

Educated Rural Youth and Unemployment: Analysis and Observations from the Study Area in District Kangra of Himachal Pradesh

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ABSTRACT - Unemployment among educated youth in India has been the concern for planners / stakeholders, for a very long period and, started very much since independence, as a newly independent country did not have employment opportunities due to lack of (and destruction of economic activities by foreign rulers) production activities, is a well known fact. A well known fact is in India, as well as in Himachal Pradesh (HP), the non-employable educated rural youth (ERY) is stuck between compulsions to earn and, unskilled-ness (created by prevalent education system). To solve this, initiation point is, recognizing the plight of ERY and, thereafter, developing required ecosystems so as to safeguard youth from social, religious, economic and political exploitations rampant in the backward countries of the south-Asian region. To get the information secondary and primary data have been gathered through secondary sources, available in the form government literature and reports, on the other hand for primary data, random sample survey have been conducted, including interactions with the educated rural youth, and then various analytical tools have been applied to reach at descriptive and inferential statistics which got interpreted and presented. Skills-mix Set in curriculum is a key to pass on the life and living skills to the future generation, and make the education relevant to the new economic and social environment, instead of keeping it the leisure for the joy of fulfilling the pure interest and curiosity of knowing the discipline (the costly affair of high-class rich individual, in the past), which is true to education in our region (and that is why seems irrelevant to parents). The information regarding different central and state schemes / programs being implemented or have already been there, is also an issue to be looked into. Most of the educated rural youth in the area are not aware of different schemes / programs except couple of them like, skill development and unemployment allowance schemes, in the backward regions of the nation, leave aside general less-informed masses / parents. It is a known fact that unemployment impacts the extent of social and economic participation and contribution of an individual, and this in return creates couple of other physical and psychological issues, in general this study has also tried to put down the generally experienced problems in this regard by the youth of the region.

Keywords: *Ecosystems, Educated Youth, Employment, Exploitation, Non-Employable, Unemployment, Unskilled-ness*

I. INTRODUCTION

Education is a factor having all important efforts to make anyone realize potential and achieve goals by directly and indirectly contributing to the social and economic life of the region. After graduating from the school, youth, if properly educated (that is, by developing life and living skills, social and economic skills respectively) becomes capable of contributing to economic and personal development. If required / desired, one can pursue higher education to enhance and enlarge the capacities and capabilities.

Education facilities in India and, HP in general have been increased manifold in the recent decades. Number of schools and colleges has also been increased in the public and private sectors, on account of policies and funding. The easy access to general education has given rise to higher literacy rates in different time periods, but on the other hand, in HP as well, has pushed forward the dubious distinction of educated unemployment among youth, which is a very well known reality, '...Although with increase in school and college (as well as increase in number of these educational institutes, in the state of HP as well) enrolment

rates,...and high youth proportion,... as well as, their high proportion in the labor force indicate that the problem of youth unemployment and underemployment would remain a serious policy issue for many more years to come in India...' (Dev and Mutkuri, 2011) [14].

The one-sided over-emphasis / lopsided approach (where only to increase the literacy rate has remained the aim, without giving any consideration to the curriculum and quality of education by adding skills-mix set from primary level onwards) has created the problem of unemployment in the region, which is true at the national level as well.

II. REVIEW OF LITERATURE

Anyone having keen observation, can notice, and it has been pointed out by many researchers, as well as, at different national and international forums, the issue of educated-unemployment, and thus be considered as, has almost become universal / worldwide phenomenon, and there with it come various physical and psychological illnesses, '...unemployment is an issue of concern in the society as it is linked to material deprivation, social isolation, restricted agency, and...range of other different negative health and psychological consequences, and thus various researchers have found link between unemployment and illnesses...' (Cullen, 1999.) [5]. With regard to a region like ours that is India, which is dominated by the rural regions, have not diversified much and, education is not proper and relevant with context to the changed economic environment and aspirations at the rural economy level, '...non-farm activities worldwide have become 'skills-mix set' and knowledge based, but the solution is when also the skills development would take place. Expansion of rural non-farm sectors (and non the least farm based activities have) has been influenced by growing commercialization of it in rural areas. This is a normal pattern of development and in fact the process has been very slow in India.' (Singh, 2009.) [12].

One-sided approach, that is dealing with single issue / lopsidedly (expansion of general education system to achieve the aim of higher literacy rate), without considering the whole ecosystem, by the systems in place, has also aggregated the problem of educated-unemployment in India (which could have been easily taken care of by the education system as early as 70s and 80s, made to remain brewing and, presented in a platter to the incompetent political system, to gain mileage and power by demagogues at two fronts education re-formation/re-orientation and employment generation), as well as, consequently in states, '...The development of necessary skills and educational qualifications...as well as, facilities for getting such education and training are (to be) provided by the government agencies...the overall responsibility of manpower planning and responsibility lies with the State (states / govt. systems).' (Bharatwal, 2010.) [4].

On the other hand, 'the education systems'...problem is the

course content (which is at present mostly is devoid of any life and living skills development (proper and relevant (p&r)) curriculum) itself. What do we teach in schools and colleges? And how much do you use it in daily life..., and ask yourself, has the world changed in 20 years (it is obviously 'Yes'), if yes, has our course content changed at the same pace (and qualitatively)...who are the people changing our course material...do they have real-life world and corporate exposure...you do not need to be an expert to realize that what is happening is seriously wrong...all the more policy makers are doing little about it...' (Bhagat, 2012.) [3].

We totally ignored p&r education curriculum, and remained intentionally oblivious of the fact that there is direct relationship between education and employment, as has been pointed out many, '...over the past 60 years, most countries...even many of those (backward and traditional)...have witnessed notable increase in the educational attainment of the workforce (as a simple and coveted by-product of growth and development)...so as their (educated labor and work force) incomes and educational levels continue to rise, whereas, one way or the other, all other good things, such as (though institutionalized and well-informed) democracy, human rights, civil-liberties...follow...Also in the first half of the twentieth century, Germany and Japan (02 developed nations) were richest and industrialized in the world...had comparatively well educated citizens (in the world)...; (Accroglu and Jane, 2013.) [1]. In the region of study, that is district Kangra of HP, the employed ERY is mostly employed in unorganized / non-formal sector of the economy, mostly having un-conducive work environment, which is a characteristic of the sector, and thus exploits the unskilled ERY, '... the working condition, social security standards (safety, future aspiration and development) etc., are an important indicator of the level of wellbeing derived by the employed...in the modern humanistic economic environment, ...on the other hand, however, realizing high rate of growth and poverty alleviation through generation of opportunities was, earlier viewed as natural outcome of...development process...but overtime, however, it was realized that the process is slow...uneven and, hence incapable of solving the problem of unemployment...despite the (Indian)economy registering the economic growth...' [10]. Same efforts were needed in India as well, but priorities differed and only in 2000s onwards, special attention was given to, at least, expand the network of educational institutions, '... India has initiated the process to rapidly expand...education in the country...to enable existing education introduce (skills and capabilities) knowledge...in their curriculum..., (p&r education and) availability of skilled workers is to be expected to be a key challenge in India's effort to rapidly expand...' (De, 2014.) [7].

It is a known fact that number of educational institutes

increased exponentially, but the attainment by the school and college graduates remained low, due to unreformed and irrelevant curriculum. the curriculum of education remained unchanged, and, it has been on the principle, as Greeks and Romans (having loads of money and of elite class), when to gain knowledge in the subject of their interest during leisure time they indulged in pursuing this vocation without having to worry about livelihood and resources; is the education system in India, ‘...since 2005, ASER (is highlighting) highlighted the fact that although almost all the children are enrolled in school, but...many are not acquiring foundational skills...that can help them progress in school and in life...therefore need is to look ‘Beyond Basics’...’ (ASER HP: Kangra, 2017) [13].

The unemployment in the area of study, that is district Kangra, is dealing and going to remain dealing with the problem of unemployment, if proper rectifying measures are not taken timely, ‘...the unemployment rate among youth (15-29 year)...much higher as compared to that in the overall population...the dynamic (economic) landscape...overall is becoming far more complex. While the complexity of today’s social, economic, political... Contributes a significant challenge....for youth...and the success in addressing the today’s multiple development challenge facing youth will depend on finding ways to fight poverty, inequality and discrimination...without compromising human rights (and humanistic approach)...’ [11].

The region of study is predominantly rural, that is district Kangra, as well as the state of Himachal Pradesh, as almost more than 95% of it is rural area, ‘...district Kangra is also predominantly rural and agriculture based economic and geographic entity...the district is covered by fertile valleys...and agriculture is the mainstay of the majority of the population of the state, also which is in a phase of population transition, where it also will have a large population of young people. This would result in increase labor force in the near future...and contribute to the growth of state’s economy in a big way, however a strategy is required to be followed where this labor force is imparted with skills that exactly match the requirements of not only the current markets but also of the future markets / demand...’ (Balokhra, 2019.) [2].

III. OBJECTIVE OF THE STUDY

This research effort basically is to bring out the true picture of education and unemployment in the region. It is a well known fact that education network in the state of Himachal Pradesh and at the same time district Kangra, has been increased manifold, but quality and relevant curriculum is not being introduced throughout India, therefore objective can be summed-up as follow.

1. To study the educated unemployed youth in the predominantly rural region that is, district Kangra of Himachal Pradesh

2. To determine the relationship / bond between education and employment
3. To find out the status / information reach of skill development programs (SDPs) / entrepreneurship development programs (EDPs)
4. To bring out the points / issues that push ERY to Unemployment

Thus the statement of the research problem can also be stated in general as to indirectly trace out the impact of education on overall employment among educated rural youth.

IV. RESEARCH METHODOLOGY

This research is a modest but systematic effort in seeking the overall, in general, study of educated rural youth / ERY and employment-Unemployment among them.

The research is based on random sample survey for getting primary data, whereby stratified random sampling technique has been resorted to, to gather the primary data and information thereon, through structured but semi-open ended questionnaire, so as to collect as much information as possible. Initially a general basic survey has been conducted in 2018, where out of decided 500 questionnaire finally collected, 328 was found complete in all respects. Again, in 2019, after getting initial general information about the region, another random stratified sample survey was conducted and 525 questionnaires were received, out of which 500 were found legible and complete in all respects, and therefore finalized for analysis. Secondary data has also been collected and studied, related to state and the district, where various statistical reports were referred including those available on internet.

For analysis various descriptive and inferential techniques have been used, more specifically, analytical tools like correlation, graphical, multiple comparisons, including anova, chi-square, Cronbach’s alpha reliability etc.

It would be apt to mention here that the researcher used summated scales / Likert-type scale of 3-point/5-point / 7-point, to assess, based on observations as well, the awareness levels, general performance, general physical and mental health of the unemployed ERY in the region of study, district Kangra in HP.

On the other hand it is understandable that this study does not include all the aspects related to education and employment-unemployment among ERY, obviously due to time and resource constraints, which is its limitation as well as, scope for further study on the other aspects in future. All the more, every effort has been made to make this study representative of the issue and, possible solutions, to be helpful to the planners and policy makers, including general reader, therefore the main focus remained on the level of education and its possible relationship with the employment-unemployment among ERY. There may various extraneous factors which will come out, if further

research effort be taken upon by keen researcher in the future.

V. DATA ANALYSIS AND PRESENTATION

The scenario of education changed during the period in last decade, and impetus was given by different policies and programs, under the guidance of various international agencies including UN, from 2001-02 when there were 1954 pre & primary schools and 1768 upper primary (VI - VII) to 11390 and 5084 respectively in 2010-11, as per Ministry of Higher Education and Statistics of School Education, rightfully were on enrolment, and retaining of wards / scholars. While, high and secondary scholars increased from 283.5 thousand in 2000 to 406.3 thousand in 2012, also the number of college going scholars increased from 71.1 thousand in 2001 to 90.4 thousand in 2012. The number of educational institutions is given in the table below.

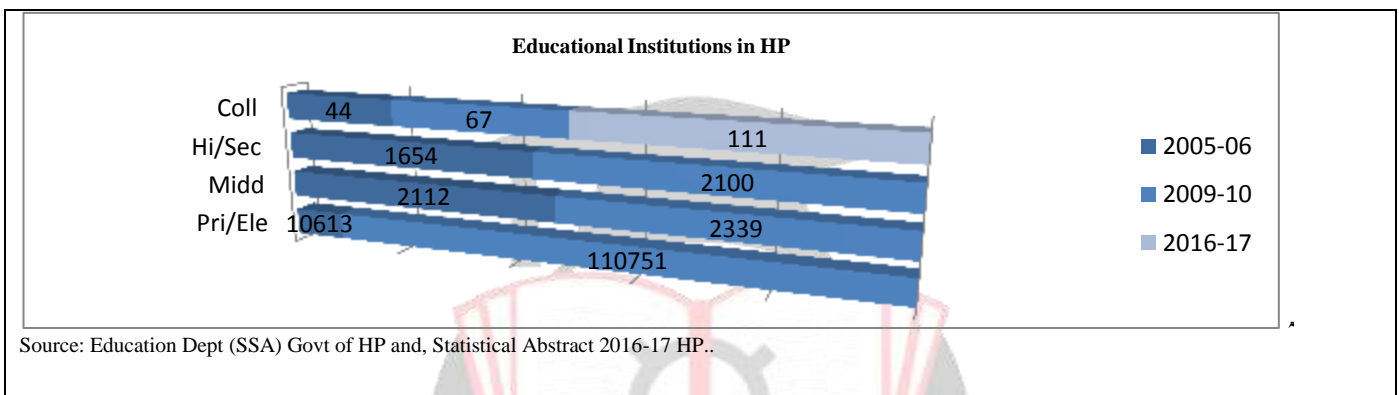
Table 5.1: Educational Institutions in HP

Year	Primary/Elementary	Middle	High/Secondary	Colleges
2005-06	10613	2112	1654	44
2009-10	110751	2339	2100	67
2016-17	110751	2339	2100	111

Source: Education Dept (SSA) HP.

There is clearly a unprecedented rise in the educational institutions in the state, which is obvious in the given figure.

Fig 5.1: Rising Trend of Educational Institutions in HP



Source: Education Dept (SSA) Govt of HP and, Statistical Abstract 2016-17 HP..

It is clear from the table and corresponding figure that there has been a continuous increase in the number of educational institutions of all levels, implying the success of the efforts on the ground to increase the literacy level / rate, and thus earning the distinction of higher place in the national level ranking.

The literacy percentage which was 31.96% in 1971 rose to 82.80% in 2011. The literacy rate in the state and the district is given in the following table.

Table 5.2: Literacy Rate in HP / Dist Kangra (2011)

Dist/State	Total	Male	Female
Kangra	85.67%	91.41%	80.02%
Himachal Pradesh	82.80%	89.53	79.93%
All India	74.0%	-	65%

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

It is clear from the table that performance of the district is much better than the state, and, performance of the state is much better than the national level.

After literacy status of the district and the state, the employment scenario in the state and district in the organized sector is presented in the following table.

Table 5.3: No. of Employees in the Organized Sector / HP State & District Kangra

Dist / State	Regular		Non-Regular	Local Bodies Employees	Public Undertakings	Total Organized Sector
	Gazetted	Non-Gazetted				
Kangra	1769	28759	-	273	5027	222499
HP	10167	168577	47755	2827	28127	

Source: Economics and Statistics Dept HP, 2015-16 and, Directorate of Economics and Statistics HP 2016-17.

The percentage of regular gazetted and non-gazetted employees in the state and the district is almost same and that is, more than 5% and 94% respectively. But it cannot be forgotten that as at national level, HP is also having a large section of unorganized sector, where major portion of the unemployed seek job for living.

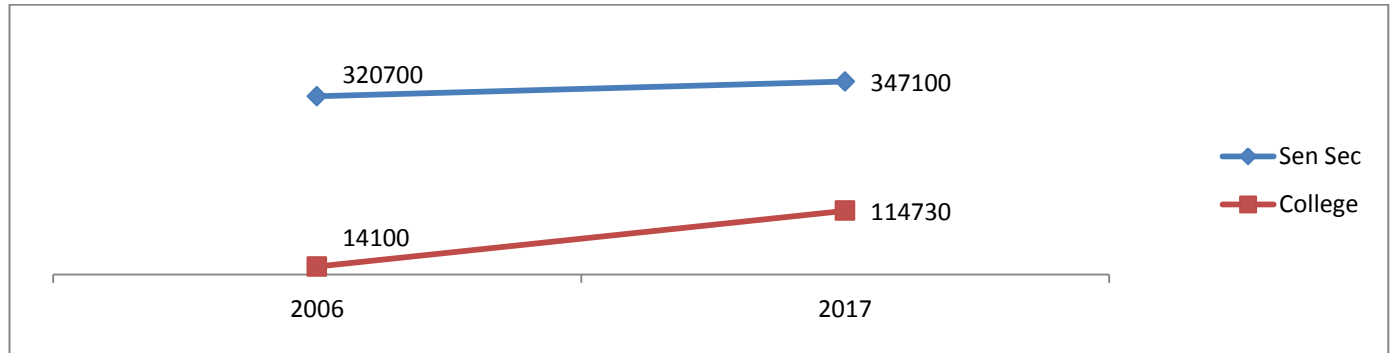
The secondary information about the scholars in educational institutions in the state of HP is also given in the table in thousand.

Table 5.4: Scholars in High / Sen Sec and College Level in HP (in '000)

Year	High / Sen Sec	Year	College Level
2006	320.7	2006	64.1
2011	400.4	2017	114.73

Source: Education Dept Govt of HP.

Fig 5.2: Scholars in Educational Institutions / HP



Source: Education Dept HP.

It is clear from the above given table and figure that in reality the number of scholars in senior secondary and college level have increased, which ultimately is a good sign for literacy rate in the state and district Kangra.

The research has also taken up the endeavor to collect the primary data and present the same, whereby the stratified random sampling survey was conducted in the December of 2019 and January of 2020. The age-wise distribution of the sample units and education levels are presented in the following table.

Table 5.5: Age-wise Distribution and Education Levels of ERY

Age	Percent	Education Level	Percent
18-20 yr	45.6%	10 th	5.0%
21-23 yr	37.0%	10 th ITI	1.6%
24-28 yr	17.4%	12 th	30%
		Gen Graduation	24.20%
		Gen Grad with Profession Edu	35.40%
		Post Graduate	3.8%

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

With respect to above given data, out of 500 respondents, it is clear that major portion of the youth covered comes under the age group 18-23 yr which is (45.6 + 37.0%) 82.6%, and on the other hand education-wise, major portion of the ERY is either 12th graduates, or general graduates or general graduates with professional education, which when combined, summing up to 89.60%. Both these classification is pointing towards the well known fact that India and its states are going to be having large population of youth and, education levels (and literacy rate) of the population are increasing.

It is also clear that very few, that is 3.80% opt / reach out to higher studies, which is again a well known nationwide trend. Therefore it can be initially assumed that the sample units are representative of the true population of the ERY, which can be true at national as well. Similarly, it has also come to the fore that very few in the state HP and district Kangra are 10th school graduates, which suggests that literacy rate and educational levels of the youth have raised in the recent past due to the efforts on the part of the systems in place.

After education comes employment-unemployment data based scenario, which is important to know the extent of contribution by the ERY in the economic growth and development of the state and district.

Table 5.6: Total Employment-Unemployment among ERY

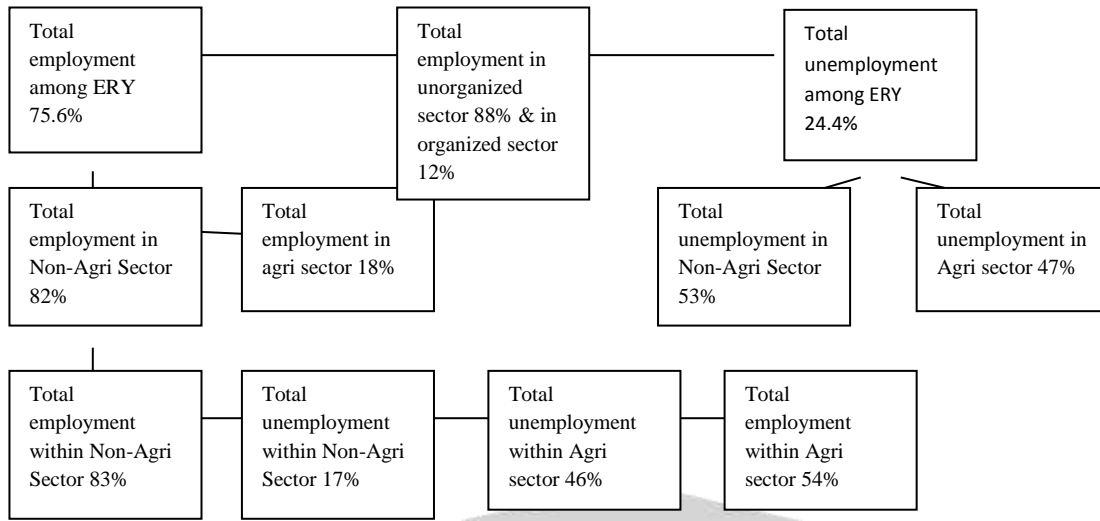
Status	Percentage
Employed	75.6% (out of this 88% are in unorganized sector and 12% in regd. entities)
Unemployed	24.4%

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

The table depicts the employed ERY at 75.6%, this figure can be studied with corresponding national scenario where 93% of the workforce is employed in the unorganized sector (having known for exploitation and corruption), whereas, unemployed

amounts to 24.4% of the total respondents, which is again a worrisome sign, that out of per 100 ERY 24 are unemployed, and when it is applied to the total actual numbers than it becomes an issue (say out of 1000000 250000 are unemployed). The other trend that has come out of the data statistics are presented in the following chart.

Chart 5.1: Employment-Unemployment among Dist ERY in Agri & Non-Agri Sectors



Source: Primary data by Researcher from field district Kangra in HP, 2018.

After further analysis, as given in the table above, it is clear that non-agriculture sector having a general higher position regarding less unemployment and more employment, whereas, agriculture sector is lagging behind, most probably due to non-diversification of the sector and the rural economy.

However, now after the general analytical presentation of the primary data, following is the descriptive and inferential statistics related to the primary data collected through sample survey.

Table 5.7: Descriptive Statistics of Variable (DSV) Education and Employment of ERY

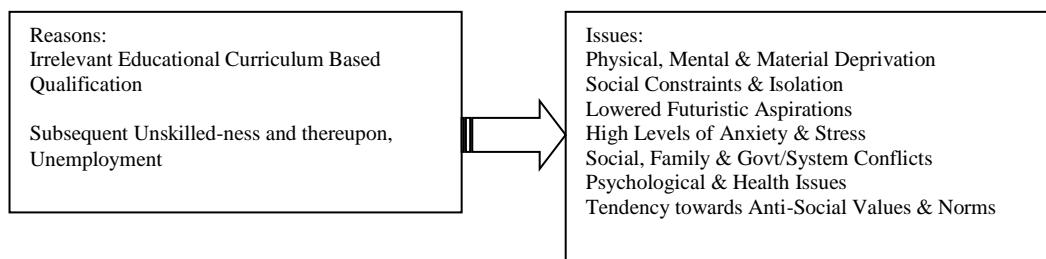
Variable	Mean	SD	Skewness	Kurtosis	Range
Education	3.94	1.14	-.60	.10	5
Employed ERY	1.24	.42	1.49	-.57	1

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

The table above is related to DEV of education and employed/employment. The distribution here is taken as normal. The most of the descriptive statistics is within the acceptable value, like standard deviation (SD) is within the value of -2 and +2. And thus here has been taken as closer to the mean, also, skewness is also taken as symmetrical / normal distribution, as it lies within the acceptable range of -1.96 to +1.96 here. The kurtosis is also taken as normal, where the value is lying between -3 to +3, here has been taken as showing normal distribution / mesokurtic. In other words, the DESV related to education and employment is showing sample and its statistics as normal, and thus insisting that sample survey can be considered as representative of the population; which in itself is endorsing the fact that ERY is having educational level ranging from +12 school graduates to general graduate with professional education, whereas, on the other hand the rate of employment-Unemployment is around 76% and 24% respectively.

During the interactions, it has come to the fore that the unemployed ERY feel hopelessness due to following reasons and, brings with it set of other generally experienced problems.

Chart 5.2: Reasons for Hopelessness among ERY and Subsequent Issues



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

It is obvious in the chart that unemployed youth in the region also facing various pressures in the form of physical, psychological, social and economic, which is not a good sign for the young human resource in the country, as it has become a general phenomenon.

During the initial primary sample survey / general data collection exercise in 2018, it has come out that general education based (school and college) graduates felt that there should not be any segregation / separation of general skill-mix set development based education (or educational institutes) in the region / country, and related results are presented in the following chart form.

Chart 1.3: Issues and Views of ERY regarding Non-segregation of Educational Institutes

Issue:	Percent of 'Yes' response
Does present general education system match with employment scene	10%
General skills-mix set education matches with employment scene (at the entry level at least)	97%
Skills-mix set development be through only present general education network (that is no separate arrangements are required to be made)	98%
Skill development should be through	
General Education System	96%
Separate General Education System	02%
After School Education / +2	02%
Level from which to start skill development initiation / curriculum	
Elementary / Primary Level	83%
Secondary Level	07%
Graduation Level	10%
Responsibility of providing skills-mix set development through education	
Government	90%
Private Sector	07%
Individual / Family	03%

Source: Primary Data by the Researcher from the study area District Kangra in HP 2018.

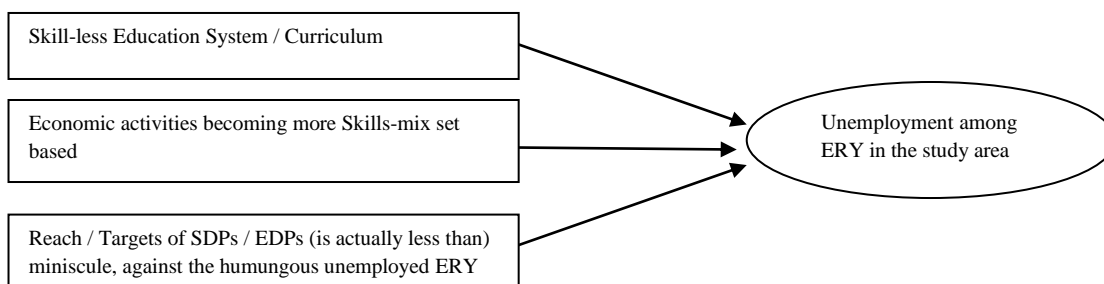
It is evident from the chart above that skills-mix set based general education system is the need of the hour, as it is the high time to introduce it, and fulfill the aspirations of the huge numbers of the ERY and, thus tackle the problem at the earliest.

During the interactions with the ERY, it has been pointed out by many of them, as they are aware of at least, of economic environment becoming skills-set based, and setting up of new economic environment / the new normal, around the world since 1990s in the country / region as well. Therefore it can be said that new economic environment, for the region of study, is viewed as cause of unemployment and, mismatch between (skill-less) education and job market / employment in the region.

Similarly, it has been raised by the ERY that, in the state, and especially, district Kangra, government based SDP / EDP is having predetermined targets, which is (less than) miniscule, and therefore does not hold good against the huge unskilled-ness prevalent among the ERY.

The push-factors are presented in the following chart.

Chart 5.4: New Push-Factors & ERY



Source: Primary Data by the Researcher from the area of study in district Kangra of HP. 2018.

Other than education, government SDPs and EDPs are also pushing the ERY to the corner / brink of unemployment. Also, as per ASER2017, Education Dept (SSA) of HP and, estimation by the researcher, only 5.5% of the students (school or college graduates) are enrolled in some or the other form of vocation and training in the district, the related figures are presented in the following table.

Table 5.8: General detail of ERY in district Kangra of HP.

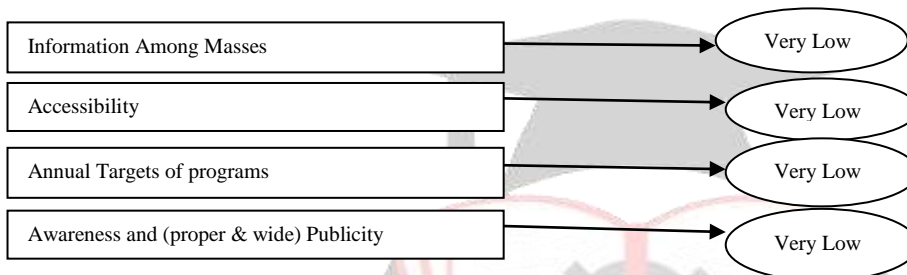
Education Levels / Type	Percent ERY	Total Youth in the District
XI – XII	80.1%	18-28 yr in the district is 85180 and in the State 1373757 in 2019.
UG & Others	12.1%	
Vocation & Training Institutes	05.5%	
Not Enrolled	02.3%	

Source: ASER 2017, Education Dept (SSA) of HP, Labor & Employment Dept of HP(06-01-18) and, empirical estimation by the researcher 2019.

The table is clearly putting the fact that there is a wide gap between the number of ERY skilled and employment (that is 05.5% is skilled or enrolled in skills-training institutes, and, 92.2% is unskilled due to skill-less curriculum), as all the jobs have almost become skills-mix set based, that is why so many institutes have already come up to cater to the demand of skills training, even governments have resorted to opening up this avenue for the private sector in a big way, especially for the ITIs, but in the study region non-ability to pay the fee and charges of the institute is also an issue, being the region predominantly backward rural area with least agricultural diversification (whereas, of late areas having more altitude is being having more diversification with regard to agriculture, horticulture and other allied activities, but not the area of study in particular).

As per primary data collected from the study area and, also during the interactions with the ERY, it has come to the fore that accessibility and awareness / information regarding different SDPs / EDPs are not satisfactory, which is presented through following chart

Chart 5.5: Awareness / Accessibility regarding SDPs / EDPs and ERY



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

From the chart above it can be stated that awareness and information regarding SDP / EDP among ERY and general masses is at a very low levels, which can be implied as that system moves very cautiously in the state / region due to resource constraints and other inefficiencies and deficiencies, especially non-competent / un-prepared personnel at all levels, and, other stakeholders can also be included in this. It is apt to present here the plan outlay for the education and employment sectors / items.

Table 5.9: Sectorwise / Itemwise Plan / Budget Outlay of Govt of HP (in crores)

Sector /Item	2015-16	2016-17
Education, Sports, Art & Culture	695.56	724.88
Labor & Employment	0.87	1.02
Grand Total (Total Budget / Plan Outlay)	4800	5200

Source: HP in figures 2016-17 HP Govt and, Economic and Statistics Dept HP.

As depicted in the table above, the amounts for education and employment as such are not large and therefore, systems becomes less enthusiastic as well, but again, it can follow the cheapest path, which is highest in benefit, that is to change and reform education curriculum by adding skills-mix set development based add-ons.

Also on the other hand, there is a explicitly widening gap between working days available in the agriculture sector and non-agriculture sector of the region / economy, including between nature of work in these sectors, which is presented in the following chart.

Chart 5.6: Average Working Days available, Nature of Work & Family size in Agri / Non-Agri Sectors of the region

Average Working Days Available		Nature of Work		Income Levels & Avg Family Size		
Agri Sector	Non-Agri Sector	Agri Sector	Non-Agri Sector	Agri	Non-Agri	
60 Day	305 Day	Manual	Low Level/Entry Level	20000	120000	4
		Physical work	Supervisor, Mechanic,	per year	per year	
		(due to low returns	Technician, Clerk, etc.			
		, traditional and				
		Semi-mechanization-less				
		Rural economy)				

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

The chart above is representing the various disequilibrium / gap between agriculture and non-agriculture sectors of the region, which ERY have to face. At the available average working days, agriculture sector is at lowest levels in the region, which is the cause of concern, whereas, the available working days for the non-agriculture sector for the ERY, on an average is satisfactory, thereby in turn, automatically supporting the gap between average income in a year, with regard to agri and non-agri sector of a family size of 4 members in the region. Also, the nature of work in both the sectors are totally different, but the plight of agriculture sector is not at all conducive / decent, which can be attributed to the undulating / hilly terrain and dominance of small size (which is less than 1- ½ hectare) operational land-holdings, including mostly being highly traditional unchanged way of practicing agriculture. On the other hand, due to type of education facilities and curriculum, the jobs available, relatively, to the ERY in the non-agri sector of the region is also not very satisfactory, as it is majorly at the lower rung of the establishments. However, district is faring well with regard to the various central and state governments' programs related to House / Awas Yojanaye, Ration Card scheme, Education / Literacy, Electricity and Water Supply facilities; also on the other hand, at individual / Household level the data is supportive of the fact that masses have TV sets with dish connections, mobile / android sets, single two-wheeler, clothing for all seasons, etc.

With regard to relationship between education and unemployment in agriculture sector of the region, it is explained as follows. The DSV regarding unemployment in agriculture / primary sector is presented in the following table.

Table 5.10: DSV-Unemployment in Agri / Primary sector of the region

Variable	Mean	SD	Skewness	Kurtosis	Range
Unemployment in Agri / Primary sector	1.95	.80	.80	-1.45	2

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

The value of mean, SD, skewness, kurtosis and range are pointing towards the normality of sample distribution and thus can be taken as representative of the population. The table given below is related to correlation between education and unemployment in agriculture / primary sector of the region.

Table 5.11: Correlation / education and unemployment in agriculture / primary sector

Variable		education	Unemployment in Agri/Primary sector
Education	r	1	.02
	p-value	-	.63
	n	500	500
Unemployment in agri / primary sector	r	.02	1
	p-value	.63	-
	n	500	500

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

At a first glance, it can be stated that there is weak relationship between education and unemployment in agri-sector, where it should have strong, so as to become sure about the relationship between unemployment and education to make relevant policies; but inference can be made that there is no relationship between these two. Further in other words it can be stated, the null hypothesis, that the effectiveness of education on unemployment in agriculture sector cannot be denied as the p-value of .63 is greater than the significance level of .05 (.63>.05), thus rejecting the null hypothesis. Similarly, table below is representing the DSV related to unemployment among ERY in non-agriculture sectors of the region.

Table 5.12: DSV / Unemployment in Non-Agri Sector

Variable	Mean	SD	skewness	Kurtosis	Range
Unemployment in Non-Agri Sector	2.06	.81	-.11	-1.50	2

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

Here again the statistics values are within the acceptable limits and, thus sample distribution is taken as normal, therefore assumed to be representative of the population. On the other hand the relationship between education and unemployment in non-agriculture sector is also presented in the following correlation table, where, education and unemployment in non-agriculture sector can be considered as to be moderately related.

Table 5.13: Correlation / Education and Unemployment in Non-agri Sector

Variable		Education	Unemployment in non-agri sector
Education	r	1	-.05
	p-vlaue	-	.26
	n	500	500
Unemployment in non-agri sector	r	-.05	1
	p-value	.26	-
	n	500	500

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

At a keen glance it is clear that the correlation between unemployment in non-agri sector and education can be taken as very moderately and negatively related, which would eventually come out in the inferential statistics through p-value and significance. The null hypothesis that, relationship between education as cause and unemployment in non-agri sector cannot be ignored / taken fore-granted, stands not rejected due to absence of strong evidence on account of p-value being greater than the significance level of .05 (.26>.05). in other words, there is a relationship between (here being moderately negative, may be due to well known fact because of low quality and mis-matched curriculum based) education and unemployment in non-agri sector.

To establish the reliability of the instrument and the research efforts, Cronbach’s Alpha (Ca) and case processing summary of spss is given in the following table.

Table 5.14: Reliability and Sample Unit Processing Summary

Cronbach’s Alpha(Ca)	No of items	Sample Processing Summary		
		N		Percent
.813	44	Valid	500	100.0
		Excluded	0	0
		Total	500	100.0

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

It is clear from the table that reliability statistics is at .81(which is within the normal bounds of 0.07 to 0.09), which is a good indication of repeatability of the results by using the same instruments / questionnaire. On the other hand, sample unit processing summary is indicative of the fact that 500 sample unit / cases were processed and thereby descriptive and inferential statistics reached upon

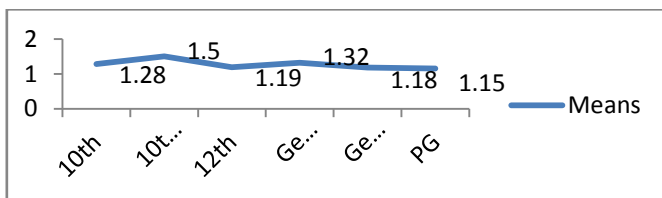
Another main important analysis is the difference / similarity between means of educated ERY (EERY) having different levels of education, which is presented through table and figure below.

Table 5.15: Means of EERY

Education Level	Means of EERY
10 th	1.28
10 th + ITI	1.50
12 th	1.19
Gen Graduation	1.32
Gen Graduation with Professional Education	1.18
Post Graduates	1.15

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

Fig 5.3: Means and Education levels of EERY



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

It table and graph is presenting the fact that there is different means for different levels of education and employment. This mis-match and corresponding undulating graph is putting forth the fact that is no specific trend / relation between education and employment, and it can be attributed to the factor that education curriculum and required ecosystems need to be reviewed and rectified so as to make it relevant and proper, so that a specific

possible relationship can be developed to mitigate the uncertainties and, plans and policies be made and implemented accordingly in the modern changed economic environment.

VI. FINDINGS AND SUGGESTIONS

It has been found in the initial general survey in 2018, by the researcher, regarding getting general information about the field / study population, that there is quite a high level of unemployment in the region, amounting to around 25%, whereas remaining 75% of respondent ERY are employed. Out of this (simply) employed ERY, 83% if it has been employed in the non-agri sectors, that is, secondary and tertiary sectors. These sectors are known to have exploitative and unorganized work place, that is, to the disadvantage of the employees. This division and percentage of employment-unemployment again came to fore in the important sample survey of 2019, signifying that there is a problem of unemployment and, declined / lowest importance of agri-sector in the rural dominated region like district Kangra of HP.

Another main issue that ahs come to the fore other than lower physical and mental performance, along with various general psychological issues like stress, hopelessness, substance abuse, is that, ERY are of the view that they feel left out in the current changed economic environment due to their own unskilled-ness, which is on account of irrelevant and non-reformed educational curriculum, devoid of any skill development based syllabus.

The ERY of the region are also of the opinion that there should be skills-mix set based education, and, it should be delivered through already established and existing educational infrastructure / network, by the government, to achieve the goal of inclusiveness and equality of opportunities, without segregating the general skills-mix set ERY.

It has also come to the front that in the rural areas of the

region, new-push factors have come to play their negative role, in pushing ERY to unemployment. These factors were not active till decade ago so explicitly. The new-push factors are, all the economic activities becoming more and more skill-mix set based and, another main factor is miniscule targets of SDPs / EDPs implemented by the govts amidst huge unemployed ERY population.

Due to uninformed / unchanged education curriculum, it has been found by the researcher that, the levels of information / awareness among ERY, accessibility to programs and schemes for youth and livelihood, govt targets and goals, and, proper and genuine wide publicity of programs and schemes among ERY, remain very low has propped out when used summated scale to collect information in the region.

It has also come to the light that there is a huge difference between agri and non-agri sectors, on the levels of the average working days available, nature of work and, income levels; which is positively tilted towards non-agri sectors, that is non-agri sector is at advantageous position, inspite of the area of study being more than 95% rural and agri activities based and, non-agri sector being unorganized / informal.

The suggestions to face and solve the issues discussed are presented in the following points.

i. As per based on the objective of the study, it is clear from the research effort that there is a issue of unemployment among ERY of the district, where there is uncertainties among all levels of educated youth, and which can be attributed to non-diversified and irrelevant curriculum. it can also be said to coming out of the research that lack of connectedness between education and unemployment has been creating mis-match of economic activities and a vital resource ERY.

ii. Another important finding has been the absence of strong correlation / relationship between education (in the form of ERY) and employment-unemployment, which in its wake fails to clarify the scenario for the planners and policy makers.

Therefore, it is here being suggested that curriculum be made proper and relevant (p&r) so that ERY can participate and contribute into the economic and social spheres of the region (all over the country). Also, ecosystems and institutions be established to get information initially weekly-wise, regarding employed-unemployed ERY, so that planning and policies be accordingly made and successfully implemented.

iii. As general masses, and especially ERY, do not have readily available information or accessibility regarding SDPs and EDPs, therefore, the reach of these programs are concerning, at the unimaginable lowest, whereas, the way out is to add and reform general education curriculum by

including life (daily general life / social, political, interpersonal, etc) and living (regarding livelihood / economic) skills from the elementary / primary level onwards.

iv. On the other hand, measures should be immediately be adopted to contain the push-factors related to unemployment, like including skills-mix set development courses from the secondary level onwards, before introducing it from the elementary level later on, normally, and start add-on and bridge- courses in skills-mix set for the left out / missed out ERY, through existing general education network already established and online.

VII. CONCLUSION

To conclude, it is appropriate to mention that PS dominated region like district Kangra in HP, is unable to contain and raise the declining importance of agri-sector in the gross state domestic product (GSDP) or contribution in the state product as a whole in the form of (lower) gross district domestic product (GDDP), due to non-diversified agri-sector, and, so to say, non-diversified education curriculum / creation of rural-entrepreneurs through prevailing education curriculum based education system. Whereby, on the other hand non-agri sectors remain unorganized / informal and exploitative, seeking unskilled ERY at cheap wages, having little information and awareness about economic environment and surrounding. The solution always lay clear and explicit, and that is proper and relevant (p&r) education, matching with the job-market of the region, and it is not asking for much, in 5th organized 21st century world, having data-bases / data-mining / meta-data activities, to streamline all the economic and other activities. The region of study, district Kangra of HP, is in a dire need of diversifying economic activities and education to save itself from the bane of unemployed ERY and social-political uncertainties. The panacea lie in re-formation of education, having all the inputs of life and living skills, so as to make ERY efficiently participate and contribute in the growth and development of the study region that is district Kangra in HP.

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