

Unemployment and Problem of Earning Livelihood Among Educated Rural Youth of District Kangra in Himachal Pradesh

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ABSTRACT - The Education, as is well known, is a powerful element for re-forming and re-orienting the economic sphere and society. It enables the person, from the tender age itself, to become asset for the socio-economic sphere of the region, by purposefully and productively participating and contributing to the growth and development through employment / income earning activity. Thus, proper and relevant (p&r) education is a vital component in attaining participation and contribution through employment, here, of educated rural youth (ERY).

When system fails, due to lack of proper humanistic planning and policies, or due to political immaturity and vested interest, the vital resource of the area, that is ERY becomes / remain unemployed or non-employable; ‘...roads and schools (p&r education) are seen as the key into a world of more development...bringing in work opportunities and new knowledge and technology.’ (Lieten, 2003.) [11]. In relation to India, it has been observed by many that educated youth is not prepared for being employable (even for the entry level of different sectors) in the labor market in general through the widespread network of general education system, ‘...and there is a continuous increase in the educated youth unemployment level...’ (Naik and Bobade, 2016.) [12]. There is also a worldwide phenomenon where, unemployed youth have been suffering from some or the other form of mental and physical illness, along with low future aspirations and resulting inclination towards anti-social tendencies. This research effort also conducted a random sample survey to collect primary information and data from the field in district Kangra of Himachal Pradesh (HP), along with secondary data available in the form of abstracts and reports etc. at the awareness about different schemes and programs for youth and general other schemes has also been assessed among educated rural youth, and the levels are astoundingly low.

There is also an issue of non-readily availability of data related to number of youth as per specific age group and employed educated rural youth, whereby efforts are being desired by many researchers and analysts, instead of relying on empirical estimation.

Keywords: Awareness, Education, Employable, Employment, Humanistic, Network, Re-Forming.

I. INTRODUCTION

It is a known fact, which is put forth by different academicians and researchers that education is vital for socialization of a being in the civilized world, including social change in the modern societies. At the civil society's levels as well, education is looked upon as an instrument for economic growth and development of the region, inclusive of development of individual and, thereby of the society, because it is well known that as region grows the constructive and positive participation and contribution by every individual takes place. The p&r education provides

knowledge, skills, attitudes and insights during the life-span of a being in modern societies.

In HP, the district Kangra is located in the Dhauladhar ranges of western-lower Great Himalayas and, is having varying altitude range. The district has 15 blocks and 272487 households (HHs). The average family size as per district HDR 2009, in the district, as well as in the blocks, is 5 person / family. As per the same report, there were 11 employment exchanges in the district. On an average, 32000 fresh candidates register their name every year. The statistical data reveals that HP has achieved high literacy rate, and, district Kangra being the largest in terms of population, also affect

the attainment highly. A general glance reveals that at overall literacy level and, at rural literacy level, district is positioned much well than other districts. Literacy rate in district is higher than the state and national rates.

Table 1.1: Literacy Rates (at District, State and National Level)

| District / State / National | Literacy Rate |
|-----------------------------|---------------|
| District Kangra | 85.67% |
| Himachal Pradesh (HP) | 82.80% |
| All India | 74% |

Source: Census of India 2011 and, Registrar of India for relevant years.

The general scenario in HP, regarding unemployment rate is not very promising, even when looked at cursorily, in 2004-05 at state levels, in rural and urban areas, these were 1.80% and 3.80% as per NSSO report 458 and 515 on employment-unemployment statistics in India, considering that more than 93% of the employed are in unorganized (exploitative and corruption-riddled) sector. The registration in employment exchanges is also can be taken as an indicator of employment-unemployment status, which is presented in the following table.

Table 1.2: Registration and Placement by Employment Exchanges in HP

| Year | Candidates Registered | Vacancies Notified | Candidates Placed | Registered Applicants |
|---------|-----------------------|--------------------|-------------------|-----------------------|
| 2007-08 | 146519 | 4358 | 4697* | 782348 |
| 2010-11 | 120042 | 6732 | 4368* | 825764 |
| 2013-14 | 277903 | 5777 | 8485* | 1012602 |

Source: Directorate of Employment HP. Note: *inclusive of private sector.

After the extensive reach of digitalization facilities, online registration has caught-up with the candidates since 2004-05 in the district and whole state. It is clear from the table that there is a general mis-match between registered candidates and vacancies notified, but it is data is satisfactorily placed with respect to vacancies notified and candidates placed. Also, the number of registered candidates is projecting the true picture, where it can be stated that there is a issue of unemployment in the state, more importantly, on the other hand it can be stated, keeping in view the higher literacy levels in the state, that there exist educated unemployment in the state, which is also true in the district of Kangra. The awareness about central and state govts' schemes , especially, the programs like skill development programs (SDPs) and entrepreneurship development programs (EDPs) is also a vital factor in assessing the reach and accessibility levels of systems and addressing the issue sincerely.

II. REVIEW OF LITERATURE

Education in India, in the long past, since independence, remained the main ladder to gain employment or become self-employed, through the impression of being educated (having general prevalent education), therefore emerged and prevailed prominently among the system, the system of issuing NOCs, permits, licenses, credits, financing etc., at that time to the simply learned / educated.

But now things have changed, as economic environment changed (as it escaped the exploitative and corrupting dealings of developing countries in our region and thus to become guiding principle to running political systems in a democratic setup) due to enlightened, rational and thorough planning in the western world (the developed world) (but in the region the education and related components remained highly under developed and backward till first half of 2000s.) after which due to national and international pressure various steps were taken to at least raise the level of literacy. The problem of educated unemployment is a world-wide issue, is also very much present in the country, and also in the region of study, that is district Kangra of HP. Also, the youth who are educated and unemployed face various physical and psychological illnesses which is related to the issue of unemployment, '...unemployment is a concern which is linked to material deprivation, social isolation, restricted agency, lowered future aspirations, stress, low-self-esteem...further these youth / unemployed population does not take part-time job, further education, un-paid or voluntary work...and also do not join any sports / interest clubs (due to also non-availability of these facilities) and thus suffer from various physical and psychological consequences... and there is a link between unemployment and illnesses...' (Cullen, 1999.) [2].

Education is known for gaining knowledge and proper understanding of the world around, there by preparing a being for the future socio-economic participation and contribution in the region, '...a survey in Canada reveals that 60% of businessman and labor leaders see (p&r) education and training as either the first or second most important factors for improving the global competitiveness of an individual in a region...but changing economic environment to knowledge based economy gives importance to (p&r) education and, skills and capabilities development from schooling (which has also been realized by UK in 80s, when they stated that to tackle the problem of unemployment, school going children should know and be exposed to the working of economy / economics, and thus provided related ecosystems to develop understanding and, entrepreneurial skills)...further, development / developing has a broader connotations...aims at improving the overall personality (from being liability to resource and asset) of an individual... organization / country / daily dealings...' (Tripathi, 2008) [13]

The need is to make youth a resource through education, '...by the time their education is over, students should have the belief that they can fit into the employment / self-employment market, and in cases, they can even become employment generator, instead of employment seeker...' (Kalam & Rajan, 2014) [10]. At all India level also it has been felt to create skills and capabilities of rural masses, '...education and skills development of the artisans (and rural youth) have been taken to build capacity among them and conserve the crafts and arts...it has been felt by the system

that diversification of skills and capabilities, including jobs / work diversification is an answer to the problem of rural unemployment...such trends call for diversification of livelihood in rural areas from agriculture to non-agricultural activities...in order to generate productive employment...’ (Economic Survey, 2014-15) [7].

The p&r education is required to be the generator of skills and capabilities, so as to effectively contribute in economic sphere and earn the profits of growth and development because, ‘...economic poverty (at regional or individual level) has a sustainable influence on capabilities deprivations...(which is in simple terms known as lack of skills and capabilities (also employability))...therefore in general, economic success cannot be dissociated from promotion of human capabilities (and skills) and well being thereon...’ (Dreze and Sen, 2016) [4].

III. OBJECTIVE OF THE STUDY

This research is mainly arrived at studying the unemployed educated rural youth of the district Kangra in HP. during the study it would be imperative to come across the causes of unemployment in the region. During different interactions with the ERY, efforts were made to trace out the cause of unemployment among ERY. To sum up the objective it can be stated that this study is

1. To find the major cause of unemployment among ERY
2. To trace out the components / elements to make tertiary sector to create employment opportunities
3. To estimate the numbers of ERY in the district on account of non-availability of related data in the public domain / internet
4. To bring out the physical and general psychological / mental status / state of unemployed ERY of the region.

5. To know the reach and information of SDPs / EDPs among ERY.

IV. METHODOLOGY

This study based on the objective, is a mix of descriptive and exploratory, where primary and secondary data been collected from and with respect to the study area, that is state of HP and, specifically, district Kangra of it, so that it could be used as guidance and further studies in future. The population therefore would be all the educated youth, having education level of minimum 10th onwards, majorly and specifically +2 and all graduates. On the other hand, stratified random sampling been resorted to, whereby, initial sample survey of 525 respondents was conducted in 2018, through structured questionnaire, though questionnaire was reviewed by the respondents initially and suggestions incorporated thereon. After this, in December 2019 and January 2020, major sample survey was conducted, whereby 500 respondents were contacted and all the questionnaires were finalized. During the process, various interactions and exchange of views and suggestions were also received.

Also, to observe and assess the general health and state of mind / psychological issues, cursoryly, issues related and other factors, summated scales / Likert-type scales having 3-points/5-points/7-points scales have been used, in the whole actual study of the considered area / region, that is district Kangra of HP, in other words, these Likert-type based general scales have also been incorporated and resorted to during the information collection in the study field, that is district Kangra of HP.

Data was analyzed by using various analytical tools like graphical, descriptive and inferential, regarding which correlation, anova, multiple comparisons, chi-sq test, Cronbach’s alpha were included to also know the relation and reliability of the research effort.

V. DATA PRESENTATION AND ANALYSIS

The secondary data to be used here is, obviously related to education and employment-unemployment. The number of educational institutions and scholars are given in the following table.

Table 5.1: Educational Institutions and Scholars in HP

| Year | Educational Institutions | | Year | Scholars | |
|---------|--------------------------|---------|---------|------------|-----------------|
| | Sec School | College | | Sec School | College |
| 2005-06 | 1654 | 44 | 2005-06 | 320700 | 64100 |
| 2016-17 | 2641 | 111 | 2010-11 | 400400 | 114730(2016-17) |

Source: Education Dept (SSA) HP, [5] [6], and Census of India 2011.

The figures mentioned in the table above are related to mostly the state, and, are showing satisfactory trends with regard to educational attainment by the state, but quality and curriculum remained obsolete on account of non-diversification and, relevant re-formation, to keep pace with changing economic environment. On the other hand, at employment front, following table is representing the types of workers at district and state level

Table 5.2: Main, Marginal and Non-Workers(MW, MrW & NW) in District Kangra and State HP/2011

| Dist / State | Main Worker | Marginal Worker | Non-Worker | Total Worker | Age-Group 15-25 yr | Registered Applicant |
|--------------|-------------|-----------------|------------|--------------|--------------------|--------------------------|
| Kangra | 313915 | 361255 | 834905 | 675170 | - | - |
| HP | 2062501 | 1496921 | 3305180 | 3559422 | 1673035 | 825764 (in 2014-1012602) |

Source: Census of India 2011.

The employment-unemployment scenario as per table above is indicating that there is a issue of unemployment in general, which is depicted by the figures of marginal workers and applicants registered in the employment exchanges of the region / state, that is in district Kangra and the state of HP.

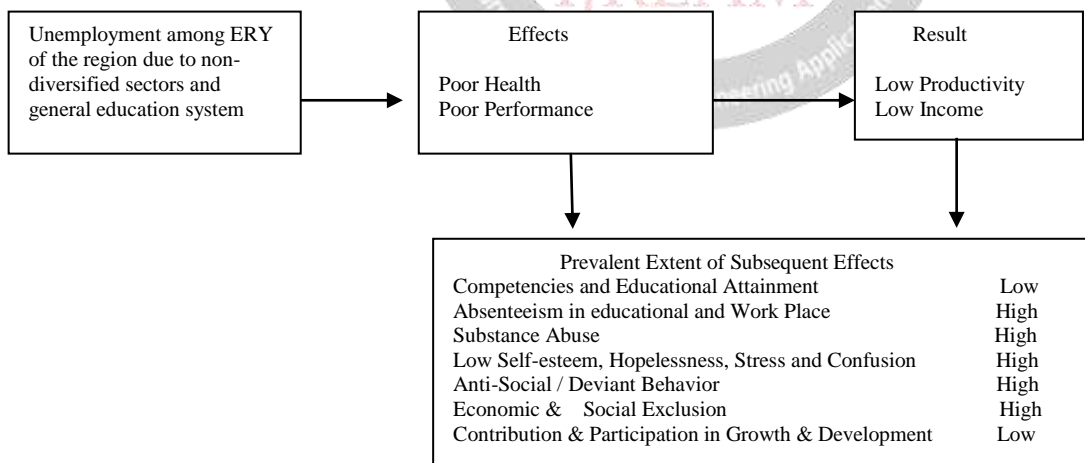
As per initial sample survey conducted in 2018, it has come to the fore after analyzing the responses through questionnaires of 328 respondents, which has been found complete in all respect, only 06% of 276 employed were employed in organized sector and categorized as salaried, whereas, rest were self-employed or employed in unorganized sector. At the education level front, it has been noted that out of the total respondents only 06% are formally skilled / professionals, which states the fact that 94% of the youth is not formally skilled at all, thus unemployable and, this resulting fact substantiating the point raised by different institutions in private sector at higher forums and reports like CII, FICCI etc., that school graduates and college graduates are non-employable, thus unemployed in the new and changing economic environment in the region as, in the country as a whole.

Further, as per the sample survey conducted in December 2018 and January 2020, of 500 respondents, it has come out that 75.6% are employed (major chunk of which is in unorganized sector known for higher levels exploitation) and, 24.4% unemployed. The scenario related to education and unemployment is presented through descriptive and inferential statistics below.

The unemployment and resulting problem of earning livelihood in the rural areas of the study region, that is, district Kangra of HP, is going to become an issue, as most of the ERY population in it is unskilled, due to lack of skills-mix set development based education curriculum. the miniscule targets of skill development programs and entrepreneurship development programs of centre and state, is pushing the ERY to unemployment, and, adding to it is the changed economic environment, which is becoming more skills-mix set based. The district in the government based reports is seen as having a potential in the services-sector, that is why, this rural and agriculturally predominating economic activities based area is having less programs and attention of the system regarding this sector, whereas areas in other districts having more altitude being given more importance.

All the more, it is clear and a well known fact, even among the ERY of the region, that services sector and secondary sector is skills-mix set based economic / production activities, and especially services sector, but on the other hand, educational curriculum in the prevalent general education system in the region / country is not in sync with it. ERY see a huge gap between educational curriculum and employment / job-markets, thus automatically pushing them to unemployment in the region. On account of the prevailing unemployment scenario being sensed / foreseen by the ERY in the region / study area, the youth is also suffering from various social and physical alienation and isolation, especially the present 95% rural area based district Kangra. Being rural area, the ERY is still more worried about the future aspects and aspirations, as they know (preconceived notion) that system care less about the plight of rural masses; the concern is insightfully represented in the issues propped-up during interactions with the ERY of the region, which is given in the chart form, below.

Chart 5.1: Issues related to Unemployment among ERY in the study region; District Kangra of HP.



Source: Primary Data by Researcher from the field in district Kangra of HP, 2019.

The chart presented above is representing the plight of unemployed ERY in a way, in the region, which has also been pointed out by many different researchers elsewhere also, from time to time. But, here also an issue came out during the interactions with the ERY in the field, and that is regarding the root cause of this situation arising out of unemployment, and that is skills-less educational curriculum in the general education system and miniscule targets of the (segregated / separate) SDPs / EDPs. The gap between consumption expenditure and income levels in the region is also substantiating the picture presented above, which is given in the table below. Also, in this chart it is clear that unemployment is affecting the general health and performance of the ERY in the region negatively, whereby they have poor general physical and mental health, as well as poor performance, which ultimately results in low productivity and low income. Unemployment is influencing their educational, livelihood activities and,

state of mind negatively, thereby making their contribution, participation and sharing in the growth and development low, which is depicted in the chart as per the primary information gathered from the field of study, the district Kangra of HP.

Table 5.3: Average Monthly Consumption Expenditure of ERY(Rural, 2016-17 and 2019 (empirically estimated)) in district Kangra of HP.

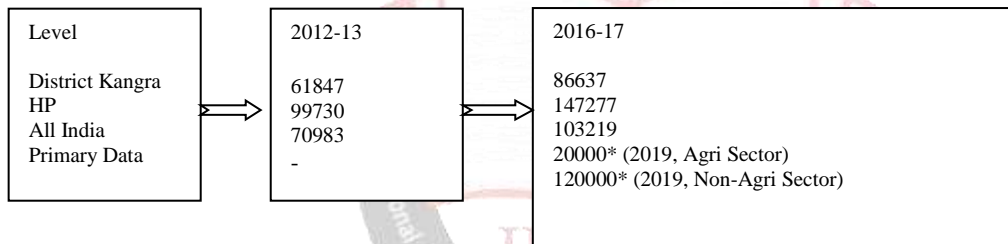
| Level | 2016-17 | | | 2019 (Estimation) | | |
|---|---------|---------|----------|-------------------|------|-------|
| | FI | NFI | Total | FI | NFI | Total |
| HP | 785.60 | 1072.93 | 1858.53 | 953 | 1305 | 2258 |
| All India | 621.96 | 656.98 | 1279.94 | 646 | 885 | 1531 |
| | 600.36* | 453.29* | 1053.65* | | | |
| Study Area/Field | | | | 1755 | 2404 | 4159 |
| Estimation based on real life situation by Researcher | | | | 2500 | 3425 | 5925 |

Note: * are figures in 2011-12

Source: HP Statistical Abstract 2016-17 and, Primary Data by Researcher from field in district Kangra of HP, 2019.

The estimation of figures of 2019 is also based on the growth rate or increase between 2011-12 and 2016-17, at all India level, and applied to reach at the rough figures of 2019, also, the figures here presented are of respondents in 2019 and, the real life based calculation reached upon by the researcher after interactions with the ERY as well, where it has come out that the figures of government agencies have been taken as controversial / impractical, that is away from reality, by the respondent ERY. However, if we compare the income earned and, the figures related to average monthly consumption expenditure of an individual, the gap and needed measures will automatically come to the fore, and that is, there is a need to create employment opportunities and programs. Similarly, per capita income (PCI) is another factor that can be taken as indicator, only if it is reflecting the real-life scenario, and is not a government agency based figures (which are mostly taken as, painting the rosy picture, by the ERY / masses because for most of the time they feel that it is for motivation / inspirations or for some vested interest). The figure related to PCI, based on secondary data and, primary is presented in the following chart.

Chart 5.2: PCI (yearly) in District Kangra / State HP / All India (in INR)



Note: * Estimated from the given growth rate of 2.8% for 2016-17.

Source: HP Statistical Abstract 2016-17, Economic & Statistics Dept HP, and Primary Data by Researcher from field in district Kangra of HP, 2019.

The chart above clearly show that at PCI level, state of HP is faring well but, at the district level it is not; which further becomes worse when evaluated at agriculture sector level and non-agriculture sectors level with the help of primary / information collected from the field in 2019. It is also reflecting the lessening importance of the agri-sector and, as well as, lessening attention of the government to this sector, which is also evident from the decline in share as percentage in the Gross District Domestic Product (GDDP) and Gross State Domestic Product (GSDP) in the state, of which related figures are presented in the following table, where PS is primary sector, SS is secondary sector and TS is tertiary sector.

Table 5.4: Sectoral Contribution to GDDP / GSDP for district Kangra and HP

| Level | 2011-12 | | | 2015-16 | | |
|-----------------|---------|----|----|---------|----|----|
| | PS | SS | TS | PS | SS | TS |
| District Kangra | 17 | 24 | 59 | 14 | 21 | 65 |
| HP | 17 | 44 | 39 | 15 | 41 | 44 |

Source: Statistical Abstract 2016-17.

Another major reason of declining importance of PS in the rural economy and resulting unemployment is non-diversification of PS and, required corresponding curriculum changes, whereas the population of ERY in the district is 85180, based on total enrolled in the educational institutions in 2019, and there are 60765 registered ERY in the different employment exchanges in the district as on 06-01-18, as per secondary data available, which is making the scenario all more concerning. If we add enrolled youth and registered youth in the district and compare it with the youth population of the state, then it comes around 10% out of the 12 district in the state, which is a large number, and this percentage of ERY in the district does not feel secure and empowered to face the future in different sectors of the state / district economy, on account of irrelevant curriculum and non-diversification of sectors, as pointed out by ERY.

Regarding awareness or reach of information about different schemes / programs of centre and state governments (about 40 programs for the study), a awareness check has been made during the interactions and information gathering, whereby, it has been found that there is lack of awareness and information among ERY about the programs of their benefits / interest, leave alone the plight and awareness of general masses, in other words there is a gap between schemes and their reach up to masses, which is presented in the following chart by taking only sorted few relevant programs and schemes, and, Known-ness and Un-knownness about these among ERY of the region.

Chart 5.3: Awareness / Reach of Schemes & Unawareness among ERY

| | |
|---|--|
| <p><u>Known to ERY</u> Atal School Vardi Yojana Ration Card Application Scheme Akhand Shiksha Jyoti, Mere School Se Nikle Moti Skill Development Allowance Scheme 2017 SSA & RMSA School Health Program Minority, Girls, Army /Border Area, Disabled, BPL/IRDP Programs Antodaya Anna Yojana PM Ujjawala Yojana Unemployment Allowance Scheme</p> | <p><u>Unknown to ERY</u> HP Yuva Aajeevika Yojana for Youth Nai Rahein Nai Manzillien scheme Rajiv Thali Yojana MM Gyandeeep Yojana Loan scheme RWBCIS Quality Seed Multiplication and Distribution Extension & Farmer Training HP Crop Diversification Scheme Dr Y S Parmar Kisam Swarozgar Yojana Assistance for Pond Construction Assistance for Pond Maintenance and Restoration Scheme Pratham Varshiya Adaano Hetu Sahayta Yojana Development of Floriculture Scheme Marketing & Quality Program State Mission on Food Processing Scheme Prakritik Kheti- Khushhal Kisan Cold Chain Scheme Gil Jaal Abanton Yojana Risk Fund Yojana Skill Up-Gradation with Job / Placement (SUJOP)</p> |
|---|--|

Source: Primary data by Researcher from the field in district Kangra of HP, 2019.

It is clear that the information regarding different schemes and programs, and that too, the programs related to ERY, the ERY is not aware upto the level it should be, and, there is a lack of efforts on the part of the system, which may be attributed to the fund constraint, which makes them to perform at less enthusiastic levels, and push the masses on their own or to the mercy of exploitative unorganized sectors of the economy.

The descriptive statistics of variable (DSV) age of the ERY is presenting the option, that the sample units can be taken as representing the population, which is depicted in the following table.

Table 5.5: DSV / Age of ERY

| Variable | Mean | SD | Skewness | Kurtosis | Range |
|----------|-------|------|----------|----------|-------|
| Age | 21.27 | 2.02 | .27 | -.89 | 10 |

Source: Primary data by Researcher from field in district Kangra of HP, 2019.

In the above descriptive table, the mean of the age variable is 21.27, whereas, all the other values like standard deviation (SD 2.02), skewness (.27), kurtosis (-.89), are being taken as acceptable; acceptable bound for skewness and kurtosis are -1 to +1 and - to +3 respectively, whereas, SD is minimum (almost in the acceptable level) and is taken as at lower end that means, sample values are closer to the mean, on the other hand it is here being suggested, based on statistics that distribution of sample can be taken as normal, and is representing the population of ERY the region. Also therefore, frequency percent is 45.6% and 37.0% for the age group 18-20 yr and 21-23 yr respectively, which is suggestive of representing senior secondary school graduate and college graduates.

Table 5.6: DSV / Education of ERY

| Variable | Mean | SD | skewness | Kurtosis | Range |
|------------------|------|------|----------|----------|-------|
| Education of ERY | 3.94 | 1.14 | -.60 | .10 | 5 |

Source: Primary data by Researcher from field district Kangra of HP, 2019.

From the table above it is clear, the distribution regarding education can be taken as normally distributed, because all the statistics are supporting the fact, as for education mean 3.94, SD is 1.4, skewness is -.60, kurtosis is .10, within the acceptable range, that is -2 to +2, -1 to +1 and -3 to +3 respectively, thus again, substantiating that the sample is based on normal distribution. On the other hand, in the region, simply, at general education front, district is doing well.

Table 5.7: DSV / ERY Employment

| Variable | Mean | SD | Skewness | Kurtosis |
|------------|------|-----|----------|----------|
| Employment | 1.24 | .42 | 1.19 | -.57 |

Source: Primary data by Researcher from field in district Kangra of HP, 2019.

Above, in the table, statistics is being taken as suggesting sample survey to be normally distributed and hence, can be accepted as representing the population of the ERY in the region. Whereas, most of the employed are found to be self-employed or employed, in the exploitative and unorganized sector having low income.

Now, to the unemployment among the ERY in the region, following table is presenting DSV related to it

Table 5.8: DSV / ERY Unemployment

| Variable | Mean | SD | Skewness | Kurtosis | Range |
|--------------|------|-----|----------|----------|-------|
| Unemployment | 2.0 | .80 | -.004 | -1.46 | 2 |

Source: Primary data by Researcher from field district Kangra of HP, 2019.

The DSV related to unemployment among ERY, is reflecting that the sample is having normal distribution, as per the statistics. It is mesokurtic and, having light tailed, thus, therefore suggesting that sample is representative of the population. Further, regarding cause of unemployment among ERY, 32.4% of the respondents found less and low quality education as the cause of unemployment among ERY of the region, whereas, 35.0% and 32.6% have pointed out lack of awareness and non-diversification of sectors respectively as cause of it.

To establish the association between cause with the unemployment, chi-square test has been conducted and, statistics is presented in the following table.

Table 5.9: Chi-Sq Test

| Cause Variable | Observed | Expected | Residual | Chi-sq | df | Asymp Sig |
|--------------------------------|----------|----------|----------|--------|----|-----------|
| Less education and low quality | 162 | 166.7 | -4.7 | .621 | 2 | .73 |
| Lack of awareness | 175 | 166.7 | | | | |
| Non-diversification of sectors | 163 | 166.7 | | | | |

Source: Primary data by Researcher from field district Kangra of HP, 2019.

The chi-sq test is supporting the association between cause and unemployment, as p-value is greater than the significance level of .05. that is $.73 > .05$, thus not presenting the enough evidence to reject the null hypothesis, that variable in the form of causes are not dissociated to unemployment among ERY of the region, thereby, it can be stated that efforts be taken to rectify the issue based on considering the causes of unemployment. It is clear that less education (that is, non-skills-mix set development based education) and of low quality (that is infrastructure / physical inputs and relevant curriculum), lack of awareness among masses, especially ERY, about their non-skilled-ness, as well as, non-procativeness of the system in place of the region, and, non-diversification of PS, SS and TS are the explicit / obvious causes of unemployment among ERY of the region of district Kangra in HP

The issue of unemployment in the tertiary sector of the region is presented in the following tables related to descriptive and inferential statistics of variables.

Table 5.10: DSV / Unemployment in Tertiary Sector of the study region in district Kangra of HP

| Variable | Mean | SD | Skewness | Kurtosis | Range |
|---------------------------------|------|-----|----------|----------|-------|
| Unemployment in Tertiary Sector | 2.25 | .81 | -.49 | -1.31 | 2 |

Source: Primary data from Researcher from field district Kangra of HP, 2019.

The descriptive statistics related to unemployment in tertiary sector is taken as showing normal distribution, where mean is 2.25 and, SD, Skewness and Kurtosis are within the acceptable limits, so as to be considered as normal. The very moderately negative skewness and kurtosis here is attributed

to inclination of frequency percentage to one cause variable, which comes out to be negligible and overlooked on account of multivariate comparisons where other two have almost similar frequency percentage. It can therefore, here would be apt to mention that in tertiary sector, low quality of education, which is without any skill and capabilities development curriculum (as at national level) is taken as, little emphatically than other, the cause of unemployment in the tertiary sectors of the region, as this sector, which is well known, is based on skills-mix set, which is required to be disseminated through general education system / network already establish and available, especially in the poor and backward rural region like district kangra, which is having a huge scope in tourism sector, the major component of the tertiary sectors in the area, that is district kangra of HP. . The cause of unemployment in the tertiary sector is also further analyzed by correlation and anova.

Table 5.11: Correlation

| Variable | | Education | Unemployment in Tertiary sector |
|----------------------------------|-----|-----------|---------------------------------|
| Unemployment in Tertiary sectors | r | -.07 | 1 |
| | Sig | .09 | - |
| | N | 500 | 500 |

Source: Primary data by Researcher from field in district Kangra of HP, 2019.

The correlation score is below the expected value, but at the same time, thus not prominent, can be overlooked and, be stated that variable as causes in relation to unemployment further the p-value related to null hypothesis is greater than the significance level of .05 ($.09 > .05$), thereby accepting the test statement that unemployment in tertiary sector is not indirectly related to education, as there is not enough evidence to reject it. Therefore it can be stated that to tackle the problem of unemployment, tertiary sector should be developed, and that too only, by imparting skills-mix set general education through general education system in the region to achieve the goal of inclusion and equality.

Also, the analysis of variance between means is rejecting the test statement that means of cause variables are dissimilar, and therefore have no effect on unemployment in the tertiary sector of the region.

Table 5.12: ANOVA

| Variable | | df | F | Asymp Sig. |
|---|---------|-----|------|------------|
| Unemployment Cause in Tertiary sector of the region | Between | 5 | 2.50 | .03 |
| | Within | 494 | | |
| | Total | 499 | | |

Source: Primary data by Researcher from field district Kangra of HP, 2019.

After the analysis based on anova, it is clear that means of cause variable are not dissimilar, thus the null hypothesis that means of cause as dissimilar has been rejected, because p-value is less than the significance of .05 (i.e., $.03 < .05$) and thus presenting not enough evidence to not accept the alternate hypothesis that the means are similar, hence it can be stated that all have equal importance and therefore can be considered as having influence over the unemployment in

the tertiary sector of the region. Further, Chi-sq test of association between cause and unemployment in the tertiary sector has also been done and, presented in the following table.

Table 5.13: Chi-sq Test

| Variable | Observed | Expected | Residual | Chi-sq | df | Asymp Sig. |
|-------------------------|----------|----------|----------|--------|----|----------------|
| Less skilled population | 117 | 166.7 | -49.7 | 54.02 | 2 | .000 (.001) |
| Lack of awareness | 140 | 166.7 | -26.7 | | | |
| Low quality education | 243 | 166.7 | 76.3 | | | |
| Total | 500 | | | | | |

Source: Primary data by Researcher from field district Kangra of HP, 2019.

Overall, in a nutshell it can be stated, at a cursory glance, that chi-sq test statistics is indicating relative importance of education quality (that is matter in curriculum) to the issue of unemployment in the tertiary sector of the region. On the other hand p-value of .000 (to be taken as .001) which is less than significance level of .05 (.001<.05) is presenting enough evidence to reject the null hypothesis that, cause are not related to unemployment in the tertiary sector. Thus it can be stated and easily accepted that cause have significant influence over the issue of unemployment in the tertiary sector and ERY, thus seeking rectifying measures to overcome the problem, hence it can be stated in other words that, ERY be made skilled, aware / informed through good quality education.

To establish the viability of the instrument used in sample survey, Cronbach Alpha (Ca) test and sample processing summary of spss have been presented in the table below

Table 5.14: Reliability Statistics and Sample Processing Summary

| Cronbach Alpha (Ca) | No of items | Sample processing | N | Percent |
|---------------------|-------------|-------------------|-----|---------|
| .813 | 44 | Valid | 500 | 100.0 |
| | | Cases Excluded | 0 | 0 |
| | | Total | 500 | 100.0 |

Source: Primary data by Researcher from field in district Kangra of HP, 2019.

From the above table it is clear that, by processing 500 cases / sample unit, descriptive and inferential have been reached upon. On the other hand, reliability statistics Ca is at .81, is a good indication value of repeatability of the results by using the instrument / questionnaire already used in the research, as value is between acceptable range of 0.07 to 0.90.

VI. CONCLUSION

It has come out from the research effort that in general, at the basic level itself, there is a relation between education and employment-unemployment. It is a widely known fact that curriculum of education and quality in the form of relevance of education in the new economic environment have direct impact on the employment-unemployment in any region.

i. Now if we relate the findings and conclusions to the objective of the study, it has come to the fore that issue of

unemployment among ERY in the region can easily be attributed to the three main causes and, these are, less education (that is no proper and relevant education) and low quality of education, in simple terms, lack of skills-mix set and capabilities development based education; another cause stated by ERY (the grasshoppers' view) and that has also come forth during research efforts is lack of awareness, in other words, there still exist old traditional ways of thinking and social milieu of dark-ages, which obstructs the new and modern (well thought out and planned) ways of doing things through skill acquiring and training in formalized institutions, and, the last cause is non-diversification of sectors in the area, which means, all the three sectors of the rural economy remain non-diversified, thus there is no actual change or growth in these sectors (absence of sharing benefits of growth and development), which can be attributed to the absence of bare minimum ecosystems.

ii. On the other hand, services sector, all over the nation and especially its share in the GDP has increased to more than 60%, remained backward or highly underdeveloped. The cause of unemployment or to make it develop, following three facts have been brought by the analysis, and these are, less-skilled population, lack of awareness and low quality of education due to absence of skill-mix set development curriculum; in other words to develop tertiary sector in the region, so as to create opportunities for the ERY, population is required to be made skilled through formalized education and training, another main effort should be on making population know about the weaknesses and potential, that is to develop entrepreneurial abilities through formalized education sessions and curriculum, and at last, the cause related to low quality of education, which should be inclusive of skill-mix set and capabilities development curriculum from primary education level onwards, having life and living skills (that is social and living skills respectively) so that any individual at any level of education especially +2 / school graduate level onwards, should be capable of entering into the gainful employment / self-employment, and not to become dependent or an liability to the society / systems at large.

iii. During the research effort, a main issue / problem that has explicitly came forth is the non-availability of data / numbers related to age-wise youth population in the district Kangra, and quite an effort has been resorted to by the researcher to reach at an estimation of it, and it amounted to more than 10% of the state, therefore, being a substantial number, and, they feel insecure and stressed, should be a cause of concern for the system, as they are also worried about the current plight of the irrelevant general educational curriculum, which also push them to unemployment, if rectifying measures mentioned and presented empirically here, are not taken up by the dispensation / systems, then it would again be a great opportunity missed (may be intentionally)

iv. Another issue that has come out, was physical and mental illness / stress being faced by, and going to be faced by the

ERY in the district, and, it is very much present among ERY of the region. So the solution / remedy again lies in the introduction of life and living skills based curriculum through general education system network already present. It would be of immense help to the system / dispensation, if life and living skills have fair amount of livelihood skills-mix set development based inputs as well, to address the issue fairly and justly.

v. The objective of finding out the awareness and information regarding central and state SDPs / EDPs among ERY (and which would also reflect the masses), and the results as has been presented here are not promising, therefore requiring rectifying measures, especially in the form of reader / user friendly leaflets / literature and, introduction in the school and college curriculum, are few necessary steps for the widest publicity so that participation and contribution be ensured from the ERY / rural masses as well for the success of he same. At last it can be easily stated that it is imperative and high time to make education proper and relevant, so as to reap the dividends of population transition in India, the union of states.

It can lastly be stated easily that there is a problem of unemployment due to lack of skills-mix set development based education (that is, due to present prevalent education curriculum and network) as well as, on the another end, the miniscule targets of SDPs / EDPs, which is pushing the ERY of the area towards unemployment and uncertain future, and that to in the so call highly organized 21st century, thereby causing unheard of, in the rural areas hitherto, physical and mental issues among unemployed ERY; which raises concern among the society / rural areas. this study area, that is district Kangra of HP, is viewed as having a potential for tourism sector, which is a part of tertiary / services sectors, which in turn is totally skills-mix set based, has not been holistically developed much due to lack of skills and training among the masses /ERY. So the need is to incorporate skills-mix set based curriculum in the general education system, imparting life and living skills among ERY of the region, that is district Kangra of HP.

On the other hand, highly efficient and effective measures are needed to be taken to make ERY / masses of this rural and backward area, fully informed about relevant schemes / programs especially implemented for ERY, along with, increasing the targets manifold, of youth to be included in theses, for the time being, until these measures are added-up into the educational curriculum, so that any school graduate or college graduate become more informed about these and, the surroundings, so as to become employable / self-employed.

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