

PPP MODEL: IN ENHANCEMENT OF QUALITY OF IN-SERVICE TEACHERS

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Abstract

Recent time has witnessed the public-private partnership effectively works in the economic field as well as its emergence in the education system by providing infrastructural, support and educational services. Under this, it provides professional services like teachers' training, quality assessment, student evaluation and other supplementary services. This paper focuses on the programmes run by the private sector as non-government organisations (NGOs) for strengthening In-service teachers and the effectiveness of a workshop conducted by an NGO within the strengthening of In-service teachers. The survey method was adopted and data were collected through interviews and questionnaires. Interviews were analysed by thematic analysis method and questionnaires were statistically analyzed by the chi-square technique, significant at $p < .05$ level. Agastya International Foundation is one of the NGOs that employs strengthening In-service teachers, which works within the field of Science. Agastya actively engaged in providing academic and technical support in improving the quality of in-service training programmes like workshops, training and science fair. The workshops are very well organised, conceptual, activity-experiment based, effective, resolve teachers' problems, update their knowledge and helpful for teachers in the daily teaching process.

Keywords: PPP model, non-government organisations, in-service teachers program.

INTRODUCTION

Quality teachers are the gateway to meet the growing demand of students ensuring the development of the nation. Globally, the educationists, policy makers and stakeholders are focusing on various techniques to build a mechanism assuring the quality of teachers as teachers are the prime component of the entire education system that contribute to the quality of education. To improve the quality of teachers it is essential to provide periodical training and faculty development programmes for the in-service teachers. There are two kinds of training for teachers: Pre-service and In-service teacher training. Pre-service teacher training is for people who are interested in teacher service. In-service teacher training is for those who are inquisitive about joining the work or service as a teacher. The teacher may be a change-maker to shape the longer term of scholars. A profession of a teacher is a continuous learner because of the combination of his scientific knowledge it continues to grow and therefore has to face opportunities and modern pedagogy to confirm that he continues to find out and develop in his professional life. For updating and upgrading teachers, to extend the efficiency of the arena there is a requirement to organize training for in-service teachers.

M. B. Buch² stated that "In-service education could be a programme of activities aiming at the continuing growth of teachers and academic personnel in service." The Government initiatives like Sarva Shiksha Abhiyan (SSA), DIETs and SCERT are playing a major role in providing technology support³ in improving quality of in-service training programmes which includes workshops, training, courses, seminars, conferences etc.

But nowadays there's a requirement for the third party to beat the missing gaps of current knowledge and update the knowledge within teachers to participate within the Private sector. Public private partnership⁴ (PPP) is an approach used by the government to deliver quality services to its population by using the expertise of the private sector. A variety of public private partnership (PPP model) already exists in this field, the most common being the government aided schools system in the country. PPP in school education can operate to provide (i) infrastructural services, (ii) support services and (iii) educational services. There appears to be a progression in scope with the simplest being one in which the private partner provides infrastructure services but the government provides educational and other support Services. The next stage in progression is where the private sector provides both infrastructure services and support services. The third type is where the private sector provides infrastructure, support and educational services bundled together. Under the third type as Professional services, it provides professional services like teachers' training, quality assessment, student evaluation and other supplementary services. In this paper nongovernment organisations (NGO) are considered as private sector. NGOs work as a supportive system for government policies. Agastya International Foundation⁵ is one of the NGOs that employs strengthening In-service teachers within the field of Science whose mission is to develop curiosity, nurture scientific skills and confidence among the students and teachers from underprivileged backgrounds in India. Agastya conducts science, mathematics and humanities education programs in rural, semi-urban and urban areas of 19 Indian states. It is one of the biggest mobile, interactive, practical and activity-based science education schemes that serve economically deprived children and school teachers serving in Government schools across the globe. Its recent goal is to develop school teachers by providing hands-on training for Science-Math Education. Agastya, has provided training to more than hundreds of Government School teachers of Maharashtra recently. Further, it intends to extend its reach to more teachers teaching Higher Secondary students from other states of India.

Kieu and Singer (2017) states in their research study on "Involvement of NGOs in training teachers in education highlights the importance of contribution of Non-governmental organizations (NGOs) in sustainable development of teachers in education worldwide. His research studies examine the various training programmes conducted by five NGOs in Vietnam and concludes that the interactive teaching tools and methods used by NGOs helps in encouraging in-service teachers' proficiencies making them future ready.

This study elaborates on the program and also the effectiveness of a workshop conducted by an Agastya International Foundation within the strengthening of In-service teachers.

Objectives

To analyse the programmes run by NGOs for strengthening the skill sets of in-service teachers.

To study the effectiveness of a NGO workshops on improving the quality of in-service teachers

METHOD

This study adopted the 'Survey method' Interview and questionnaire. These two tools want to collect the data. To review the first objective Interview schedule for 5 Ngo members and to check the second objective questionnaire for 60 government primary teachers.

Objectives-wise description

1. To analyse the programmes run by NGOs for strengthening the skill sets of in-service teachers.

To understand different activities and projects run by the NGO, a survey was conducted and also 5 members from that NGO were interviewed to understand the initiatives of the NGO in this field.

ANALYSIS and FINDINGS

The programmes run by NGOs for strengthening of In-service teachers as follows:

Training

Kuppam in Andhra Pradesh extended their support to Agastya by providing a laboratory to perform experiments in science education. Agastya develops new trends in education to improve teaching learning processes for training teachers. Agastya arranges an educational program and camp for government school teachers to infuse their teaching with the Agastya spark.

Workshop

The workshops and hands-on training organised by Agastya for in-service teachers are activity-based. They arrange and provide the required science practice material for teachers. They also regularly administer science equipment for teachers. The workshops are conducted twice a year.

Exhibition

The key idea behind organising an exhibition is to concave information and place a deal. Agastya organizes the exhibition in the form of a Science fair.

Science fair

Agastya held 20 science fairs during a year. It gives an opportunity to teachers, students to showcase their ideas. This also provides them an opportunity to develop their curiosity and think out of the box.

To study the effectiveness of a NGO workshops on improving the quality of in-service teachers

To know more about the projects run by the NGO, the researcher used questionnaires for collection of data. The data collected through questionnaires were analysed using chi-square test, significant at $p < .05$ level.

Table1. Adequate and effective training materials used in the workshop

	SA	A	UND	SDA	DA	χ^2
Responses	4	56	0	0	0	101.2
Percentage	6.66	93.33	0	0	0	

*Significant df, 4; χ^2 at 0.05 level, 9.488, SA - Strongly agree, A -Agree, UND - Undecided, DA - Disagree and SDA - Strongly disagree.

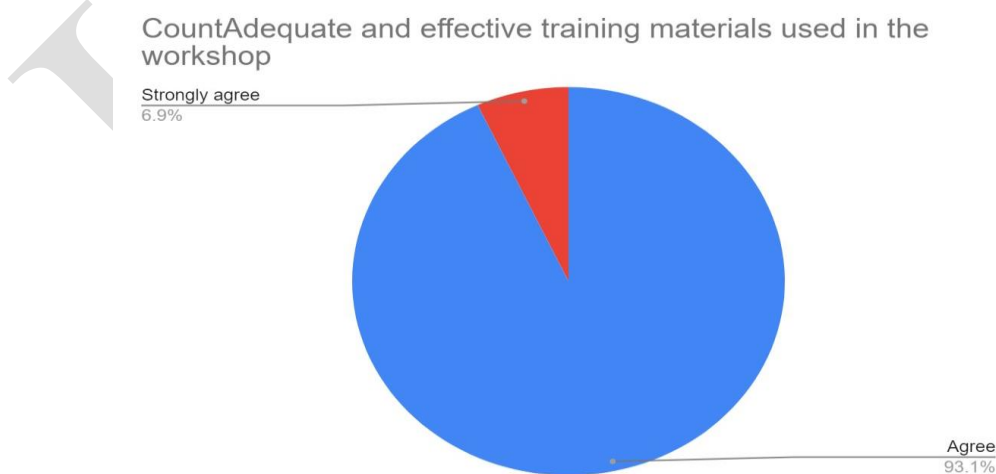


Figure 1. Adequate and effective training materials used in the workshop

Table 2. The trainer’s ability: proper presentation and communication skills

	SA	A	UND	SDA	DA	χ^2
Responses	34	26	0	0	0	46.4
Percentage	56.66	43.33	0	0	0	

The trainer’s ability: proper presentation and communication skills

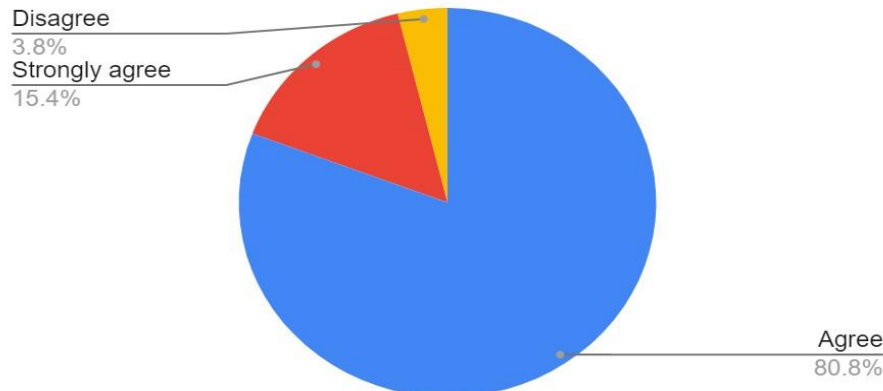

Figure 2. The trainer’s ability: proper presentation and communication skills

Table 3. The trainer’s ability: to solve problems and handle questions

	SA	A	UND	SDA	DA	χ^2
Responses	10	48	0	0	2	72.16
Percentage	16.6	80	0	0	3.33	

The trainer’s ability: proper presentation and communication skills

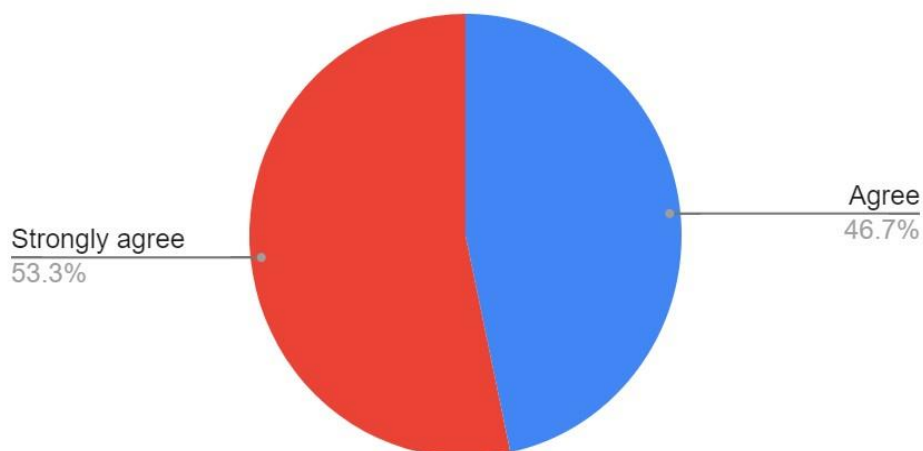

Figure 3. The trainer’s ability: to solve problems and handle questions

Table 4. Workshop helps teachers explain the concepts behind the experiments

	SA	A	UND	SDA	DA	χ^2
Responses	14	46	0	0	0	66.32
Percentage	23.33	76.66	0	0	0	

Workshop help teachers explain the concepts behind the experiments

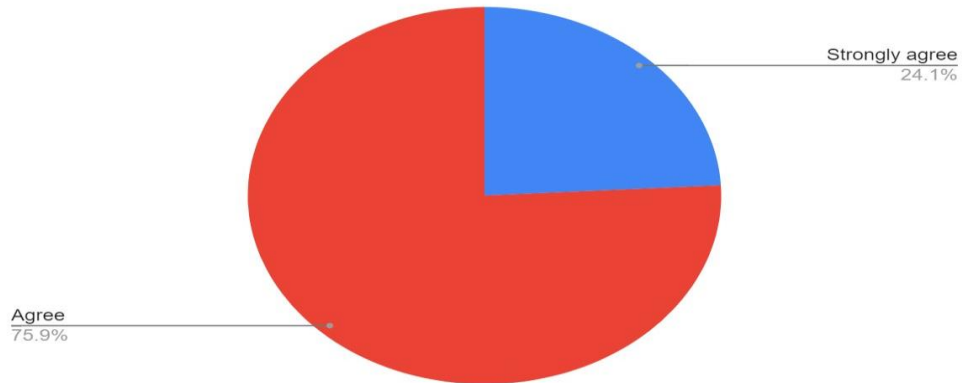

Figure 4. Workshop helps teachers explain the concepts behind the experiments

Table 5. Workshop helps teachers in their daily teaching process

	SA	A	UND	SDA	DA	χ^2
Responses	28	30	2	0	0	40.2
Percentage	46.67	50	3.33	0	0	

Workshop help teachers in their daily teaching process

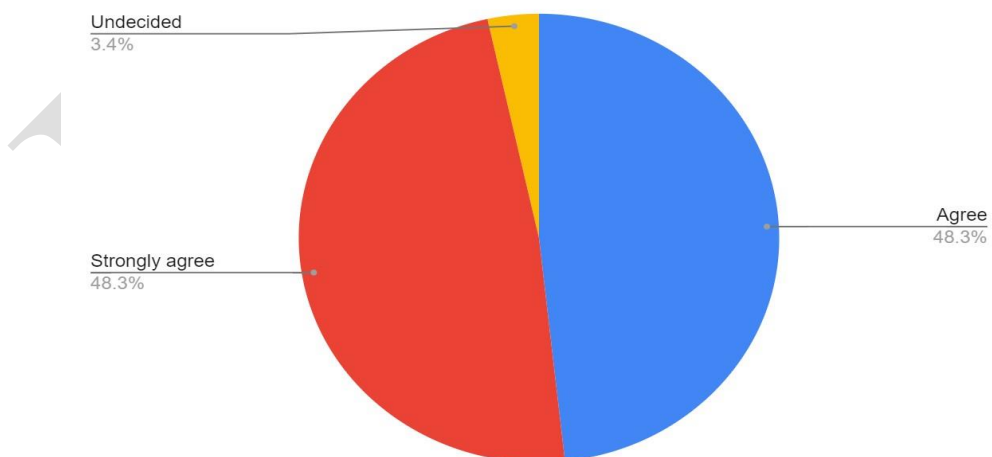

Figure 5. Workshop helps teachers in their daily teaching process

Table 6. The workshop is well organized

	SA	A	UND	SDA	DA	χ^2
Responses	26	34	0	0	0	46.2
Percentage	43.33	56.66	0	0	0	

The workshop well organized

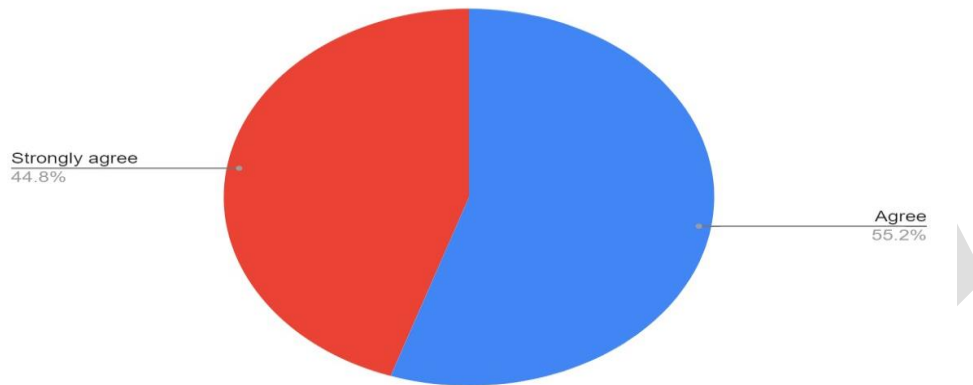
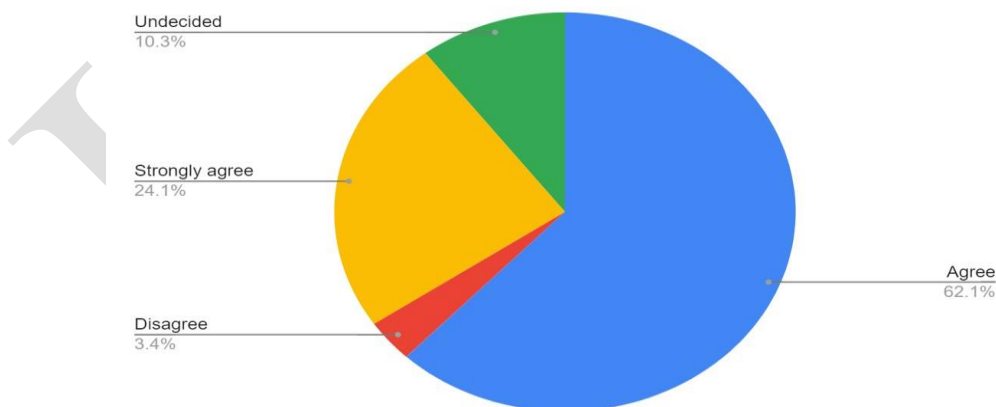

Figure 6. The workshop is well organized

Table 7. Agastya Foundation plans more workshops or training

	SA	A	UND	SDA	DA	χ^2
Responses	15	37	6	0	2	35.82
Percentage	23.33	60	10	0	3.33	

Agastya Foundation plan more workshops or training


Figure 8. Agastya Foundation plans more workshops or training

The data collected through questionnaires were formulated and scrutinized by Chi-square. Table 1 indicates that the value of χ^2 was found to be significant at .05 level. As the response was concerning the agreement, the statement “adequate and effective training materials used in the workshop” is positively accepted. This table contradicts that of Agastya International Foundation providing sufficient and adequate training or workshop material which is used for experiments.

Table 2 indicates that the value of χ^2 was found to be Significant at .05 level. Hence, the statement “The trainer’s ability: proper presentation and communication skills” is positively accepted. The finding of this table supports that Agasty’s NGO instructor can present properly with various examples and scientific explanations of each concept with easy and proper scientific language.

Table 3 indicates that the value of χ^2 was found to be significant at .05 level. Hence, the statement “The trainer’s ability: to solve problems and handle questions” is accepted. This table supports that Agasty’s NGO instructor can resolve the queries of teachers during the workshop.

Table 4 indicates that the value of χ^2 was found to be significant at .05 level. Hence, the statement “workshop helps teachers explain the concepts behind the experiments ” is accepted. The results of this table contradict that Agasty’s instructor has good knowledge of the subject and they can explain the scientific concept behind the experiment.

Table 5 indicates that the value of χ^2 was found to be significant at .05 level. Hence, the statement “Workshop helps teachers in their daily teaching process ” is accepted very positively. The results of this table contradict that science and mathematics experiments conducted during the workshop are very much useful for the teachers in their daily teaching process.

Table 6 indicates that the value of χ^2 was found to be significant at 0.05 level. Hence, the statement “The workshop is well organized” is positively accepted. The results of this table contradict that the workshop arranged by the Agastya International Foundation is well equipped, with adequate educational material, well-sitting arrangements, well-conducted activities, and the seriousness of contents, well presentation of instructor and their punctuality e.t.c.

Table 7 indicates that the value of χ^2 was found to be significant at .05 level. Hence, the statement “Agastya Foundation plans more workshops or training” is positively accepted. The results of this table contradict that teachers want Agastya to arrange more workshops and training for updating and upgrading modern skills and knowledge.

Regarding item no. 8 “Observations and suggestions for improvement of the workshop” The findings are, take more Activities on Maths and Science. Opinion of 12 participants, the workshop was good going and very effective. Opinion of 12 participants, they don’t have any suggestions regarding the workshop. 6 participants wanted more activities on Maths and Science and extended the time of the workshop.

Highlights of Agastya International Foundation:

1. Agastya International Foundation is one of the NGOs who conducts training programmes to strengthen the skillsets of in-service teachers in the field of science.
2. Agastya actively engaged in providing academic and technical support in improving the quality of in-service training programmes like workshops, training and science fair.
3. The workshops arranged by Agastya are very well organised, conceptual, activity-experiment based, effective, resolve teachers' problems, update their knowledge and helpful for teachers in the daily teaching process.
4. Agastya’s instructors have good knowledge of the subject, presentation skills, problem-solving skills, punctuality, and demonstration ability.
5. Agastya International Foundation provided well-organised workshops with well equipped, adequate educational material, well-sitting arrangements, well-conducted activities and the seriousness of contents.
6. All programs help the teachers in their daily teaching process become more effective and interesting.
7. Teachers want Agastya to arrange more workshops and training for updating and upgrading modern skills and knowledge.

8. The Teachers want more activities on Maths and Science and more duration of the workshop.

The role of Agastya International Foundation is remarkable in the field of science education.

Conclusion

The research study concludes that evolving partnership of NGOs and Teacher Education Institutions for improvement of required professional skill-sets of in-service teachers is the need of the hour. The major role of NGOs revealed from the analysis of the data indicates that teacher education institutions should emphasize on partnership with NGOs for the sustainable development of in-service teachers as the quality teachers can cater to the diverse needs of students with diverse backgrounds. As recommended in NEP 2020, professional development of in-service teachers need to be continued through various initiatives and provisions. It has also been recommended to strengthen and substantially expand these initiatives in order to enrich the teaching-learning processes for improvement of quality of education. NEP 2020 encourages technology platforms like Swayam/Diksha for Online training of teachers. To follow and implement these the educationists, academicians and policy makers need to be more active for successful implementation through various collaborations and partnerships.

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