

## A Review Study on Educated Unemployed Youth of India

Chhenar Mia <sup>1</sup>, Dr. Preeti Sharma <sup>2</sup>

<sup>1,2</sup> Department of Education, Mansarovar Global University, Sehore, M.P., India.

### ABSTRACT

One of the most pressing social and economic issues in India today is the high rate of unemployment among educated youth. Even as technical schools, universities, and professional courses expand rapidly, many young college graduates still cannot find work or are employed at low wages. This literature review analyses current literature, official reports, census data, and academic research to investigate educated unemployment in India, including its causes, dimensions, and implications. The study identifies several factors that are contributing to the rising unemployment rate among educated youth. These include a lack of skills-focused education, technological change, population growth, regional disparities, and insufficient job opportunities. Frustration, poverty, social instability, migration, falling self-esteem, and growing reliance on family are some of the psychological and socioeconomic effects of unemployment that are further explored in the paper. Graduates from underrepresented groups confront unique obstacles, and the situation of educated youth in rural and urban areas, as well as gender gaps in work possibilities, is highlighted. The report also assesses a number of government programs that try to decrease youth unemployment and encourage entrepreneurship, including Skill India, Digital India, Start-up India, and employment-generating schemes. According to the review's findings, the current Indian education system frequently falls short in providing students with the industry-specific knowledge, practical skills, and vocational training they need to secure gainful work. Educational policy reforms, increased cooperation between businesses and universities, more opportunities for self-employment, and greater vocational and technical education are all highlighted in the report. It finds that to help the educated unemployed secure long-term jobs and contribute to India's inclusive economic growth, the government, schools, businesses, and society as a whole need to work together.

**Keywords:** Vocational, Self-Employment, Technical, Entrepreneurship, Psychological.

## INTRODUCTION

The extensive problem of educated unemployment ranks among the most critical social and economic concerns in India, particularly among the country's younger population. It is often believed that a solid education can enhance social status, financial security, and overall quality of life. Yet the number of graduates and the growth of educational institutions over the past few decades have, alas, failed to keep pace with the supply of good jobs. As a result, many college-educated young people are either unemployed, working for poor earnings relative to their abilities, or living in poverty. With one of the largest youth populations in the world, India enjoys a demographic dividend. In the proper hands, this youthful labour force might accomplish great things for the country's progress and economy. A growing number of college-educated young people are losing their jobs, which threatens the social and economic fabric of the nation. A mismatch between educational achievement and the demands of the job market, along with a lack of employment prospects, is a contributing factor to the problem. Due to a lack of technical expertise, work experience, and industry-specific training, many recent graduates are ill-prepared for today's employment market.

Educated unemployment is a problem in both urban and rural settings, while the specifics of the issue differ from one place to another. Competitiveness for professional and white-collar professions is fierce in cities, but the situation is even more dire in rural regions due to a lack of diverse employment alternatives and slow industrialisation. Educationally qualified young people face additional barriers to work due to gender bias, caste discrimination, economic disparity, and regional imbalance. Educated people in India are out of work for a variety of reasons. Some of the major contributors to the problem include an ever-increasing population, more emphasis on general education rather than vocational training, sluggish industrialisation, new technologies, corruption, a lack of proper career advising, and a lack of cooperation between schools and businesses. Further, the labour market has been altered by automation and globalisation, which has increased demand for skill-based and specialised jobs while decreasing prospects in more conventional industries.

Unemployment among educated people has far-reaching effects. Dissatisfaction, emotional distress, poverty, social instability, migration, and a loss of self-esteem are common outcomes of youth unemployment that lasts for an extended period of time. It leads to a loss of human resources and makes people economically dependent on their relatives. A society's general advancement may be hindered if long-term unemployment promotes antisocial behaviour, drug misuse, or political instability. Through an examination of secondary sources including books, journals, research articles, government reports, census data, and policy documents, this review study seeks to investigate the characteristics, origins, consequences, and dimensions of educated unemployment among young Indians. Furthermore, the study assesses a range of government programs and employment-generation activities aimed at reducing youth unemployment and enhancing their skill sets. This study aims to shed light on the difficulties encountered by educated young people who are unemployed by analysing current literature and policy initiatives. It then proposes solutions to these problems, including ways to increase employment possibilities and promote inclusive development in India.

## REVIEW OF LITERATURE

**Jana Sebak Kumar (2024).** The advancement of a nation's social, economic, and scientific growth is significantly influenced by the institution of higher education. Higher education in India has seen a significant increase in the number of institutions and students enrolling in classes over the past few years. Some of the most significant problems and difficulties that the higher education system faces access, geographical inequality, social group disparity, female representation, imbalance in the diversification of disciplines, enhancing quality, and public investment on higher education are some of the issues that are prevalent in India concerning higher education. There is a significant amount of higher education in the country that can be traced back to the state of West Bengal. In light of the information presented above, the purpose of this article is to investigate the current situation of higher education in the state. This will be accomplished by conducting an in-depth investigation into a number of significant parameters in higher education and making an effort to identify the most significant areas of concern in the higher education sector in the state.

**Fenta, A. A. (2024).** The community is greatly impacted by unemployment, especially among recent graduates. As a result, the study's primary goal was to investigate the socioeconomic issues surrounding graduate unemployment in the neighborhood. In order to calculate the socioeconomic challenges of graduate unemployment in the community, a mixed research approach was utilized in conjunction with descriptive research using a cross-sectional design. Thus, stratified, simple random, and purposive sampling techniques were used to pick 279 survey respondents, 6 unemployed graduates, 5 parents of job searchers for the interview, 6 discussants, and 3 key informants. While narrative and thematic analysis were used to examine qualitative data, descriptive statistics were used to assess data gathered from survey questionnaires. The results show that families of job seekers and people in their community have experienced social and economic difficulties. As a result, it causes financial ruin, stress on families, concerns about social security, and a lack of interest in school among young people due to graduation unemployment.

**Prapti Surana & Sonit Surana (2024).** This study looks into India's rising youth unemployment rate, which is a significant issue influencing the nation's socioeconomic development. India's economy is expanding rapidly, but a large portion of its educated and young population is unemployed, a phenomenon known as "jobless growth." This article looks at a number of important factors related to this problem, including the impact of technology, skill gaps between graduates and industry expectations, and economic policies that have not created enough work opportunities. According to research, even graduates of prestigious colleges have limited work options. Using data from government surveys and case studies, the study uses both quantitative and qualitative approaches to look at trends, causes, and policy actions. It also makes policy solutions to mitigate the effects of this problem, such as enhancing skill development initiatives, promoting balanced regional development, and fortifying public-private partnerships. The findings show that in order to take advantage of India's demographic dividend and address the issue of youth unemployment among educated individuals, substantial government intervention is required.

**Das Abhishek et al (2024).** In order to gain a better understanding of the distribution of educational backgrounds and qualifications, this study examined job seekers in Uttar Dinajpur. According to the study, Arts graduates make up the majority of the participants in several groups, such as those who have registered with the Employment Exchange office and those who are looking for a job through a particular graduation field. In both instances, graduates from the Arts field outnumber those from Science, Commerce, and Vocational and Practical Education by a substantial margin (over 90%). Also worth noting is that Arts streams account for more than 92% of all streams in higher secondary education, which is somewhat similar to the pattern in primary school. The article also notes that few people looking for work have degrees or certifications in STEM subjects, business, law, or medicine. There may be a disconnect between the educational backgrounds of the workforce and the abilities sought by the job market, according to this. To further understand this mismatch and find ways to fix it, like by encouraging vocational training and adjusting educational programs to meet real requirements, more study is required.

**Ragib, Mr & Minhaj, Ragib & Mandal, Sanjib. (2023).** The objective of this piece is to investigate the manner in which the employment opportunities available to young people in West Bengal have evolved over the course of nearly four decades. Therefore, as a result of our research, we are able to shed light on the factors that influence the employment prospects of young people in West Bengal, as well as how these factors have altered as a result of the economic transition that has taken place in India. In order to accomplish this objective, it is necessary to make use of the unit-level data obtained from the Fourth Periodic Labour Force Survey and the four rounds of employment and unemployment surveys conducted by the National Sample Survey Office, in addition to the binary logistic regression model.

**Hamed Rahmani and Wim Groot (2023),** explored that worries about young people not in education, employment, or training (NEET) have grown in the past few years, in addition to worries about youth unemployment. The "NEET" concept's allure stems from its purported capacity to tackle a plethora of teenage vulnerabilities, such as worries about joblessness, dropping out of school early, and discouragement from the workforce. These issues need to be addressed because young people are experiencing the repercussions of both global crises like the current COVID-19 pandemic and economic crises, particularly in industrialised economies. This scoping review locates and maps the data about the risk factors for NEET youths based on the PRISMA criteria. There were ninety-one papers included (publications published between June 2022 and 2000). All of the risk factors were divided into eight main categories: personal traits, employment, education and training, health, addiction, social factors, family, and surroundings. Overall, the findings demonstrate that schooling and family-related factors have a significant impact on NEET youths. Education level, work experience and skill, marital status, parents' income, physical and mental health, poverty and social inequality, living condition, and employment status were the most important markers. Furthermore, the research highlights a number of knowledge gaps related to relevant risk variables. It is recommended that more studies be conducted to close these gaps and assess the impact of each risk factor on NEET youths.

**Stundziene, Alina and Vilda Giziene (2023)**, aimed to identify the primary determinants of young people's employment status in Lithuania who have completed secondary education. A study of youths between the ages of 18 and 25 was conducted in order to learn more about their personal traits and the causes of their unemployment. The contingency coefficient was computed, and independent sample tests were used to analyse the gathered data. According to the research, young people are willing to enter the labour market and start working at a young age. They struggle, nevertheless, to balance employment and school. Regression research revealed five key factors—contract, gender, remote work availability, job contract satisfaction, and 40 hours worked per week—that explain why young individuals are employed or not. According to the probit model, having a full-time job or a temporary one lowers your chances of finding employment; on the other hand, having the option to work remotely and being happier with your other working conditions boosts your chances of finding work. The probit model also provided evidence that women are more likely than men to work.

**Ebenezer Gyan Yirenkyi et al. (2023)**, stated that policymakers in sub-Saharan African countries (SSAs), especially Ghana, are very concerned about the uneven rise in jobs that are available given the growing number of young people in the region. The reason for Ghana's increased unemployment rate and longer duration of unemployment has been attributed to a weak connection between education and the skills required by business. This study presents new data on the effect of education and skill—language, computer, and numeracy skills—on the length of unemployment in Ghana using the Skill Towards Employment and Productivity (STEP) skill dataset that the World Bank collected in 2013. The study uses Cox's proportional hazards model to investigate how education, language proficiency, computer literacy, and numeracy skills relate to the length of unemployment. We discovered that, generally speaking, education shortens the length of unemployment. But when it comes to leaving a paying job, the impact is greater than it is with self-employment. Being computer, English, or Ewe proficient shortens the length of unemployment. Specifically, we find that those with strong computer skills have a 34.4% higher chance of leaving unemployment than people with weak computer abilities. It's interesting to note that computer proficiency has an impact outside of the classroom.

**Başol, Oğuz et al. (2023)**, found that 73 million young people—or 17.9% of the world's youth workforce—will experience unemployment in 2022. Digitalization appears to be one of the most effective approaches, despite the fact that there are others, to prevent youth unemployment. The influence of the Digital Economy and Society Index (DESI) on youth unemployment in 27 European nations between 2018 and 2021 is the main topic of this study. Four sub-dimensions were used to measure the "Digital Economy and Society Index" for the study. "Human capital," "digital technology integration," "connectivity," and "digital public services" were these. Three additional sub-dimensions were used to measure "youth unemployment." The "youth unemployment rate," "not in education, employment, or training rate," and the "long-term youth unemployment rate" were among them. The DESI lowers young unemployment annually, according to the findings of the analyses done with SmartPLS 4. The results show that using the DESI indicators can be a useful tactic in the fight against youth unemployment in European nations.

## CONCLUSION

A recent review of the literature on educated youth unemployment in India found that this problem is significantly affecting the country's economy, society, and progress. There is a mismatch between the rise in the number of educated young people entering the workforce and the expansion of employment opportunities in India, despite the country's impressive gains in literacy and educational opportunities. As a result, many educated people are either not working at all, working for low wages, or doing jobs that have nothing to do with their degrees. According to the research, several factors contribute to educated unemployment, including insufficient vocational and skill training, a disconnect between classroom instruction and real-world job demands, a growing population, new technologies, and unequal economic growth. The problem is compounded by limited awareness of self-employment and entrepreneurship and a preference for white-collar occupations. There are additional obstacles to obtaining acceptable employment opportunities for rural youth, women, and members of economically weaker and marginalised sections.

The review also highlights the significant psychological, social, and economic effects of educated unemployment. It causes economic dependence, migration, frustration, insecurity, loss of human resources, and a decline in self-confidence. Prolonged youth unemployment can undermine national production and social cohesion, which in turn impedes sustainable development. Skill India, Digital India, Start-up India, make in India, and other job creation projects have all played a part in fostering an entrepreneurial spirit and enhancing people's employability. Inadequate implementation, ignorance, inadequate infrastructure, and regional access disparities restrict the programs' effectiveness. Consequently, to solve the problem effectively, there needs to be better policy coordination together with practical improvements.

The research found that a combination of educational reforms, industrial expansion, support for vocational and technical education, encouragement of entrepreneurial spirit, and better communication and cooperation between schools and businesses is necessary to address educated unemployment in India. Learning with a focus on skills, creativity, and digital literacy, and on creating jobs in both urban and rural areas, should be prioritised. The huge youth population in India has the potential to be a driving force behind the country's economic and social development if the government implements a fair and inclusive employment policy.

## REFERENCES

1. Başol, O., Hüseyin, S., Yalçın, E.C. (2023). The Effect of Digitalization on Youth Unemployment for EU Countries: Treat or Threat?, *Sustainability*, 15(14), 11080.
2. Das Abhishek, Kar Nishamani, Joshi Amit (2024), Unemployment among Educated Youth: Present Scenario in Uttar Dinajpur District of West Bengal, *International Journal of Applied Social Science (An International Double-Blind Peer Reviewed / Refereed Research Journal of Social Science)* Volume 11 (1 & 2), January & February (2024): pp-64-68
3. Ebenezer, G.Y., Godwin, D., Kwami, A. & Edwin, A. (2023). Education, skills, and duration of unemployment in Ghana. *Cogent Economics & Finance*, 11, 2.



4. Fenta, A. A. (2024). Assessing the socioeconomic challenges of graduate unemployment on the community: the case of Sekela Woreda, Ethiopia. *Cogent Social Sciences*, 10(1), 22-34.
5. Jana Sebak Kumar (2024), Higher Education in West Bengal – An Overview, Munich Personal RePEc Archive, online at <https://mpa.ub.uni-muenchen.de/121212/> MPRA Paper No. 121212, posted 22 Jun 2024 06:56 UTC
6. Prapti Surana & Sonit Surana (September-2024). Educated, yet Unemployed: The crisis of rising unemployment among youth in India. *International Journal of Novel Research and Development*, 9(9), b419-b432.
7. Ragib, Mr & Minhaj, Ragib & Mandal, Sanjib. (2023). Determinants of Employment Opportunities of The Youth in India: Evidence from West Bengal. 72. 10.
8. Rahmani, H., Groot, W. (2023). Risk Factors of Being a Youth Not in Education, Employment or Training (NEET): A Scoping Review. *International Journal of Educational Research*, 120, 102-198.
9. Stundziene, A., Vilda, G. (2023). Determinants of Young People with Secondary Education Being Employed, *Economies*, 11(2), 40.