the fact that 98 % of the population was reaching elementary school by the 90s, 33 percent of long-term students were out of school in 1992 and 66 percent of that out of university were girls.

Today's DPEP Programme was dependent on market approach completely that were conducted out in a number of countries. It was comprehensive in terms of mediation, ranging from the creation of new primary school infrastructure to the provision of free curriculum guide. Several well-known studies on the impact of school improvement programs in different nations have discovered that they have a positive impact on enlistment.



**Figure: 1** District Primary Education Program, the Indian government

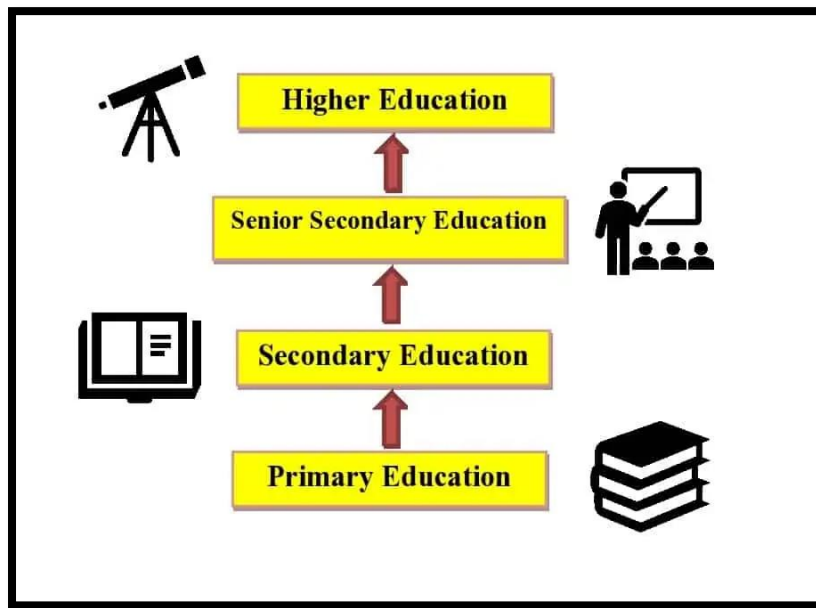
Duflo was using the contrast in-contrast approach to study bridge elementary school projects in India between 1973 and 1978 and discovered that the Programme increased extended times of training from 0.12 to 0.19 and remuneration from 1.5 to 2.7 percent.

Burde and Linden used a randomized controlled trial in the Ghor region of northwestern Afghanistan in 2007 and 2008 to assess the impact of town-based schools, which were designed to serve only the children living near the school systems. The Catholic Relief Benefits offered educational materials and teacher training to the schools, which were located within commercial facilities.

### **1.1 India's Basic Education**

Rudraram is a small village Municipality in Hyderabad's Patancheru mandal. The different firms mostly around Trencherman, as well as the industrial effluents they emit, are the source of the region's foundational pollutant emissions. A considerable majority of the population in Rudraram town is educated, and they rely on substandard recruitment in the neighboring ventures to earn a living.

The District Primary Education Program (DPEP) was a centrally sponsored scheme of Government of India, and was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalization of primary education. Districts that were selected into the program were qualified for financial assistance, which covered: construction of new primary school buildings, classrooms, and repairs; administrative cost; training of teacher at primary schools; free textbooks to girls and scheduled caste (SC)/ scheduled tribe (ST) children; medical services and supplies to school; supply of standardize packages of teaching and learning equipment; TVs/VCRs and audio-visual equipment; cash/scholarship awards; and others.



**Figure: 2**The District Primary Education Program (DPEP)

### 1.1.1 Basic Education in this country Effects

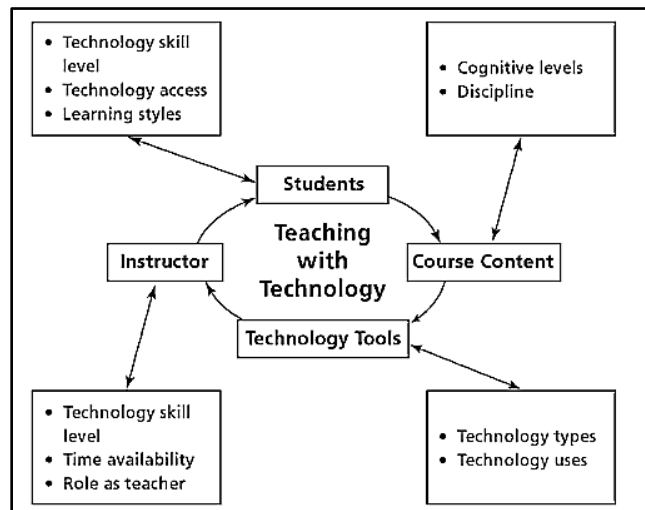
The Responsibility of Education act Education Bill, 2008, presented in the Lok Sabha on November 15, 2008, is just the most current sign of the growth of this right in India. In broad sense, education system in this country has been socially elite, with access constricted to a small elite few; until nearly the middle of the 20th century, education was a privilege reserved for a select small handful, primarily based on their social permanent establishments, with those in lower positions being excluded from the conventional instructional guideline.

## 2. Teaching Education's Types

1. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), —Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.
2. Teacher education is based on the theory that —Teachers are made, not born|| in contrary to the assumption, —Teachers are born, not made. Since teaching is considered an art and

a science, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the trade.

3. Teacher education is broad and comprehensive. Besides preserve and in-service programmers for teachers, it is meant to be involved in various community programmers and extension activities, via adult education and non-formal education programmers, literacy and development activities of the society.
4. It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.



**Figure: 3**Teacher educations is a continuous process

### 3. Scope of Teacher Education

The scope of teacher education can be understood in the following ways;

- Teacher education at different levels of education
- Triangular basis of teacher education

- Aspects of teacher education
- **Teacher Education at different levels of Education:** Teacher education reaches teachers at all levels of education, namely Preprimary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects.
- **Triangular Basis of Teacher education:** Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology.
- **Aspects of Teacher Education:** Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmers and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programmer

#### 4. Developments in School education

School education has seen significant development over the decades since independence. According to Government estimates (Selected Educational Statistics- 2004-2005 – Ministry of Human Resource Development, New Delhi) while 82% of the 20 core children of the 5-14 age group were in school as per enrolment figures, it is equally true that 50% of these children are dropping out before completing class 8 (MHRD Annual Report 2007-08). The situation on the ground is still ridden with difficulties. Regional, social, economic and gender disparities are posing new challenges. This reality increases the challenge that the prospective teacher will face in implementing the Right to Education Act.

#### 5. Challenges in Teacher Education:

Unprecedented expansion of teacher education institutions and programmers during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programmers like

Operation Blackboard, District Primary Education Programme, **Sarva Shiksha Abhiyan** and Universalization of Elementary Education, there was a natural increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over unprecedented rise in the number of teacher education institutions in most parts of the country.

## **6. Programs and Schemes**

The programs and schemes that are executed to advance elementary education have been expressed as follows:

### **6.1 Operation Blackboard**

The Operation Blackboard scheme was started in 1987-1988. It pointed toward achieving enhancements inside the study hall climate by making arrangement of infrastructural offices, extra teachers and educating learning materials to primary schools. An aggregate of 5, 23,000 primary schools and 1,27,000 upper primary schools have been furnished with monetary assets for the improvement of scholarly foundation, for example the instructing learning materials.

### **6.2 District Primary Education Program**

The District Primary Education Program (DPEP) was dispatched in 1994. It was helped by the World Bank, European Commission, and Department for International Development (DFID) of the United Kingdom, Netherlands and the United Nations Children's Emergency Fund (UNICEF).

### **6.3 ShikshaKarmi Project and LokJumbish Project**

The ShikshaKarmi Project and LokJumbish venture are the two remotely supported tasks for fundamental education. Both are the creative undertakings that focused on externalization of elementary education. Along with the subjective improvement in distant and socially in reverse areas of the general public, with primary spotlight on sex The ventures address a portion of the significant snags in accomplishing UEE, in particular, teachers non-appearance, high drop-out rate, working youngsters, unacceptable showing techniques, absence of relevant learning materials, low inspiration, absence of ability with respect to teachers and a brought together and unyielding methodology.

### **6.4 MahilaSamakhya**

MahilaSamakhya is a remotely helped program, with the particular spotlight on sex. It was dispatched in 1989 of every five states. Inside rustic networks, it means to advance ladies' education and strengthening openings among ladies. It intends to advance a learning climate, where ladies are furnished with the occasions to avow their latent capacity, gain and solidarity to make an interest of data and information and push ahead to achieve changes and take control for their lives.

### **6.5 Mid-day Meal Scheme**

The National Program of Nutritional Support to Primary Education ordinarily known as the early afternoon feast plot was dispatched in 1995. It has the primary goal of fortifying Universalization of Elementary Education (UEE), by expanding enrolment, maintenance and participation and at the same time improving the nourishing status of youngsters in primary classes.

## **7. Literature Review**

**Sergeeva, Bella & Kalachina (2020)** The significance of the article is controlled by the requirement for primary school teachers to build up a model for the arrangement of educational activities of poise in more youthful students in the exercises of the world and its legitimization. The reason for the work is to create and test the model we have made for the development of educational poise activities in the exercises of the encompassing scene in elementary school and in featuring its parts.

**Fauzi, Irfan&Khusuma (2020)**The article intended to clarify in detail the perspectives of elementary school teachers about internet learning in a COVID-19 pandemic condition. This investigation utilized a quantitative methodology. The subjects in this examination were 45 teachers in Banten and West Java. The aftereffects of this investigation showed that teachers comprehend the setting of web based learning, yet in execution there are different issues discovered, including 1) accessibility of offices, 2) organization and web use, 3) planning, usage, and assessment of learning, and 4) cooperation with guardians.

**Cahapay, Michael (2020)**As advanced education foundations are compelled to assess the responsiveness of their educational program programs, there is a need of first request to characterize responsiveness. This need, in any case, is compounded by the scarcity of a tried assessment model that tends to it. Accordingly, this paper planned to assess the responsiveness of the Bachelor of Elementary Education educational program by endeavoring the pertinence of the model called "illuminative assessment."

**Rasmitadila, Rasmitadila&RusmiatiAliyyah (2020)** This investigation investigates the view of primary school teachers of internet learning in a program created in Indonesia called School from



Home during the COVID-19 Pandemic. Information was gathered through overviews and semi-organized meetings with 67 class teachers in primary schools.

**Chikoyo, Rashid (2020)**This investigation surveys the Primary Education Development Plan (2002-06) usage in Tanzania. The particular targets are to decide the adjustments in student enlistment and number of teachers, the condition of teachers' capabilities, the amount and nature of Government backing to primary schools when the five years of PEDP execution. The examination utilized both the quantitative and subjective exploration draws near. The strategies utilized to gather information were surveys, key witness interviews, field perception, center gathering conversations and narrative investigation.

## 8. Empirical research methodologies

The Indian District Level Healthcare Survey (DLHS-3) third phase was conducted in 2007-08. With a random sample of roughly 720,000 houses throughout 601 districts in India, the DLHS-3 is one of the most detailed household surveys ever conducted in India. The information contains demographic characteristics of the household, as well as a list of all members of the household, their educational achievement, and students in learning status. There really are 43 phase 1 districts, 77 phase 2 districts, 36 phase 3 districts, 94 districts in other phases, and 315 non-DPEP precincts in the DLHS population of 601 districts.

The metropolitan regions and the small countries in the northwest were removed from our analysis. 3 As a result, we have 19 major states in our sample. We recompiled Chhattisgarh, Ranchi, and Uttarakhand to their parental state code because they were only established in 2001. As a result, our sample comprises 16 important states. We additionally eliminated the 94 districts that administered the DPEP in different phases since distinguishing the recipient category in those areas appears to be problematic due to the adoption of the SSA in 2001.

### 8.1 Identification strategy

The DPEP Program placement was not random but was primarily on the basis of low female literacy rates in 1991. The DPEP guidelines indicate successful implementation of the Total Literacy Campaign (TLC) in the districts along with low female literacy rate as the two criteria used to choose districts. However, by 1994, TLC had been implemented in almost all districts in India (Jalan and Glinskyaya 2003). Since the DPEP was targeted towards primary schools, hence the individuals who were in primary school age during the program were the potential beneficiaries, and individuals who had already passed their primary school age by the time the program was implemented could not have benefited from the program.

The district of residence is another source of variation. Individuals would have benefit only if they resided in the DPEP program districts. Those who resided in non-DPEP districts did not benefit irrespective of their age during the program years. Hence age (or date of birth) during the program and the district of residence jointly determine an individual's exposure to the program.

We call the treatment group as young group and control as old group, and estimated the following equation.

$$Y_{idt} = \alpha + \beta_1 \text{young}_{it} + \beta_2 \text{young}_{it} \times DPEP_{it} + \beta_3 X_{idt} + X_{15j} = \theta_j \text{state}_{jt} \times trend + \gamma_d + \gamma_c + \epsilon_{idt}$$

## 9. Results

The educational attainment as captured by our three educational outcomes are lower in DPEP program 9 districts for 19-23 age cohort, 14-18 age cohort, and 6-13 age cohort, where age cohort is defined on the basis of age in 1994. Similarly, a higher percentage of population in non-DPEP districts lives in urban areas. To capture the impacts of DPEP program, we first examine the impact of DPEP on probability of enrolling in primary school, probability of completing primary school, and years of schooling achieved by estimating equation 1 without additional controls and state specific trends.

### 9.1 Impact variability by respect to social team

We present the estimates of the impact of DPEP for different sub-population groups.<sup>6</sup> We find marginally higher impact on girls compared to boys in the case of probability of enrolling in primary school or completing primary school. This is in contrast to Jalan and Glinskya (2003) who did not find any DPEP program impact on attendance rates or completion rates of female children in phase 1 districts. They found a negative net impact on attendance for girl child in age group 6-10 while a positive net impact of attendance for the girls in 11-13 years of age. They provided a possible explanation that the program might have persuaded "out of school" girls to attend school at an older age. Our measure of ever attended primary school captures attendance irrespective of age of attendance.

The marginally higher impact for female sub-population in our paper suggests that the DPEP was somewhat successful in reducing the gap in case of enrollment in primary school or completion of primary school. Interestingly, the impact on years of schooling completed is marginally higher in the case of male which may be driven by the fact that on average boys drop out from school late compared to girls.

## 10. Conclusions

Collecting, organizing, selecting, or establishing assumptions for a research study, article, or any other performance isn't only such a spiritual and practical course of action. It is necessary to accept unusual initiatives in order to obtain the maximum results.

For years, decreasing numeracy and improving basic education opportunity for students of all women, religion, economic levels, castes, and identity markers has been at the top of the Indian government has been making priority agenda. One of the government's large-scale effective interventions to meet the aforementioned aims was the District Primary Education Program (DPEP).

In Indian, the programmer was carried for throughout local areas. Moreover, the DPEP programmer was never established in a significant number of regions.

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