



ANALYSIS OF PPP MODEL WITH SPECIAL REFERENCE TO EMPLOYMENT AS OUTPUT OF PRE SERVICE TEACHER EDUCATION PROGRAMME

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Abstract

India is consisting largest system of teacher education in India. Besides the University Departments of education and their affiliated colleges there are a number of govt. and govt. aided institutions and self financing colleges and open universities who are engaged in teacher education. The present study analyse PPP model with special reference to Employment as output of pre service teacher education programme. This paper explores the teacher education in Allahabad, district of State Uttar Pradesh with a special focus on pre-service teacher education programme at secondary stage running by different type of institutions. Finally, the study examines and assesses the current status of public and private institutions in providing employment opportunity. The study further probes different views on PPP model in pre-service teacher education programme.

Keywords: *PPP model, pre service teacher education programme, type of institutions, employment opportunity*



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Education is the single most important instrument for social and economic transformation. Education is no more being as social service but as a necessary economic output. According to Human Capital Theory, education raises earning because it enhances workers' skills, thus making employees more productive and more valuable to employers. In this regard Teacher Education is now universally recognised as a form of investment in human capital that yields economic benefit and contributes to a country's future wealth by increasing the productive capacity of its people.

“PPP is often described as a private investment where 2 parties comprising government as well as a private sector undertaking form a partnership” Ministry of Finance, Government of India. There are different models for Public Private Partnership in Teacher Education as follows:

- **Joint Venture Model** Private sector forms a joint venture company along with the government where private sector is responsible for investment in construction and

management of the operations while government contributes by way of fixed assets at a predetermined value, whether it is land, buildings or facilities or it may contribute to the share holding capital.

- **Management Contract Model** Private sector invests in infrastructure and runs operations and management and the government takes the responsibility to pay the private investor for specified services.
- **Equity Model** The government and private sector both invest in infrastructure and the management operations are done by private investors.
- **Annuity Model** The private sector invests in the infrastructure and the government runs the operations and management of the institutions in turn making annualised payments to private investor.

However, in the present study, the teacher education institutions are divided in two types:

1. Govt. Aided
2. Self Financed, which is further divided into different subsections:
 - i. Autonomous
 - ii. Deemed

Objective of the Study

To analyze the current employment status of pre-service teacher education programme at secondary stage by different type of institutions at Allahabad

Hypothesis of the Study

Current employment status of pre-service teacher education programme at secondary stage with reference to type of institutions differs.

Research Design

Method of the Study

The descriptive method has been used in the present study.

Population and Sample

All the students registered in the session 2005-06 and 2006-07 for one year bachelor degree programme i.e. Bachelor of Education (B.Ed) of the four institutions of Allahabad– K.P. Training College, S.S. Khanna Degree College, Ewing Christian College and Allahabad Agriculture Deemed University, - constituted the population for the study.

The sample was consisted of 150 students from different nature of teacher training institutions of Allahabad:

Type of Institutions	Name of the Institution	No. of pass out Students from the session 2005-06 & 2006-07
1. Government funded	K.P. Training College, Allahabad	37
2. Self-financed	S. S. Khanna Degree College, Allahabad	56
3. Autonomous	Ewing Christian College, Allahabad	25
4. Deemed	and SHIATS	32
Total		150

Tools Used

A Schedule is used to collect the employment status and earnings of respondents after completion of Pre Service Teacher Education Programme.

Data Collection

The study makes use of both primary as well as secondary data .The primary data were collected by schedule and office records available in the institutions. The students were traced via retrospective survey to calculate the payoff to the training that they received.

Statistics used for analysis of data

Completed schedules are analysed by percentage analysis.

Empirical Results

Analysis of the Current Employment Status of Pre Service Teacher Education Programme at Secondary Stage

Current Employment Status of pass out students of TEP: Institution wise

Name of the Institutions	Employed		Self Employed		Unemployed		Research Scholar						Grand Total	
	No	%	No	%	No.	%	JRF		NET		Non NET		No	%
							No	%	No	%	No	%		
K.P.T.C.	21	56.76	1	2.70	11	29.73	4	10.81	0	0	0	0	37	100
S.S.G.D.C	37	66.07	0	0	15	26.79	0	0	4	7.14	0	0	56	100
E.C.C.	17	68.00	2	8.00	3	12.00	1	4.00	1	4.00	1	4.00	25	100
SHIATS	21	65.62	1	3.13	7	21.87	1	3.13	0	0	2	6.25	32	100
TOTAL	96	64.00	4	2.67	36	24.00	6	4.00	5	2.67	3	2.67	150	100

The above table shows that total 64% pass out students from different institutions offering pre service teacher education programme at secondary stage in Allahabad were employed, 2.67% were self-employed, 24% were unemployed and 9.33% were enrolled as

research scholar in different institutions. It is clear from survey that unemployed were preparing for the civil services or the mostly women were busy in performing their household duties therefore they were willingly not interested in being employed. Some of them were shifted to metro cities after marriage and has become difficult for them to find a suitable job. However, only 24% were unemployed which revealed that the students who have been passed the pre service teacher education programme were placed at different designation. **Yadav (1984)** also analysed the rate of return of the B.Ed students of Dayalbagh Teaching Institution enrolled in the session 1982-83 and found that 32% pupil teachers were employed while in the present study 64% pupil teachers were employed.

From the govt. funded institution 56.76% were employed, 2.70% self-employed and 29.73% were unemployed and 10.81% were research scholars. All research scholars were JRF qualified which to some extent exhibits the quality of education they received. 66.07% from self- financed institutions, 68.00% from autonomous institution and 65.62% from deemed institution was employed. It is clear from the table that current employment status of pre service teacher education programme at secondary stage in different type of institutions differs.

Findings of the Study

- The 64% pass out students got employment and only 24% were unemployed which showed that the larger percentage of students got placement.
- The larger percentage of employed and self employed belong to the pass out students from E.C.C in comparison to other institutions. However, they were employed in private sector. 88% pass out students of E.C.C. was employed, 8% self employed and 12% were unemployed and searching for job.
- The higher number of unemployed pass out students was from K.P.T.C as compared to other institutions. But it was surprised to know that about 16.22% students has been joined different field which has no direct connection with B.Ed. and only 30.56% were searching for suitable job.
- The higher numbers of research scholars belong to E.C.C. but more JRF qualified students were from K.P.T.C. institution in comparison to other institutions.
- The second highest number of unemployed pass out students belongs to S.S.K.G.D.C. because the girls were busy in performing their household duties and willingly not interested in being employed.

- 66.07% pass out students of S.S.K.G.D.C. were working in government sector which was the higher percentage in comparison to other institutions while 50% students of SHIATS were working in private sector.
- Among all type of institutions percentage of employed (68%), self-employed (8%) and research scholars (12%) of pass out students from autonomous institution were higher. However, employed were placed in private sector.

Therefore, the researcher can say that in this particular study private players are also playing well and performing their duties well.

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