



# A study on causes and consequences of unemployment among B.Ed. Graduates with special reference to Ghaziabad district

**Ms. Monika Bansal**

Ph.D. Research Scholar,

Department of Economics, M.M.H. Degree College, GZB

Email: bansalm04@gmail.com

**Abstract:** *The present study is comprehensive in nature as it considers different aspects of the unemployment problem among B.Ed. passed graduates for the Ghaziabad district in UP. This study is an effort to analyze the composition with causes and consequences of unemployment among the B.Ed. pass out students. Analysis has been made with the help of primary data, which is collected by using self-made questionnaire from the five randomly selected B.Ed. colleges. For this discipline-wise lists of B.Ed. passed graduates of the last 5 year students of 2015-17 to 2019-21 session has been prepared and data has been collected with the help of telephonic conversation or through email id. In this study the final sample comprises a total 510 B.Ed. pass out graduates with 114 male and 396 female. Results revealed that a large number of B.Ed. graduates admit that a suitable job with Good salary package is not available'. It is also concluded that approx.23% B.Ed. graduates are not actively contributing in Economy, which also shows the loss of economic resources, so the solution of this problem should be on a priority and permanent basis.*

**Key Words:** *Graduates, Unemployment, Educated, B.Ed.*

## 1. INTRODUCTION:

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. A good teacher is the most valuable asset of the nation and this training programme enhances the knowledge skill and competencies. B.Ed. is a teacher preparation programme specially designed for the teacher of the secondary level. Nowadays it has been observed that a large number of the B.Ed. pass outs are not getting jobs and are in a state of depression.

### 1.1. NEED AND SIGNIFICANCE OF THE STUDY:

This unemployment situation is at its peak in the UP so much, that for a job of safai karmi (sweeper) in Allahabad nagar nigam in 2016, a large number of M.Sc., B.Ed. and B.Tech. have applied. The unemployment scenario in UP has shattered the ambition of youth. Students who have opted for higher education and had some hopes and dreams with their degree are under a dilemma. After Reviewing a lot of research related to unemployment it was observed that not a single research has been done related to the unemployment among B.Ed. pass out students. B.Ed. is an essential qualification for the secondary level school teacher. About 1731 institutes are offering B.Ed. course in Uttar Pradesh and from which mere 150 are government-run while over 1500 are private colleges. Only in Ghaziabad there are around 60 B.Ed. colleges having 100 or 200 seats. Every year we have a big crowd of B.Ed. graduates and mostly students failed to get a suitable job and remain unemployed. This study is an effort to analyses the causes and consequences of unemployment among the B.Ed. graduates. The finding of this research can be useful for the government, for formulating several policies to ensure that these trained B.Ed. graduates will have jobs. The government can make more efforts to enhance their skills to meet employers' needs, so that government expenditure on teacher education will accelerate the growth of the Indian Economy and return of investment in education will increase.

### 1.2. TITLE OF THE STUDY:



**“A STUDY ON CAUSES AND CONSEQUENCE OF UNEMPLOYMENT AMONG B.ED. GRADUATES WITH SPECIAL REFERENCE TO GHAZIABAD DISTRICT”**

**1.4. OPERATIONAL DEFINITION OF THE TERMS:**

**Unemployment:**

The term unemployed refers to all persons who are (a) without gainful work. (b) Seeking work and c) able to take up a job if offered. By seeking work it means registering at Employment Exchange, Contacting prospective employers, responding to advertisements or making similar efforts to secure work.

**B.Ed. pass out students:**

Only those students who have completed their Bachelor of Education Programme from any institutes approved by National Council of Teacher Education

**2. OBJECTIVES OF THE STUDY:**

**The study has following objectives:**

- To know the distribution of B.Ed. graduates in different job categories
- To study the causes of unemployment among the B.Ed. graduates.
- To study the difficulties faced by the B.Ed. graduates in searching job
- To undertake an in-depth analysis of consequences of unemployment among the B.Ed. graduates.
- To study whether B.Ed. course is appropriate or not for job point of view.

**3. RESEARCH DESIGN:**

Research design is a blueprint to organize a study. It identifies and addresses the problem that may arise during the process of research and analysis.

**4. RESEARCH METHODOLOGY:**

Descriptive Survey method study has been made with the help of a detailed structured questionnaire.

**5. SAMPLE AND SAMPLING TECHNIQUE:**

Firstly 05 colleges are randomly selected from list of all the B.Ed. institutes of Ghaziabad district, and then discipline-wise stratified lists of the last 5 year, students of 2015-17, 2016-18, 2017-19, 2018-20 & 2019-21 session with their telephone number were prepared. Every fifth student from Arts and Commerce stream and every fourth student from Science stream was selected by systematic random sampling. Now required information has been collected through personal investigation, making contact through telephonic conversation and Email ID (using Google form questionnaire). Final sample comprises 510 B.Ed. graduates including 114 male and 396 female.

**6. TOOLS FOR DATA COLLECTION:**

The main tool of data collection used for the present study is a self-made Google form questionnaire specially designed for the B.Ed. pass out students for the purpose of seeking information on various dimensions relating to the dependent and independent variables affecting the employment. Content and Face validity of the tool was established from the opinion of five subject experts.

**7. STATISTICAL TECHNIQUES:**

Appropriate statistical techniques as classification, tabulation, percentage, graphical representation as bar graph, pie chart has been used accordingly

**8. DATA ANALYSIS AND INTERPRETATION:**

**OBJECTIVE-1:**

**TO KNOW THE DISTRIBUTION OF B.ED. GRADUATES IN DIFFERENT JOB CATEGORIES**

The analyzed data result has been presented in following table

**Table: 1**

**THE DISTRIBUTION OF B.ED. GRADUATES IN DIFFERENT JOB CATEGORIES**

TYPE OF JOB	MALE(No.)	MALE (%)	FEMALE(No.)	FEMALE (%)	TOTAL(No)	TOTAL (%)
<b>Government</b>	17	15%	31	08%	48	9%



<b>Private</b>	79	69%	176	44%	255	50%
<b>Part Time</b>	18	16%	72	18%	90	18%
<b>Not Doing Job</b>	00	00	117	30%	117	23%
<b>Total</b>	114	100%	396	100%	510	100%

**Source: Primary Data**

Analysis represents that 15% males are doing job in government sector and 69% males are doing job in private sector while 16% means are doing part time job, while 8% females are doing job in government sector, which is less than male percentage (15%), 44% females are doing private job while percentage of male (69%) in this field is much more than female. It is also observed that 18% are employed in part time jobs while 30% females are not doing any type of job or we can say that they are missing from the workforce.

In the total sample, we find that only 9% are doing government jobs, while maximum 50% are doing private jobs and 18% are doing part time jobs. There are 23% B.Ed. pass outs who are not doing any type of job.

**OBJECTIVE-2:**

**TO STUDY THE CAUSES OF UNEMPLOYMENT AMONG THE B.ED. GRADUATES.**

In order to achieve the above objective survey questionnaire including probable causes and consequences has been used. Following table presents an analysis summary.

**Table: 2**  
**CAUSES OF B.Ed. UNEMPLOYMENT.**

<b>Disciplines</b>	<b>Arts</b>	<b>%</b>	<b>Science.</b>	<b>%</b>	<b>Total</b>	<b>Total%</b>
<b>Causes</b>						
Jobs not available	14	10.37	9	12.16	23	11.11
Suitable job with Good salary package is not available	28	20.74	19	25.68	47	22.71
Parents/In laws do not allow(for Woman)	13	9.63	7	9.46	20	9.66
over qualification is required	8	5.93	4	5.41	12	5.78
Pursuing further education	14	10.38	8	10.81	22	10.63
Related job are not available	15	11.11	10	13.51	25	12.08
Baby is so small so can't find out job	5	3.70	2	2.70	7	3.38
No experience	2	1.48	1	1.35	3	1.45
House responsibility	9	6.67	2	2.70	11	5.31
Want to do something different or Interest in other activity	2	1.48	0	0	2	0.97
Lack of practical knowledge/use of innovative method	0	0	0	0	0	0
Want to work, only in reputed institute/organization	2	1.48	0	0	2	0.97
Want to help to family business	2	1.48	1	1.35	3	1.45
Organization closed down due to recession/Lock down	2	1.48	1	1.35	3	1.45
Lack of language command (bilingual)	7	5.19	2	2.70	9	4.35
Homesickness for far destination of job	5	3.70	4	5.41	9	4.35
Don't want to work / job, Just appeared/Done course	6	4.44	3	4.05	9	4.35
Not employed/ Partially employed total	134	100	73	100	207	100

**Source: Primary Data**

Highest response was given to 'Suitable job with Good salary package is not available' (22.71%), followed by 'Related job are not available' (12.08%), 'Pursuing further education' (10.63%) and 'Parents / in-laws do not allow' (9.66%). Other reasons expressed are given in the table which include reasons such as 'do not want to work', 'setting up home', 'over qualification is required', 'Lack of language command (bilingual)' and others. From this analysis, it is obvious that the education system must be related to the job market, only then jobs will be available for the large numbers of B.Ed. graduates who pass out each year.

**OBJECTIVE-3. :**

**TO STUDY THE DIFFICULTIES FACED BY THE B.ED. GRADUATES IN SEARCHING JOB**

To achieve this objective respondents are further asked about the difficulties faced by them in five broad categories: Education related, Market related, Social, Women related and Personal. A list has been prepared of the expected



difficulties faced by the respondents in each of the above broad categories.

**Table: 3**  
**DIFFICULTIES FACED BY THE B.Ed. GRADUATES IN SEARCHING JOB**

Type	Difficulties	Arts	Science
<b>Education related difficulties</b>			
Education	Qualification not right	4	0
Education	Master's degree/ higher qualification needed	6	2
Education	Extra courses/ Knowledge needed	17	10
Education	Arts graduates have no value	0	0
Education	Less marks/ no first class	5	0
Education	Cannot speak English fluently	14	9
Edu/market	Suitable job not available as per qualification	28	19
<b>Total</b>		<b>74</b>	<b>40</b>
<b>Market related problems</b>			
Market	Few job opportunities / Competition more	10	7
Market	No reasonable salary/ Compensation	25	18
Market	Experience needed /No Job for fresher	14	7
Market	Saturation	4	0
Market	Recession/ Lockdown	2	1
Market	Experience was not good/ no future growth	5	3
Market	Contract basis/ no permanent jobs	11	8
Market	No rewards/ incentives for deserving	6	5
Market/ Social	No use of employment exchange	8	5
<b>Total</b>		<b>85</b>	<b>54</b>
<b>Social problems</b>			
Social	Candidates already selected	11	8
Social	Reservation policy is harmful/ caste bar	0	0
Social	Govt. policy -jobs not available	14	9
Social	Society not aware of Specialized field	0	0
Social	Corruption for permanent jobs/ influence	16	13
Social	Bond demanded	6	2
<b>Total</b>		<b>47</b>	<b>32</b>
<b>Women related problems</b>			
Women	Sex differentiation/ male dominance	4	2
Women	Unsuitable job environment/ criteria unsuited	6	5
Women	Women are not stable	12	6
Women	Women have to give more facilities	7	2
Women	Sexual harassment	7	6
Women/ Personal	Far distance /away from home	15	12
Women/ Personal	Gap because of children	12	6
<b>Total</b>		<b>63</b>	<b>39</b>
<b>Personal problems</b>			
Personal	No social contacts	5	2
Personal	Language problems	22	8
Personal	Age problem	9	7
Personal	Very hectic work	0	0
Personal	Lack of confidence/ personality	12	11
<b>Total</b>		<b>48</b>	<b>28</b>

Source: Primary Data

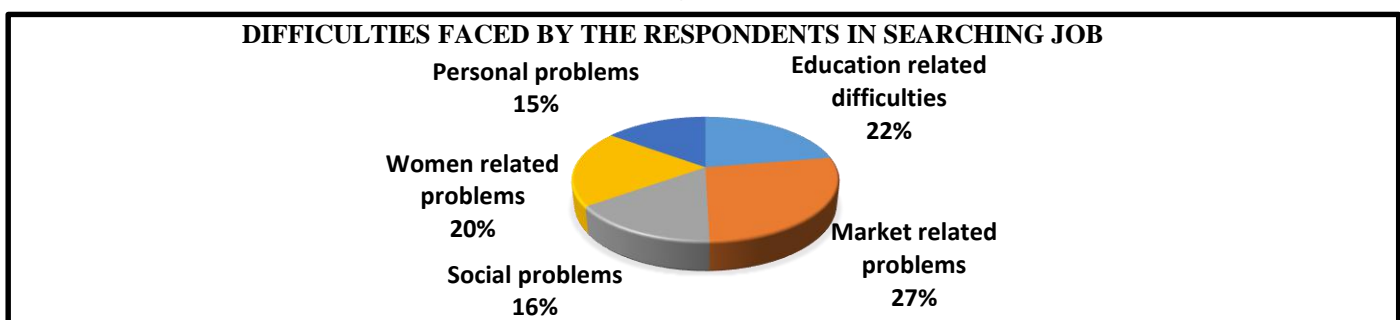


Table: 4

DIFFICULTIES FACED BY THE B.Ed. GRADUATES IN SEARCHING JOB						
Difficulties	Arts group	%	Science group	%	Total	%
Education related difficulties	74	14.51	40	7.84	114	22.35
Market related problems	85	16.67	54	10.59	139	27.25
Social problems	47	9.27	32	6.27	79	15.50
Women related problems	63	12.35	39	7.65	102	20.00
Personal problems	48	9.41	28	5.50	76	14.90
	317	62.15	193	37.85	510	100

Source: Primary Data

Figure: 1



Above table and graph represents a broad picture of the nature of difficulties faced by the unemployed respondents in getting employment. Broadly, the difficulties faced by an account of being unemployed are divided into five broad categories. Almost 27.25% difficulties are related to market conditions, 22.35% are related to education. 15% difficulties are related to society and 20% are women oriented problems, while only 14.90% are related to personal problems. This analysis indicates the urgent need to improve market conditions to generate suitable job opportunities and to review and revise the present educational system. Strict education policy, New courses, training, professional courses, personality development courses should be incorporated in the present system of education in order to overcome these difficulties.

**OBJECTIVE-4:  
 TO UNDERTAKE AN IN-DEPTH ANALYSIS OF CONSEQUENCES OF UNEMPLOYMENT AMONG  
 THE B.ED. GRADUATES.**

Table: 5

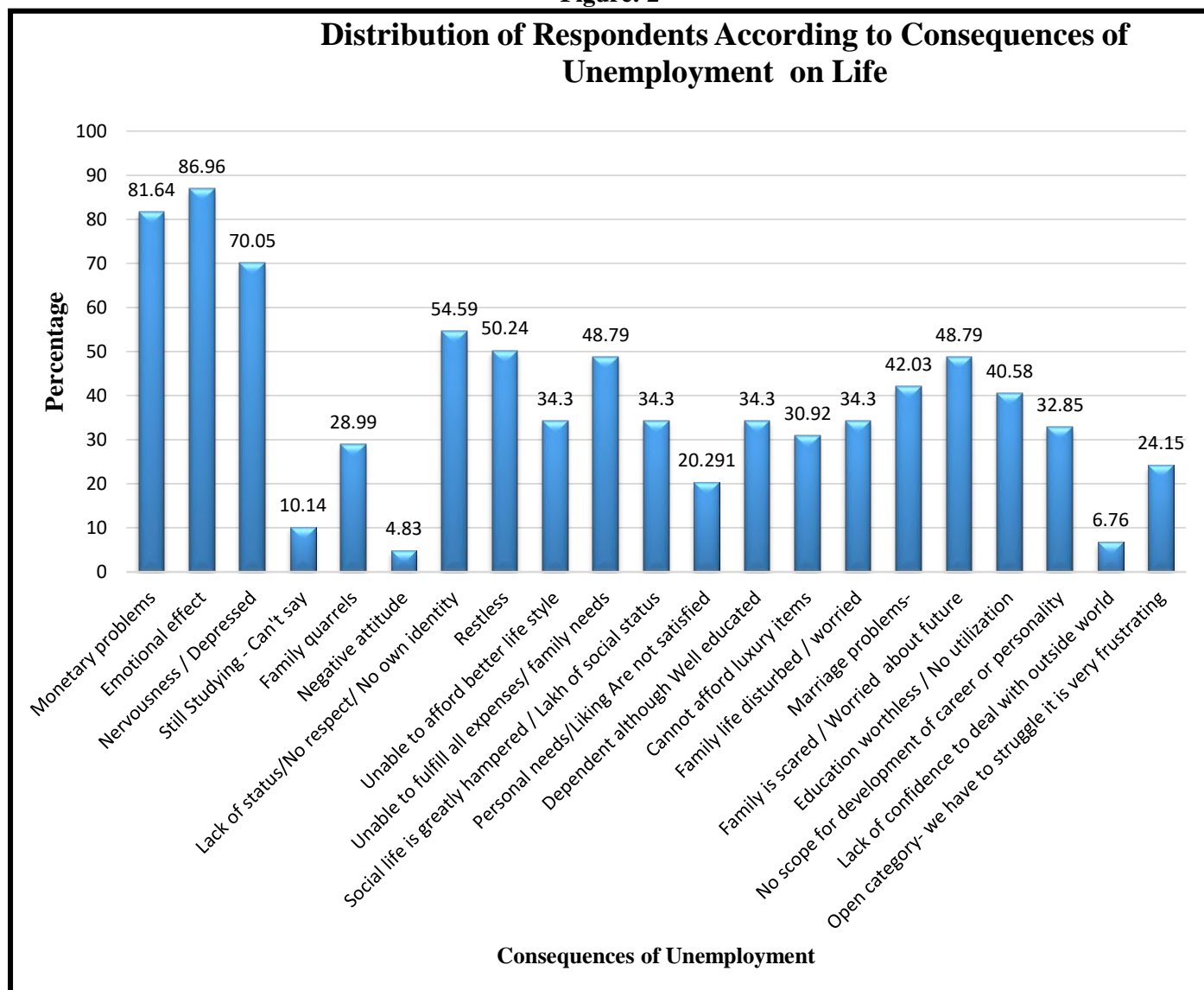
Distribution of Respondents According to Consequences on Family/Social Life Due to the State of Unemployment						
Effects	Arts	%	Science	%	Total	%
Yes	134	100	73	100	207	100
Monetary problems	107	79.85	62	84.93	169	81.64
Emotional effect	111	82.84	69	94.52	180	86.96
Nervousness / Depressed	87	64.93	58	79.45	145	70.05
Still Studying - Can't say	12	8.96	9	12.33	21	10.14
Family quarrels	38	28.36	22	30.14	60	28.99
Negative attitude	8	5.97	2	2.74	10	4.83
Lack of status/No respect/ No own identity	78	58.21	35	47.95	113	54.59
Restless	62	46.27	42	57.53	104	50.24
Unable to afford better life style	43	32.09	28	38.36	71	34.30
Unable to fulfill all expenses/ family needs	52	38.81	49	67.12	101	48.79
Social life is greatly hampered / Lakh of social status	42	31.34	29	39.73	71	34.30
Personal needs/Liking Are not satisfied	25	18.66	17	23.29	42	20.291
Dependent although Well educated	43	32.09	28	38.36	71	34.30



Cannot afford luxury items	38	28.36	26	35.62	64	30.92
Family life disturbed / worried	49	36.57	22	30.14	71	34.30
Marriage problems-	56	41.79	31	42.47	87	42.03
Family is scared / Worried about future	62	46.27	39	53.42	101	48.79
Education worthless / No utilization	56	41.79	28	38.36	84	40.58
No scope for development of career or personality	47	35.07	21	28.77	68	32.85
Lack of confidence to deal with outside world	12	8.96	2	2.74	14	6.76
Open category- we have to struggle it is very frustrating	32	23.88	18	24.66	50	24.15
No such effect	0	0	0	0	0	0

Source: Primary Data

Figure: 2



Above table data and graph concludes that mostly (above 80%) respondents admitted that they are facing monetary problems and feeling Emotional distress. Besides that around 50% feels that they are facing Lack of status/No respect/ No own identity due to unemployment and feeling Restless. Above data clearly depicts that's there are many direct and indirect negative effects has been observed on the social and family life of the unemployed persons, which results wastage of qualified human resources, who has full potential to contribute in economic growth of family as well as economy



**OBJECTIVE-5:**

**TO STUDY WHETHER B.ED. COURSE IS APPROPRIATE OR NOT FOR JOB POINT OF VIEW.**

This objective has been achieved by making analysis of responses received on the questionnaire, analyzed data has been represented in following table:

**Table: 6**

Respondents Observation on B.Ed. Course-Appropriate or Not		
Respondents Reactions	Total	%
Hopefully appropriate partly/ up to some extent	218	42.74
Yes appropriate	128	25.09
Not appropriate	164	32.17
<b>If Not appropriate/ partly appropriate than choose any one</b>		
• Course is not job oriented	109	21.37
• Need experience in good institute/school	55	10.78
• Lack of Government jobs	38	07.45
• Wrong selection of school subjects so not useful	26	05.09
• I have to pass UPTET/CTET/Super-TET /TGT/PGT exam	84	16.47
• Market condition are bad/recession	11	02.15
• English is problem because - base is Hindi	37	07.25
• I have to do master degree/ Higher education to get desired job	32	06.27

**Source: Primary Data**

Above table describes the distribution of responses as to whether the education of B.Ed., acquired by the respondents is appropriate or not. 25.09 % respondents felt their education was appropriate to get employment while 32.17 % felt it was not appropriate. Some 42.74 % were undecided but expressed the hope that the education they acquired was appropriate. It is surprising that 21.37% B.Ed. graduates, though that their education Course is not job oriented to provide them suitable employment, 16.47 % of the respondents felt they needed to learn additional skills and have to pass UPTET/CTET/Super-TET /TGT/PGT exam, if they were to get employment while 10.78% felt that they need experience to teach in good institute/school and 6.27% felt the need for post- graduate education.

**9. CONCLUSION:**

Above discussion shows that B.Ed. Unemployment is a tragic problem to take into consideration, as a large percentage of 23% and 30% women are not doing any job in-spite of having B.Ed. degree, which is a big economic loss and shows wastage of money spent on education. 21.37% B.Ed. graduates, considering that their education Course is not job oriented to provide them suitable employment, 16.47 % of the respondents felt they needed to learn additional skills to get employment. 22.71% admitted that ‘Suitable job with Good salary package is not available’. Findings of the study may be useful for policy makers to formulate policies. The government should make more efforts to enhance the skills of B.Ed. graduate to meet employers’ needs, so that government expenditure on teacher education will accelerate the growth of the Indian Economy and will increase return of investment in education.

**REFERENCES:**

1. All India Survey on Higher Education (AISHE) Annual Reports
2. Annual Reports of Ministry of Labour & Employment, Government of India.
3. Bhalla, S. S. (2018), Population, Education, and Employment in India: 1983-2018, submitted to the Economic Advisory Council to the prime Minister
4. Kedar, M.K.S. (2020) Youth in India: Education and Employment, seminar proceeding by Mahamaya Rajkiya Mahavidyalaya, Sherkot, Bijnor.P.No.280-283
5. <https://www.indiatoday.in/education-today/featurephilia/story/world-youth-skills-day-youth-employability-crisis-decoded-unemployment-1976109-2022-07-15>
6. <https://timesofindia.indiatimes.com/india/more-education-means-less-employment/articleshow/68889475.cms>
7. <http://www.oneindia.com/feature/one-of-every-three-graduates-is-unemployed-india-how-will-modi-fulfill-promise-1528582.html>
8. <https://indianexpress.com/article/india/safai-karamcharis-uttar-pradesh-government-jobs-road-cleaners-4421039/>
9. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/statistics-new/aishe\\_eng.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/aishe_eng.pdf)