The Problem Of Educated Unemployed in India

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DECLARATION BY STUDENT

I hereby declare that the data presented in this Dissertation report entitled, "THE PROBLEM OF EDUCATED UNEMPLOYED IN INDIA" is based on the results of investigations carried out by me in the Economics at the Name of Goa business school, Goa University under the Supervision of Ms Ankita Chari and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities / College will not be responsible for the correctness of observations / experimental or other findings given the dissertation.

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COMPLETION CERTIFICATE

This is to certify that the dissertation report "The Problem Of Educated unemployed in India" is a bonafide work Carried out by Ms. Vaishnavi Vinod Kalangutkar under my supervision in partial fulfillment of the requirements for the award of the degree of Master of Arts in the Economics at the Goa Business School Goa University

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PREFACE

In the realm of socioeconomic studies, understanding the dynamics of unemployment, particularly among the educated populace, is paramount for shaping effective policies and interventions. India, a country marked by its diverse demographics and multifaceted challenges, presents a fertile ground for such investigations. Within this landscape, the intersectionality of gender and regional disparities adds layers of complexity to the discourse.

This study delves into the intricate tapestry of educated unemployment in India, focusing keenly on the urban-rural divide and the nuanced variations across gender lines. Grounded in data from the year 2011-2012, it offers a meticulous analysis of the disparities, shedding light on the differential experiences of male and female educated individuals seeking employment opportunities.

The objectives are clear: to scrutinize the disparities in educated unemployment across urban and rural areas, dissecting the influence of gender, and to unravel the nuanced differences in unemployment rates within these contexts. Through rigorous statistical analysis, employing the ANOVA method, this study aims to discern patterns, draw comparisons, and glean insights into the intricate fabric of educated unemployment in India.

The findings presented herein are not merely statistics; they are narratives of lived experiences, reflective of the socioeconomic realities shaping the lives of millions. From the peaks of Nagaland to the plains of Gujarat, each data point encapsulates a story of aspiration, struggle, and resilience.

As we embark on this journey of exploration and understanding, it is imperative to acknowledge the broader implications of our findings. Beyond the numbers lie implications for policy formulation, social interventions, and collective action aimed at fostering inclusive growth and equitable opportunities for all.

This study is a humble contribution to the ongoing discourse surrounding educated unemployment in India. It is a call to action, urging stakeholders across sectors to engage with the findings, confront the challenges, and pave the way for a future where every individual, regardless of gender or geographic location, can realize their full potential.

ACKNOWLEDGMENT

As a student of Goa Business School, Goa University, I would like to express my gratitude to all those who helped me in the completion of my project work.

I have a great pleasure in presenting the project report in “EDUCATED UNEMPLOYMENT IN INDIA.”. I am also thankful to the academic institutions and research facilities that provided access to resources and expertise crucial for the thorough analysis conducted in this study.

Furthermore, I deeply appreciate the guidance and mentorship provided by our academic advisors and supervisors throughout the research process. Their expertise and support were invaluable in shaping the direction and methodology of this study.

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ABBREVIATION USED

Entity	Abbreviation
Urban Male	Urbanm
Urban Female	Urbanf
Rural Male	Ruralm
Rural Female	Ruralf

ABSTRACT

The research is on educated unemployment in India, focusing on the disparities across urban and rural areas with a gender perspective. Using data from reputable sources such as the Economic and Political Weekly Research Foundation (epwrf) for the year 2011-2012, the study examines the differences in unemployment rates among individuals based on educational qualifications, gender, and location (urban/rural). Statistical analysis, including ANOVA, is conducted to assess the significance of these disparities and explore the impact of gender on educated unemployment rates. The findings reveal notable variations in unemployment rates between urban and rural areas, with specific attention to gender differences. While the research highlights higher rates of educated unemployment among females in rural regions, it also identifies significant disparities across different states and regions within India. The analysis underscores the need for targeted interventions to address these disparities and suggests policy recommendations to mitigate the impact of educated unemployment, particularly for marginalized groups and in underserved regions. Overall, the study contributes to a deeper understanding of the complex dynamics of educated unemployment in India and offers insights for policymakers, researchers, and practitioners to address this pressing issue effectively.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Educated unemployment refers to a situation where individuals who have acquired a certain level of education, typically through formal schooling or vocational training, are unable to secure employment that matches their qualifications and skills. In other words, despite of being educated and possessing the necessary skills for certain jobs, these individuals are unable to find suitable employment opportunities in the labor market.

In India, the issue of educated unemployment presents a complex challenge, intertwining economic, social, and political factors. Despite significant strides in education, the workforce continues to face difficulties in finding suitable employment opportunities. This situation is exacerbated by a burgeoning population and limited resources, leading to a widespread phenomenon of educated individuals struggling to secure meaningful work.

For many educated individuals, the inability to find employment after investing significant time and effort into their education can be devastating. It not only affects their financial stability but also takes a toll on their mental well-being and societal standing. In India, where the education system has seen considerable improvement with increased enrollment and a focus on technical skills, the mismatch between available jobs and the skills of the workforce remains a pressing issue.

While India has made progress in expanding educational access, there is a persistent gap between the skills acquired through education and the demands of the job market. This results in a large pool of educated individuals vying for a limited number of suitable positions, exacerbating the problem of unemployment among this demographic. Globally, the scale of educated unemployment in India is among the highest, highlighting the urgency of addressing this issue through comprehensive reforms that align education with the needs of the economy.

The male number of educational level in India is 73333306 and the female number of educational level in India is 66983763 so the male number of educational level is higher than the female educational level in India.

Despite these advancements, the Indian economy has not kept pace with the burgeoning supply of educated labor. Several structural and systemic factors contribute to this mismatch between the skills possessed by the workforce and the demands of the economy. Firstly, India's economic growth has been uneven and largely concentrated in certain sectors, such as information technology, finance, and services, while other sectors, particularly agriculture and manufacturing, have struggled to create sufficient employment opportunities for educated individuals.

Moreover, there is a significant gap between the skills imparted by the education system and those required by employers. Many graduates lack practical skills, industry-specific knowledge, and soft skills such as communication and problem-solving, making them ill-prepared for the demands of the job market. This mismatch exacerbates the problem of educated unemployment, as employers often find it challenging to fill vacancies with suitable candidates.

The issue of educated unemployment is further compounded by structural deficiencies in the Indian economy, including inadequate infrastructure, regulatory hurdles, and bureaucratic inefficiencies that hamper investment and job creation. Additionally, the prevalence of outdated labor laws and rigid hiring practices makes it difficult for businesses to adjust their workforce according to changing market dynamics, stifling job creation and exacerbating unemployment.

Furthermore, social factors such as gender disparities, regional disparities, and caste-based discrimination also play a significant role in exacerbating educated unemployment. Women, in particular, face unique challenges in accessing education and employment opportunities due to cultural norms and societal expectations. Similarly, individuals from marginalized communities often encounter barriers to employment and career advancement, perpetuating cycles of poverty and exclusion.

Despite these advancements, the Indian economy has not kept pace with the burgeoning supply of educated labor. Several structural and systemic factors contribute to this mismatch between the skills possessed by the workforce and the demands of the economy.

Skill-Mismatch: At the heart of educated unemployment lies the persistent mismatch between the skills acquired through education and those demanded by employers. India's education system often emphasizes rote learning and theoretical knowledge over practical skills and hands-on experience. As a result, graduates frequently lack the industry-relevant skills required to excel in the job market. This discrepancy between educational qualifications and job requirements exacerbates unemployment among educated individuals, as employers seek candidates who possess not only academic credentials but also the practical skills necessary to perform job tasks effectively. Furthermore, rapid technological advancements and evolving industry trends exacerbate the skill mismatch problem, rendering certain skills obsolete while creating demand for new, specialized competencies. The inability of educational institutions to adapt quickly to these changing demands further widens the gap between the skills imparted by education and those sought by employers, perpetuating the cycle of educated unemployment.

Economic Factors: Economic fluctuations, industrial stagnation, and structural changes in the economy also contribute significantly to educated unemployment. Slow economic growth and recessionary trends can lead to reduced demand for labor across various sectors, resulting in layoffs, hiring freezes, and downsizing. Industries that traditionally absorb educated professionals, such as manufacturing and services, may experience contraction or automation, leading to job displacement and increased competition for limited employment opportunities. Additionally, the informal sector, which employs a significant portion of India's workforce, often

lacks the infrastructure and capacity to absorb educated professionals, further exacerbating unemployment among educated individuals. Economic policies, trade agreements, and globalization also play a role in shaping employment dynamics, influencing job availability and demand for skilled labor in different sectors of the economy.

Educational Quality: The quality of education imparted by educational institutions in India varies significantly across regions and institutions. While prestigious universities and colleges offer high-quality education, many educational institutions, especially in rural and underserved areas, struggle with inadequate infrastructure, outdated curricula, and a shortage of qualified faculty. This disparity in educational quality perpetuates the mismatch between the skills acquired by graduates and the expectations of employers, as students from disadvantaged backgrounds often lack access to quality education and training opportunities. Moreover, the focus on theoretical learning and examination-oriented education limits students' exposure to practical skills and real-world applications. Vocational education and skill development programs are often sidelined in favor of traditional academic pursuits, leading to a dearth of employable skills among graduates. As a result, educated individuals may possess academic qualifications but lack the practical competencies demanded by employers, hindering their employability and contributing to unemployment.

Labor Market Dynamics: Labor market dynamics, including labor laws, regulations, and wage structures, also influence educated unemployment in India. Inflexible labor laws, bureaucratic hurdles, and regulatory barriers make it challenging for businesses to create jobs and expand their operations. Additionally, the prevalence of temporary and informal employment arrangements in certain sectors reduces job security and exacerbates the vulnerability of workers, particularly educated professionals. Wage differentials between different sectors of the economy also impact employment choices and career decisions for educated individuals. Many graduates aspire to secure white-collar, salaried positions in the formal sector, often overlooking opportunities in the informal sector or self-employment. As a result, they may remain unemployed or underemployed while waiting for ideal job opportunities, contributing to the phenomenon of educated unemployment.

Social and Cultural Factors: Social and cultural factors, including gender disparities, caste-based discrimination, and regional inequalities, also influence educated unemployment in India. Women, in particular, face barriers to employment due to entrenched gender norms, limited access to education and training, and family responsibilities. Caste-based discrimination and social hierarchies further exacerbate disparities in educational attainment and employment outcomes, particularly for marginalized communities. Moreover, regional disparities in economic development and infrastructure investment contribute to uneven patterns of employment growth and opportunity distribution across different states and regions. Urban-rural divide, migration patterns, and concentration of industries in specific geographic areas exacerbate unemployment among educated individuals in rural and less-developed regions, where opportunities for formal employment are limited.

Challenges Faced by Individuals in Educated Unemployment:

Educated unemployment imposes a myriad of challenges on individuals, profoundly impacting their lives and aspirations. Despite investing significant time, effort, and resources in acquiring advanced educational qualifications, individuals find themselves confronted with a harsh reality where their skills remain underutilized or unappreciated in the labor market. The following are some of the key challenges faced by individuals grappling with educated unemployment:

Frustration and Disillusionment: Perhaps the most immediate and palpable challenge for individuals experiencing educated unemployment is the overwhelming sense of frustration and disillusionment. After dedicating years to pursue higher education with the hope of securing a promising career, the inability to find suitable employment leads to a profound sense of disappointment and despair. This disillusionment can erode self-confidence and mental well-being, leading to a negative impact on overall quality of life.

Financial Instability: Educated unemployment often translates into financial instability for individuals and their families. Despite possessing qualifications that ostensibly signal economic advancement, the absence of a steady income source can plunge individuals into financial hardship. Mounting student loans, dwindling savings, and the inability to meet basic expenses exacerbate the stress and anxiety associated with unemployment, further perpetuating a cycle of economic vulnerability.

Underemployment: In many instances, individuals grappling with educated unemployment may settle for jobs that do not utilize their full potential or offer commensurate compensation. This phenomenon, known as underemployment, not only undermines the value of their educational credentials but also stifles their professional growth and career advancement prospects. The mismatch between qualifications and job roles leads to a sense of underutilization and dissatisfaction, perpetuating a cycle of unfulfillment.

Stigma and Social Pressure: Educated unemployment often carries a social stigma, with individuals facing judgment and scrutiny from peers, family members, and society at large. The prevailing societal perception equates educational attainment with professional success, leading to misconceptions and misplaced blame directed towards unemployed individuals. This societal pressure adds an additional layer of stress and anxiety, exacerbating feelings of inadequacy and isolation.

Loss of Opportunity Cost: The period spent grappling with educated unemployment represents a significant opportunity cost for individuals. While their peers may be gaining valuable work experience, building professional networks, and advancing their careers, unemployed individuals find themselves relegated to the sidelines, unable to capitalize on their education and skills. This loss of opportunity cost not only delays personal and professional growth but also hampers long-term prospects for economic mobility and social advancement.

Depreciation of Skills: Extended periods of unemployment can lead to the depreciation of skills acquired through education and training. Without opportunities to apply their knowledge in real-world settings, individuals risk losing proficiency in their field of expertise, rendering them less

competitive in the job market. This skill erosion further exacerbates the challenges associated with re-entering the workforce, perpetuating the cycle of educated unemployment.

Underutilization of Human Capital: Educated unemployment represents a significant underutilization of human capital, as individuals with valuable skills and qualifications remain unemployed or underemployed. This underutilization leads to wasted potential and hampers overall productivity and economic growth.

Loss of Productivity and Innovation: When educated individuals are unable to find suitable employment, it leads to a loss of productivity and innovation. These individuals may have valuable insights, ideas, and skills that could contribute to economic development, but their talents remain untapped due to unemployment.

Economic Burden: Educated unemployment places an economic burden on individuals, families, and society as a whole. Unemployed individuals may rely on government welfare programs or family support for sustenance, which puts strain on public finances and familial relationships.

Social Discontent and Unrest: Frustration and disillusionment resulting from educated unemployment can lead to social discontent and unrest. When individuals feel that their skills and qualifications are not being valued or utilized, it can breed resentment and dissatisfaction, potentially leading to protests, demonstrations, or social upheaval.

Increased Dependency: Educated unemployment often leads to increased dependency on government assistance programs, such as unemployment benefits or social welfare schemes. This dependency perpetuates a cycle of reliance on government support rather than fostering self-sufficiency and empowerment among individuals.

Brain Drain: In some cases, educated individuals may choose to emigrate to other countries in search of better employment opportunities. This brain drain deprives the country of valuable talent and expertise, further exacerbating the problem of educated unemployment and hindering economic development.

Social Stigma and Mental Health Issues: Educated unemployment can also result in social stigma and mental health issues for individuals experiencing unemployment. They may face judgment or criticism from family members, peers, or society at large, leading to feelings of inadequacy, isolation, and depression.

Long-term Career Detriment: Extended periods of unemployment can have long-term detrimental effects on individuals' careers. Gaps in employment history may raise red flags for potential employers, making it harder for individuals to re-enter the workforce or advance in their careers even after finding employment.

Skills Depreciation: Without opportunities to apply their skills and knowledge in a professional setting, individuals experiencing educated unemployment risk losing proficiency in their field of expertise. This skills depreciation further diminishes their employability and exacerbates the challenges of re-entering the job market.

Inter-generational Impact: Educated unemployment can have inter-generational impacts, affecting not only the current generation but also future generations. Children growing up in households with unemployed or underemployed parents may face limitations in access to education, healthcare, and other opportunities, perpetuating cycles of poverty and inequality.

The Indian government has implemented various initiatives and schemes aimed at reducing educated unemployment and enhancing the employability of the workforce. These initiatives encompass a range of interventions, including skill development programs, entrepreneurship promotion, industry-academia collaboration, employment generation schemes, and education reforms. Here are some of the key government initiatives:

Skill India Mission: Launched in 2015, the Skill India Mission aims to provide vocational training and skill development opportunities to enhance the employability of youth across India. The mission encompasses various schemes, including Pradhan Mantri Kaushal Vikas Yojana (PMKVY), which offers skill training and certification to youth in sectors with high demand for skilled labor.

Startup India: Startup India is an initiative launched in 2016 to promote entrepreneurship and facilitate the growth of startups in India. The initiative provides a range of benefits and incentives to startups, including tax exemptions, funding support, and regulatory simplification. By encouraging innovation and entrepreneurship, Startup India aims to create job opportunities and reduce unemployment among educated youth.

Standup India: Standup India is another government initiative aimed at promoting entrepreneurship, particularly among women and marginalized communities. The initiative provides financial assistance, credit support, and handholding to aspiring entrepreneurs from Scheduled Castes (SCs), Scheduled Tribes (STs), and Women to set up greenfield enterprises.

National Skill Development Corporation (NSDC): The NSDC is a public-private partnership organization tasked with facilitating skill development initiatives in India. It works closely with various stakeholders, including industry partners, training providers, and government agencies, to develop and implement skill development programs aligned with industry needs and demand.

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Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS): GNREGS is a flagship employment generation scheme that guarantees 100 days of wage employment per year to rural households. The scheme provides employment opportunities to rural residents, including educated individuals, in various public works projects such as road construction, water conservation, and rural infrastructure development.

Pradhan Mantri Rozgar Yojana (PMRY): PMRY is a government scheme aimed at providing self-employment opportunities to educated unemployed youth in urban and rural areas. Under the scheme, financial assistance, training, and guidance are provided to individuals to start their own enterprises and become self-employed.

National Apprenticeship Promotion Scheme (NAPS): NAPS is an initiative aimed at promoting apprenticeship training in India. The scheme incentivizes employers to engage

apprentices by providing reimbursement of a portion of their training costs. By facilitating on-the-job training and skill development, NAPS enhances the employability of youth and reduces the skill gap in the labor market.

National Career Service (NCS): The National Career Service (NCS) portal is an online platform that connects job seekers with potential employers and provides career guidance and counseling services. The portal aggregates job vacancies from various sources and facilitates skill assessments, job matching, and placement services for registered users.

National Education Policy (NEP): The recently introduced National Education Policy (NEP) aims to transform the education sector in India by emphasizing holistic development, vocational training, and skill development. The policy advocates for a multidisciplinary approach to education, integrating vocational training and practical learning opportunities into the curriculum to enhance the employability of students.

These government initiatives represent concerted efforts to address educated unemployment in India by promoting skill development, entrepreneurship, employment generation, and education reforms. By implementing targeted interventions and fostering collaboration between stakeholders, the government aims to reduce the skill gap, create job opportunities, and empower the youth to realize their full potential in the labor market.

1.2. AIMS AND OBJECTIVES

AIM

The aim of this study is to meticulously examine the phenomenon of educated unemployment in India, with a specific focus on the disparity between urban and rural areas, while also considering the gender dimension. By delving into the intricate nuances of this issue, the research aims to uncover the underlying factors contributing to the divergence in unemployment rates among educated individuals residing in urban and rural settings.

OBJECTIVES

a. To analyze the disparity in educated unemployment across urban and rural area in India focusing on gender.

b. To investigate the difference in educated unemployment rates between urban and rural areas in India.

1.3. HYPOTHESES/RESEACH QUESTIONS

HYPOTHESES

Null hypothesis (H0): There's a significant difference between rural male and rural female.
Alternative hypothesis (H1): There's no significant difference between rural male and rural female.

Null hypothesis (H0): There's a significant difference between urban male and urban female.
Alternative hypothesis (H1): There's a significant difference between urban male and urban female.

Null hypothesis (H0): There's a significant difference between rural area and urban area.
Alternative hypothesis (H1): There's no significant difference between rural area and urban area.

RESEARCH QUESTIONS

a. What is the extent of the gender-based discrepancy in educated unemployment between urban and rural areas in India?

b. What are the disparities in educated unemployment rates between urban and rural areas in India?

1.4 SCOPE

This study aims to comprehensively analyze the disparity in educated unemployment across urban and rural areas in India, for the year 2011-2012 with a specific focus on gender. It will involve an in-dept investigation into the variations in educated unemployment rates between urban and rural settings within the country. The research will encompass gathering and analyzing data related to unemployment status based on gender demographics from the sources of epwrf. The research will explore the observed differences in unemployment rates.

CHAPTER 2

LITERATURE REVIEW

(bairagya, 2013)The National Statistics Service of India (NSSO) in India defines the proportion unemployed and unemployment rate, which are the number of people unemployed per 1000 persons/person-days in the labor force. The study examines factors influencing the likelihood of being educated unemployed, excluding uneducated individuals, using NSSO 2011-12 unit level data on Employment and Unemployment. The study reveals a significant difference in the relationship between education and unemployment across developed and developing countries. In developed countries, higher education levels reduce unemployment, while in developing countries, unemployment rates increase due to demand, skill mismatches, or low labor market absorption capacity. In India, women face higher unemployment rates than men across all educational categories. Technical education alone does not guarantee employment, and many technically- educated individuals are unemployed. The government needs to focus on creating productive jobs and demand for workers to avoid a loss of human capital investment. High-industrialized states account for lower unemployment rates across higher educational categories than medium and low-industrialized states. The search and matching problem, which affects both educated and uneducated individuals, may also contribute to educated unemployment in India. Differences are found across social groups, developed, developing, and underdeveloped states. Government-sponsored schemes are not sufficient to provide employment for all educated people in urban areas. Identifying other macro-level variables and features affecting educated unemployment in India could be useful for policy framing.

(Majumder, 2013)The paper examines India's youth's education, skill formation, and unemployment, focusing on educated unemployment. It reveals an inadequate skill/training situation, with surplus and shortage in the labor market, indicating a mismatch between supply and demand. Urgent human resource development strategies are needed to address this issue. The low demand for workers in recent times may be due to a slowing economy, which slowed down the modern factory and tertiary sectors, which are major employers of educated youth. This led to a decrease in demand for educated youth, creating a surplus in the labor market. Cross-sectional analysis across Indian states supports this hypothesis, with worse-off and slow-growing states experiencing higher unemployment rates among educated youth.The paper utilizes NSSO survey data on Education in India: Participation and expenditure for 2007-08 and Employment and Unemployment for 2009-10, along with secondary data sources like Statistical Handbooks and government reports.Excess supply in the job market could lead to high unemployment in states with a higher proportion of post-secondary education and training. However, the results show that excess supply is strongly associated with higher unemployment rates in rural areas, while it is insignificant in urban areas. The Indian labor market is

experiencing a skills mismatch between the type of workers demanded and supplied by educational institutions. A study by Murthy and Paul (2003) found that over 80% of corporate entities report managerial vacancies, with nearly half being hard-to-fill due to skill shortages. This mismatch highlights the need for an immediate relook at the training and education system to match the skilled demand of the current times. In conclusion, India's potential demographic dividend over the next decade could be realized by utilizing its growing youth population productively. However, the current situation is not rosy, with high unemployment rates among educated youth and skilled youth, even technical degree holders. To correct this mismatch, field studies across the country should be conducted, considering micro issues like family size, family type, social status, parental education, and asset holding.

(Mahajan, 2017)The paper examines unemployment among educated youth in India, focusing on gender, social groups, and regions. It identifies supply and demand factors and questions the quality of education. The logit model shows that improving educational attainments improves job prospects, but at varying degrees for different socio-religious groups. The paper offers suggestions for improving employment opportunities and suggests strategies for promoting employment in India. Mismatches in education and skills demand and supply impact youth employability in India and other countries. Employers face shortages of skilled manpower, while educated youth, particularly women, face high unemployment due to insufficient exposure to practical education aspects. The United Nations Sustainable Development Goals (SDGs) paradigm aims to improve access to technical, vocational, and tertiary education for all, increase the number of skilled individuals, eliminate gender disparities in education, ensure equal access to vocational training for vulnerable groups, and ensure literacy and numeracy for all youth and adults. The paper concludes that the educational development of youth in India is less than desired compared to other developing countries. Despite a faster pace of convergence in literacy rates, SC/ST youth lag behind in education due to discontinuation of a large chunk of youth after primary schooling due to poor economic conditions and household chores. To improve the educational development of youth, efforts need to ensure higher transitions to vocational and technical education and higher education.

(Rao, 2019)The study explores the experiences of college-educated, heterosexual, married mothers who experience involuntary unemployment in the US. The sample consisted of 23 unemployed mothers and 11 of their husbands, with 51 in-depth interviews conducted between 2013 and 2015. The sample was predominantly White, married, heterosexual, college-educated, and dual-earner, making them privileged in terms of their advantaged status. They were most likely to operate under traditional gender norms associated with heterosexual marriage and parenthood, especially in terms of caregiving responsibilities. This may impact how unemployed mothers and their husbands perceive and respond to their unemployment, especially in a context of weak social policies and ideologies of intensive motherhood. The study used a modified grounded theory approach and open and focused coding to analyze interviews. Three main open codes were identified: 'domesticity', 'motherhood', and' responses to job loss'. The study aimed to

understand the experiences of unemployed mothers and their spouses. The study found that some mothers chose not to quit due to material reasons, such as access to health benefits through their employer. The emotional impact of job loss on mothers was highlighted. The study suggests that motherhood can help alleviate unemployment threats to mothers' sense of self, but the focus on motherhood rather than re-employment can create traditional marital dynamics, placing economic responsibility on husbands. This highlights the importance of gendered social norms in shaping unemployment impacts on mothers and their marriages.

(coskun, 2018) The paper explores the issue of young educated workers with similar productivity levels to uneducated workers experiencing higher unemployment rates due to fewer skilled jobs. The paper proposes two explanations for this phenomenon: the "Labor market frictions" hypothesis and the "Productivity hypothesis." Labor market frictions, such as high minimum wages, hiring and firing restrictions, and unemployment benefits, are often linked to high unemployment among young educated people. However, the "Productivity hypothesis" suggests that educated people's productivity is not very high compared to less educated people, leading to their unemployment. The paper disentangles the two hypotheses due to their different implications for wages. The author proposes a structural model that considers labor market frictions and productivity variations for different worker types, incorporating education-age specific labor groups in a unique production function where competitive firms use bargaining firms to hire the necessary labor. The paper uses publicly available data sources like Eurostat, OECD, and World bank to present macroeconomic data on unemployment, education enrollment, population structure, and policy parameters. The study concludes the reasons behind unemployment rates among different groups, specifically the "young, educated, unemployed" phenomenon in European countries. It uses micro-data and a search-matching model to estimate productivity differences and counterfactual analysis. Results show that productivity differences between high and low skilled workers are narrower in countries with this phenomenon, and wider in high-educated groups. Mismatch rates are also lower, suggesting that high skilled relative to low skilled vacancy creation positively correlates with high skilled relative to low skilled efficiency.

(Harahap, 2018)The article explores the impact of minimum wage, education, and employment opportunities on the unemployed educated population in Padang City. The Phillips curve, a mathematical model, explains the relationship between wage increase and unemployment rates. The study found a negative correlation between rising wages and unemployment rates, with high unemployment reducing wage increases and low unemployment increasing wages. Employment opportunities are already occupied and have vacancies, and a large population can increase productivity and create new jobs. Understanding the relationship between wage increase and unemployment rates is crucial for improving economic growth and job opportunities. The regression results show that if the independent variables of graduate degree, wage, and employment opportunity are zero .Higher education levels tend to increase the educated unemployed in the city. A negative minimum provincial wage decreases educated unemployment,

while a positive employment opportunity increase increases educated unemployment. Minimum wages and education levels significantly impact educated unemployment rates. Graduate bachelor's education levels show a positive sign, indicating an increase in educated unemployment. Conversely, minimum wage increases reduce educated unemployment. However, employment opportunities show no significant results, suggesting that Padang city's employment cannot absorb the educated unemployment rate. Overall, education and minimum wage levels play a crucial role in determining educated unemployment rates.

(Parmar, 2016) This study explores the psychological challenges faced by individuals facing unemployment, including adjustment, anger, anxiety, depression, emotional problems, increasing crime rates, mental health issues, stress, suicides, blaming oneself, cardiovascular disease, decreasing family support, isolation from society, loss of identity, loss of skills, relationship problems, decrease in social support, and increasing smoking behavior. The research aims to systematize employment in rural and rural areas and identify changes made by unemployed individuals to secure employment. It also highlights the increasing number of young patients visiting psychiatrists for clinical depression due to unemployment. The study investigates the adjustment, life satisfaction, and lifestyle styles of both male and female individuals, as well as those of different ages, rural and urban populations. Data was collected from Vadodara, Ahmadabad, and Anand cities in Gujarat state, using various sources such as employment exchanges, face-to-face meetings, NGOs, recruitment fairs, and ITI job fairs. A random sample of 480 educated unemployed youth aged 18-40 years was selected from these cities, drawn from three categories: male & female, urban and rural areas, and age differences among unemployed individuals. The data was collected personally and used to inform decisions and pass on information. The study concludes that the study found a negative correlation between adjustment and life satisfaction of educated unemployed people, suggesting that their adjustment level does not affect their overall life satisfaction. Educated unemployed individuals can adjust and be satisfied with their lives. However, there is a positive correlation between adjustment and lifestyle of educated unemployed people, suggesting that lifestyle changes and satisfaction with life changes due to unemployment.

(Ikhsan Wirawan, 2021) The study examines the impact of various factors on educated unemployment in Indonesia, including exchange rate , inflation, economic growth, minimum wage, foreign direct investment, and domestic investment. It finds a negative correlation between the minimum wage allowed by law and joblessness rates, suggesting that an increase in the minimum wage may not effectively reduce unemployment. However, a higher minimum wage may lead to increased production costs, business downsizing, and higher joblessness. The study uses time series data from organizations like the Indonesian Focal Agency of Insights, Indonesian Service of Money Distributions, and the World Bank, using the Customary Least Square (OLS) model. The regression coefficient represents educated unemployment, while α0 is a constant. It concludes by saying that Economic growth negatively impacts Educated

unemployment in Indonesia, while minimum wage positively affects it. Exchange rate, FDI, inflation, and domestic investment have no significant impact on Educated unemployment.

(DR.A.VAILIAMI, 2020) India's educated women face the challenge of choosing between higher education or career and marriage, influenced by social, psychological, and situational factors. These factors include career ambition, job charm, leisure use, time management, escape from domestic work, and outdoor preference. However, educated women often face lower-status work, leading to a "status frustration" effect. Mass unemployment among educated youth is alarming, with postgraduates and graduates seeking jobs despite economic slowdowns. Factors contributing to this include defective educational expansion, imbalance between economic growth and absorbing educated people, lopsided expansion in higher education, lack of work experience, social service, lack of cottage industries, and mentality. The study aims to determine unemployment levels, analyze waiting periods for employment, observe job search methods, estimate search costs, and study job aspiration factors in the study area. The author concludes by saying that to address unemployment through increased self-employment opportunities, financial and technical assistance, and the establishment of cooperative and medical stores in rural areas. They highlight the potential of the librarian profession in India, particularly for women, and emphasize the need for technical skill training facilities and streamlined education at all levels to ensure equal opportunity.

(Amanus Khalifah, 2017)This research examines the impact of bank credit on educated unemployment in Indonesia, focusing on trade openness and overlapping generation models. The study uses secondary data from the Central Bureau of Statistics and panel data from 31 provinces. The equation calculates educated unemployment, trade openness, bank credit, and constants $\alpha 0$ and $\beta 0$, with parameters estimated and random error terms used. The findings aim to inform monetary authorities on the development of the real sector and evaluate the quality of education in Indonesia. The research shows that bank credit has not significantly reduced educated unemployment in Indonesia due to high wage demands of educated workers. This is due to increasing international trade, especially in high-tech machinery imports. Overlapping generation models have not yet prevailed, making educated workers susceptible to unemployment. Factors affecting educated unemployment include monetary policy and international trade. Bank credit should be encouraged to increase production activity and international trade, while workers should not demand excessive wages.

(MD.Harunur Rashid, 2020)The study examines the impact of unemployment on graduates from the University of Dhaka's social science faculty in Bangladesh. It aims to understand the social, economic, physical, personality, and psychological costs associated with unemployment within the socio-cultural context. The research, conducted at the University of Dhaka, involved in-depth interviews and observations with eight graduates who became unemployed at least one year after graduation. Thematic approaches were used to present the findings, and relevant literature was collected from secondary sources. The study ensured ethical standards by providing written and oral guarantees against misuse of information. The findings provide a comprehensive

understanding of the experiences of graduates in the social science faculty. The study concludes by revealing that Bangladeshi graduates, especially those from lower and middle strata, often lack entrepreneurial spirit and are driven by a cyclical craziness to secure government jobs. Factors contributing to unemployment include a small job market, lack of job specialization, outdated curriculum, incapacity, poor career planning, and corruption. The socio-economic context and psyche structure of these societal strata further exacerbate unemployment duration. The study suggests policy interventions and strategic initiatives for affected authorities to address the social, economic, mental, and personal costs of unemployment.

(D.Savithiri, 2020) The study investigates the socio-economic and cultural background of educated unemployed women in Nagapattinam district, a coastal district in Tamil Nadu. The district, which covers 2,715.83 sq. km and has a population of 16,16,450, has a high literacy rate of 83.6 percent, higher than the state's average of 80%. The study uses a multistage random sampling technique, selecting Nagapattinam district due to its rural population, agriculture, fisheries, literacy rate, educational institutions, and industrial activities. Three out of eleven development blocks, Keelaiyur, Kilvelur, and Nagapattinam, were chosen at random. Six localities were selected, and 354 educated unemployed women households, accounting for 10% of the total household, were selected at random. Secondary data was collected from various sources and analyzed using statistical tools. The findings aim to provide suggestions to reduce unemployment rates among educated women in the district. A survey of 354 uneducated, unemployed women households in India revealed that 68% fall under the low-income category, 21% fall under the middle-income category, and 36% fall under the high-income group. The majority of households belong to Hindu religion, with higher education levels and marital status playing a significant role. The main source of income for 58% of households comes from the primary sector, while 42% comes from secondary and tertiary sectors. House ownership is a significant factor, with 96% of households owning their own homes. The study also revealed that educated women often experience disguised unemployment, accepting less than their formal education, with most experiencing over 5 years of unemployment. Women, comprising 50% of human resources, play vital roles in families such as wife, leader, administrator, and income manager. Despite education and training, many women remain unemployed due to negative influences. To achieve Millennium development goals and women's empowerment, adequate employment opportunities should be provided in both public and private sectors.

(Artha, 2023)The research explores the issue of educated unemployment among fresh university graduates in Surabaya, focusing on the challenges they face in finding limited job opportunities due to intense job competition. The study uses a qualitative method to provide deeper insights into real-world problems, examining participants' experiences, perceptions, and behavior. Despite the prestigious University of Airlangga (UNAIR) being a symbol of higher education, fresh graduates struggle to graduate due to job market challenges. Data was collected through direct interviews, structured according to pre-prepared guidelines, and analyzed using Google Meet due to the Covid-19 pandemic. The findings were discussed in accordance with theoretical

frameworks and previous studies related to the research themes. In conclusion fresh graduates in Indonesia face challenges in finding jobs due to high expectations and depression. Government programs like pre-employment cards are insufficient in addressing educated unemployment, complicating job search and causing anxiety. Universities should review curriculums, offer soft skills courses like creative entrepreneurship and big data, and encourage students to learn organizational skills and technology. The Ministry of Education and Culture should prepare students for today's work environment.

(Zauza Hanapi, 2014) The paper investigates the unemployment issue among Malaysian graduates in technical fields and provides guidelines to address it. The Malaysian unemployment rate has increased from 3.2% in 2007 to 3.7% in 2009, with almost 25% of graduates from Higher Educational Institutions unemployed. The problem is primarily experienced among graduates in Science, Information Technology and Communication, and technical fields. Despite significant investment in the educational system, the issue remains a concern, as graduates are vital to the country's innovative and productive high-income economy. The Tenth Malaysian Plan aims to categorize 33% of the human workforce as high-skilled workers by 2015 and 40% by 2020. TVET plays a crucial role in producing high-skilled workers, but producing comprehensive and world-class human capital resources remains a challenge. The study used a qualitative approach, involving semi-structure interviews with eight respondents, including lecturers at universities, Public Skills Training Institutes, and industry employers. The majority of respondents agreed that graduates' competency and quality of education are the main factors affecting unemployment among technical graduates. The study highlights the issue of unemployment among technical graduates in Malaysia due to difficulties in applying their learning in real-life job situations and lack of mastery of employability skills. The quality of graduates is also a contributing factor, with employers often criticizing them for lacking suitable skills, leading to foreign hiring. The National University of Malaysia suggests redesigning employers and curriculum in higher learning institutions to address job competency issues and providing intensive training and continuous education courses for lecturers to stay updated with changing technology and information.

(Mesfin Holla Demisse, 2021) This study aims to identify factors affecting graduate unemployment in Ethiopia, focusing on the role of higher education institutions in equipping graduates with necessary job skills. The research uses a quantitative approach to gather primary data from graduates of bachelor's degrees from various Ethiopian universities over the last 20 years, selected based on factors such as age, gender, family background, and employment status. The study was conducted in five regions: Addis Abeba, Amhara, Oromia, Sidama, and SNNP, ensuring representativeness and sample size. The researchers assumed half of the graduates are employed, implying a p-value of 0.5. Multinomial logistic regression was used to predict employment status based on independent variables like age, gender, residence, academic performance, teaching, learning, institutional characteristics, graduate characteristics, economic and labor market, and global issues. The analysis was performed using SPSS software with a

confidence level of α 0.05.The study reveals that demographic characteristics, curriculum, institutional culture, graduate characteristics, economic and labor market conditions, and global issues significantly influence graduates' employment outcomes. Most independent variables, except demographics, indicate the quality of graduating universities and the need for flexible and marketable curricula. The study calls for higher education institutions to strengthen inclusive development plans, address age and gender disparities, and create an enabling environment for employers.

The Ethiopian higher education system aims to improve the quality and employment ability of university graduates, but many graduates remain unemployed due to a shortage of skilled manpower. This study aims to identify factors affecting graduate unemployment in Ethiopia and the role of higher education institutions in equipping graduates with necessary job skills. The study uses a quantitative approach to gather primary data from graduates of bachelor's degrees from various Ethiopian universities over the last 20 years, selecting respondents based on age, gender, family background, and employment status. A study analyzing recent graduates found that demographic characteristics, curriculum, institutional culture, graduate characteristics, economic and labor market conditions, and global issues significantly predict their employment outcomes. The study used Cochran's formula and multinomial logistic regression to predict employment status. The study concludes by saying that most independent variables, except for demographic characteristics, were found to be related to the quality of graduating universities and the need for flexible and marketable curricula. The study also called for higher education institutions to strengthen inclusive development plans to address age and gender disparities and create an enabling environment for employers to thrive. The study also urged governance bodies to create an enabling environment for employers and adjust curricula accordingly.

(M.B.I Omoniyo, 2011) Nigeria's 97 approved universities produce graduates with strong theoretical knowledge but poor practical skills, leading to a significant unemployed youth. This research aims to improve mental health among Nigerian unemployed graduates through entrepreneurship education, aiming to achieve the nation's vision. The study tested five hypotheses, revealing no significant relationship between perceived stress levels, employment status, sex, academic qualifications, or length of unemployment among Nigerian graduates. The research involved 167 Nigerian volunteers, mostly single, aged 20-35, who visited the National Directorate of Employment offices to search for jobs, with 147 being unemployed and 20 underemployed. A study was conducted to assess the perceived stress levels among unemployed Nigerian graduates. The questionnaire was administered by research assistants at the National Directorate of Employment (NDE) offices, with full written approval from the director. The results showed that males perceived more stress than females, and the unemployed experienced more stress than the underemployed. The stress mean scores for unemployed graduates were slightly high, regardless of their academic qualifications. The stress mean scores for all categories of unemployed graduates were also slightly high. The study supports Patton and Noller's (2009) observation that leaving school and engaging in a job leads to increased positive

mental health and psychological well-being, while leaving school and becoming jobless is associated with depression, crime-oriented behaviors, and deterioration of mental health.it concludes that Nigeria's socioeconomic challenge of graduate unemployment necessitates the implementation of Enterprises Education (EE) at all education levels, combining classroom expertise and skill acquisition practice, focusing on vocational and entrepreneurial skills to boost the nation's economy.

(Dhingra, 2020) Rajasthan's female work participation rate is low, with 63.13% of non-working women being rural and urban. Rural women engage in agriculture, labor, and household industries, while urban women are self-employed. Despite government policies, educated women remain idle, unable to fulfill their needs. The study investigates the status of non-working educated women in Rajasthan, examining sociological and economic factors that hinder their employment and the impact of unemployment on their lives and economic growth. The researcher plans to study 250 non-working educated women in five major cities in Rajasthan using stratified random sampling. They will use primary and secondary data collection methods, including surveys and personal interviews, to analyze the cause and effect of employment. The hypothesis is to determine if constraints restraining educated women to work impact their lives. Regression analysis will be used to determine the cause and effect relationship between variables. Regression analysis is a method used to determine the cause and effect relationship between variables. A p-value of less than 0.05 indicates that the null hypothesis is accepted, indicating that factors such as family burden, in-laws' pressure, and male dominance have a positive effect on women who are unable to work. These factors lead to various negative consequences, such as loneliness and depression. The analysis also reveals that women leave their jobs or do not take up jobs due to these reasons, which also have repercussions like depression, irritation, and conflicts. Thus, the study suggests that the variables that hinder women's ability to work have a positive effect on their well-being.

(Das, 2011) Youth unemployment is a significant challenge for countries' long-term welfare and development. Governments aim to integrate youth into the labor force, as they are a key human resource for development, social change, and economic growth. This study aims to identify youth unemployment patterns, main causes, socio-economic effects, suggest remedial measures, and gain knowledge about the socio-economic condition of residents in the Jangipara C.D block of Serampur subdivision. Primary data collection from field visits and secondary data from various government and non-government agencies is used. A sample size of 50 young unemployed people is selected based on a questionnaire schedule. Primary data on youth employment is collected through door-to-door and club surveys. The study area in West Bengal, India, is the Jangipara C.D block of Serampur subdivision, Hugli district, which spans 164.2 sq. km and has a total population of 221578 with a male-female ratio of 51:49. Youth unemployment in West Bengal is a significant issue, influenced by factors such as inflexible labor markets, education expectations, temporary contracts, family impact, job shortages, skills mismatch, women's security, social restrictions, decent work deficit, lack of training, population

growth acceleration, mortality decline, education expansion, slow economic growth, inadequate credit facilities, emphasis on the formal sector, non-attractive agricultural sectors, cultural influence, and lack of information. A 2016 survey in five villages in Jamipara C.D block found that 71% of the population is male and 29% female, with a majority speaking Bengali, Hindi, and English. Religion is Hindu, with 18% Muslims. Only 23% have completed higher secondary education, 22% have completed graduation, and 2% have completed post-graduation. The monthly income of the surveyed families is low, with 93% earning less than 5000 rupees per month and 7% earning more than 5000 rupees. Reasons for quitting jobs include low wages and lack of security. The lowest monthly income ranges between 2000 to 10000 rupees. The findings of the study revels that Long-term youth unemployment is prevalent in rural areas of Jangipara C.D block in Serampur subdivision due to low skilled and insecure employment, limited training opportunities, poor transport and income conditions, and reliance on friends and relatives for employment. The main reasons for unemployment arelack of job opportunities in the area. The unemployment rate is mostly educated (51%), followed by structural (21%) and seasonal (14%). The main causes of youth unemployment are rapid population growth, low economic development, and the current education policy and system. The conclusion of the study is that Youth unemployment is a significant issue in underdeveloped areas like Jangipara C.D block in Hugli district, affecting socio-economic conditions and livelihood patterns. Factors like population explosion, seasonal and structural unemployment, and frequent job changes contribute to higher rates. Youth unemployment is higher than adult unemployment due to shorter durations and the need for better jobs. Addressing this issue is challenging, but solutions exist in various forms, including specific, general, disputable, and widely accepted solutions.

(Alemayehu, 2014)Unemployment is a significant issue globally, with youths making up 43.7% of the global unemployed. This research aims to identify factors that hinder educated but unemployed youths in Mekelle city from starting and engaging in their own businesses. The study focuses on individuals aged 18-31 and those with certificates from various training programs. The research identifies the gap between theory and practice in determining entrepreneurship among educated but unemployed youths. It investigates factors limiting educated youth from self-employment, focusing on individual, external context, and societal factors. The study aimed to study 25,000 unemployed graduates from various colleges and universities in Mekelle City, using a sample survey and convenience sampling to generalize the population. The representative sample size was determined using Cochran's sample size determination formula. The study aimed to collect primary data from Ethiopian youth using a structured Likert scale questionnaire and a semantic differential scale. The questionnaires were distributed to 270 respondents, with 201 found complete and usable. The response rate was 75%, higher than other similar studies. An interview with a Mekelle City Youth and Sport Office Expert was conducted to support and cross-check gaps. Data analysis was done using SPSS version 16, with t-test and chi-square for hypothesis testing. Multiple regression analysis was used to examine the impact of five variables on the propensity to start a business: intention, family entrepreneurial background, social network, business environment attractiveness, and

starting capital availability. Hypotheses were tested using T-test and chi-square tests for continuous data and categorical responses. The study concludes by saying that Youths often face challenges in starting their own businesses due to low intention, negative social values, an inhospitable business environment, and lack of starting capital. Low intention stems from poor family encouragement, poor social networks, and lack of respect for entrepreneurs. The business environment is less attractive due to high competition, market demand, and input shortages.

(Firnanda Novita Rehmawati, 2023) Java, the world's largest island, faces high unemployment rates, especially among high school graduates, despite numerous prestigious schools and colleges. A study reveals a higher number of educated unemployed individuals with high school or university diplomas than lower-educated ones, indicating a lack of job opportunities and an effective education system. The Covid-19 pandemic led to a significant increase in 2020, causing numerous dismissals. The research uses Fixed Effect Model panel data analysis from 2016 to 2022 to examine the impact of independent variables such as education level, provincial minimum wage, GDP, foreign direct investment, local direct investment, and Covid-19 pandemic on the number of educated unemployed individuals in Java from 2016 to 2022. The study analyzes data on educated unemployed individuals, provincial minimum wage, gross regional domestic product, foreign direct investment, and local direct investment, adjusting for education level data units and Covid-19 dummy variables. The analysis uses Common Effect, Fixed Effect, and Random Effect models, selection tests, classical assumption tests, and hypothesis tests to determine the best model. The study uses panel data regression to examine the impact of independent variables on educated unemployment in Java. The results show that average years of schooling have no significant influence on educated unemployment. Provincial minimum wage has a negative impact, with higher minimum wages leading to higher unemployment and lower wages reducing it. Gross Regional Domestic Product (GRP) does not have a positive influence on educated unemployment. Foreign direct investment has a positive impact, with higher investment leading to higher unemployment. Covid has a positive influence, with higher local direct investment leading to higher unemployment. The study concludes that the Fixed Effect Model is the best chosen model for examining the relationship between education and educated unemployment in Java. The study concludes by The study reveals that education level, provincial minimum wage, GDP, foreign direct investment, local direct investment, and the Covid-19 pandemic have negative impacts on educated unemployment in Java from 2016 to 2022. Foreign direct investment and local direct investment positively and negatively influence educated unemployment, suggesting the need for work training programs for digitalization development.

(Binish Quadri, 2017) This paper examines educational unemployment in Jammu and Kashmir, focusing on its causes, consequences, and remedies. It identifies the state economy's weaknesses in reducing educated unemployment and proposes innovative schemes for the government to overhaul the economic system. The paper also examines the potential of the industrial sector in controlling educated unemployment and suggests policies to establish a strong industrial base.

The study also tests the hypothesis that undergraduates with 3 R's are better financially positioned than highly educated youth. The study uses authentic secondary and primary data to analyze economic issues in J&K, including a flawed education sector, weak domestic structure, traditional agrarian economy, stereotypical mindset among rural people, and political turmoil. The government has implemented various schemes to combat unemployment and poverty, including the Swaranajayanti Gram Swarozgar Yojana (SJGSY), Swaranajayanti Shahari Rozgar Yojana (SJSRY), Pradhan Mantri Gramodya Yojana (PMGY), Sampoorna Grameen Rozgar Yojana (SGRY), Prime Minister Employment Generation Programme (PMEGP), and Sher-i-Kashmir Employment & Welfare Programme for Youth (SKEWRY). Conclusion of the study reveals that dropouts earn more than highly educated individuals due to their early start-up age and multidimensional approach. They start earning at around 30, with a shorter service span. Educated youth are unidimensional and better suited for organized sectors, while dropouts can perform multiple jobs simultaneously, particularly in the J&K sector, where they engage in seasonal activities like tourism, horticulture, livestock, poultry, and sericulture.

(Mian Muhammad Ahmad Iqbal, 2013)Pakistan's education system is heavily influenced by gender, with both male and female educated youth seeking jobs. However, they often face negative job market responses due to gender bias and discrimination, leading to unemployment. The country's strong feudal political system also influences social and governmental institutions, with those with strong political connections easily gaining jobs. Economic development is dependent on energy sources, and a lack of these sources causes unemployment. This imbalance between economic development and energy sources is similar to India's nexus between electricity supply, employment, and GDP. This study uses both quantitative and qualitative methods to identify the main causes of unemployment in Pakistan. The quantitative method involved 100 questionnaires from 16-year-old students in Lahore, Pakistan, while the qualitative method involved four focus group discussions with two groups of males and two groups of females, each with eight respondents. A survey revealed that 98% of boys and 72% of girls believe gender biases exist in job market decisions. Boys find it difficult to secure a job without a strong reference, while girls find it difficult without experience. Overpopulation, resource scarcity, and weak political and social institutions are major reasons for unemployment in Pakistan. The country is also facing a severe electricity shortage, which is destroying economic activities and businesses. Bribery (rishwat) is also a prominent reason for unemployment, as observed during a focus group discussion. Educated youth face challenges in finding jobs due to reference requirements, bribery, overpopulation, resource scarcity, low wages, gender bias, and market segmentation. Fresh graduates are often rejected due to high demand for experienced segments, while overpopulation and resource scarcity limit job opportunities. The energy crisis in Pakistan is a significant factor contributing to unemployment, emphasizing the need for better job opportunities and support for educated youth.

(Syed Ali, 2016) A study was conducted in Zambia's Copperbelt, Luapula, and Southern provinces to investigate youth unemployment in urban areas. The objective was to identify

reasons for unemployment, education levels, ICT skills, internet access, training status, health conditions, and compare determinants across different provinces. A sample of 135 unemployed youth aged 15-24 from Luanshya, Luapula, and Mwense towns was selected using a multi-stage random sampling technique. The UN definition of youth was used. The data was analyzed using simple percentages and averages. The determinants of youth unemployment were identified, and policy recommendations were made to address the issue. The study aimed to improve the situation for unemployed youth in Zambia. The study reveals that male youth unemployment is higher than female in all provinces, with female unemployment higher in Luapula and Copperbelt provinces than in Southern province. Male youth unemployment is more prevalent in Southern provinces due to backwardness. Unmarried youth are more prevalent than married youth, with 64.44 percent and 26.66 percent respectively. The average number of children is 0.8 in Southern provinces. The majority of youth studied up to secondary level, with 32.59 percent and 1.48 percent being illiterate. The average number of years of training is 0.15 years, higher in Copperbelt province. Nearly half of the youth (48.14%) have ICT skills and access to the internet, with Copperbelt province having higher development. The main reasons for youth unemployment in the formal sector are lack of required qualification and training. In the informal sector, 72.59 percent of youth are willing to take up self-employment but lack access to capital. Other reasons include lack of work experience, non-availability of job information, and inability to bear the costs of getting a job. This study concludes that The analysis suggests that macro-level employment and economic policies should promote job creation and enhance youth access to finance. The interaction between macro-economic policies, labor and employment policies, and interventions targeting unemployed youth is crucial. Education and training facilities should facilitate the school-to-work transition, providing employable skills. Labour market policies should target disadvantaged youth, offering suitable skills training, and providing credit facilities through banks and micro-finance institutions.

(Mallawarachchi, 2020) This study aims to understand the factors affecting the educated unemployment in Sri Lanka. Data was gathered from the 2016 Sri Lanka Annual Labour Force Survey, conducted by the Department of Census and Statistics of Sri Lanka. The survey, conducted from January to December, selected a sample of 25,750 housing units, including 85,082 individuals. The primary sampling units were census blocks prepared for the Census of Population and Housing in 2012. The secondary sampling units were housing units selected from the 2575 primary sampling units. From each primary sampling unit, 10 housing units (SSU) were selected for the survey. Out of the entire population, 85,082 individuals were selected for the survey, with 4,002 being aged 15-24 and qualified with G. C. E. O/L and G. C. E. A/L academic qualifications. The study tested the impact of each selected explanatory variable on EUY using the 2-Way frequency table, with the test statistic following Chi-square g-2 df under H0, and discussed its results. The conclusion of the study reveals that females in Sri Lanka are more unemployed than males, with the majority being Sinhalese and Buddhist. The majority of unemployed youth are single and have G.C.E. O/L qualifications. Factors such as gender, religion, English literacy, education attainment, and the sector significantly influence the

unemployment rate of educated youth. A binary logistic model with five variables and four 2-way interaction terms explained the variation of EUY, with an overall correct classification of 77.1%. Recommendations include considering the youth age group (15-24) as a prime age group for employment, creating more job opportunities for educated females, updating the secondary and tertiary education system, and developing skills to help them find suitable jobs. Implementing flexible working hours, remote work opportunities, and promoting 'Entrepreneurship' could help both genders balance their personal and professional lives while earning a reasonable income.

(Nadim, 2011) The study aims to identify the main causes of unemployment among educated segments in Peshawar Division, Pakistan, using logistic regression. It also aims to identify the importance of each factor affecting unemployment and present a model for planning and policy purposes for government departments. The data was collected from the Peshawar division. The Peshawar division's data revealed a homogenous population, with 64% of females and 36% of male's dependent. Employment is lower than developed countries, with 68% of males and 32% of females employed. The percentage of educated individuals is high, with 69.6% of males and 30.4% of females being educated and unemployed. 85.6% of educated individuals applied for jobs, indicating their ambition for job opportunities. 83.2% of respondents passed interviews, indicating their potential contributions to the country's development. Logistic models were used to analyze variables such as unemployment, population growth, resource scarcity, attitude towards job opportunities, and unemployment time. The paper concludes by saying that a study of 442 Peshawar Division residents revealed that 63.8% of educated individuals believe population growth increases unemployment, with Pakistan's annual rate of 2.1% being one of the highest globally. Despite 68% of males and 32% of females being employed, overall employment is lower than in developed countries.

(Nayala, 2021) This study analyzes youth unemployment in Jagatsinghpur district using primary and secondary data. Secondary data was collected from the employment exchange office, while primary data was collected from 200 youth in rural and urban areas. The study uses the chi-square test and statistical correlation technique analysis to establish a relationship between education level and unemployment. The findings can be used to inform policy and practice. The chi-square test, with four degrees of freedom, indicates a positive association between education attainment and unemployment among youth. The asymptotic significance (p) value of 0.01 rejects the null hypothesis at a 1% level of significance, indicating a 99% confidence level. The phi value, close to 1 or perfect, indicates a positive and high degree of association. The contingency coefficient, 0.249, is used to interpret the findings.it concludes that Jagatsinghpur district in Odisha faces a significant unemployment issue due to population growth and factors in both rural and urban areas. Despite higher education rates in urban areas, educated youth remain unemployed, contributing to society but consuming more. The socio-economic impact of educated unemployment is costly, as only graduation or postgraduation degrees are sufficient.

The government has taken initiatives to address youth unemployment, but proper implementation is lacking.

(Deka, 2021) This paper examines the educated unemployment situation in Assam, India, using secondary data from various sources. The Labour Force Survey Report from 2017 to 2018 shows that the youth population, aged 15-29, in Assam has higher unemployment rates than the national average. Male and female unemployment rates are 25.7% and 38.5%, respectively, in rural and urban areas, respectively. Female unemployment is worse than male unemployment. The issue arises from limited job opportunities for educated youths, who prefer the formal sector due to job security, decent salary, pensions, paid leave, and other benefits. The Handbook of Employment Exchange Statistics shows a small percentage of women's registration in Assam, with only 30.29% of total registration in 2010. To address this, the education system needs to be improved, including practical skills development, vocational courses, and entrepreneurial skills. Additionally, the government should focus on developing internship programs for college and university students to provide practical experience and help them compete in the modern competitive job market. The paper concludes by saying that Unemployment is a significant obstacle to a state's socio-economic development, particularly among educated youths. This issue wastes human resources and diminishes the value of education. The government should implement measures to address educated unemployment, enabling these youths to live dignified lives and contribute to the state's development.

(L, 2023) The study investigates the anxiety, depression, and psychosocial well-being of educated and unemployed women in Kerala, highlighting the global gender gap in workforce participation despite social reforms. The study compared the anxiety, depression, and psychosocial well-being of Educated Employed Women (EEW) and Educated Unemployed Women (EUW) using a descriptive quantitative design. EUW were women aged 20-45, leading marital lives, qualified for any degree, post-graduation, or professional courses, and residents of selected districts but not employed in public or private sectors. The 42-item RPWBS was used for data analysis, and sub variables such as autonomy, environmental mastery, personal growth, positive relations, purpose in life, self-acceptance, and total psychological well-being were compared. The results showed that 43.2% of EUW had minimal anxiety, while only 27.2% of EEW were in this group. It concludes that Unemployment among women is a major challenge for sustainable social and economic development in developing countries. The pandemic's impact on women's employment is expected to persist, particularly in upper-middle-income countries. In India's north-eastern states, unemployment is disproportionately affecting women. Factors like family burden, in-law pressure, and male dominance contribute to the issue. A 2014 study found higher self-confidence, self-acceptance, and competence among employed women, but a significant difference in autonomy, personal growth, and well-being.

(W.Vanyperen, 1992) A study on Dutch technical college graduates found that unemployment and psychological distress are closely linked. The study investigates the psychological distress of

unemployee graduates, long-term unemployed graduates, and males and females affected by their employment status. Three groups were identified: employed, unemployed, and those continuing training. Results showed long-term unemployed graduates reported greater distress than reemployed graduates. The student group showed higher distress levels than the employed and unemployed groups. Females reported higher distress levels than males, but no significant interaction effects were found between sex and employment status. The study found that unemployment was associated with psychological distress only among long-term unemployed respondents, while recent graduates from technical colleges did not experience more distress. The association between employment status and psychological distress was similar for both men and women. Longitudinal analyses showed less distressed long-term unemployed graduates were more likely to find a job, while more distressed ones were more likely to remain unemployed. The study also found a general tendency towards better psychological health in both reemployed and continuously long-term unemployed groups.

(Juliana Mohd., 2020) This paper examines the link between graduate attributes, employability skills, English proficiency, unrealistic salary and job mismatch on unemployment among graduates in Malaysia. This research surveyed 184 Shah Alam-based workers using questionnaires. Out of 184 respondents, only 159 were usable due to the purposive sampling criteria of living in Shah Alam and having experienced unemployment for more than 6 months. The study used a quantitative approach to measure factors such as graduate attributes, employability skills, English proficiency, unrealistic salary, and job mismatch on unemployment among graduates. Data was analyzed using SmartPLS and confirmatory factor analysis. The study's respondents are predominantly female aged 20-22, with a majority holding bachelor's degrees and degrees from public universities . The highest number of graduates are Business/economics/ finance/banking graduates. Other fields include science, technical, arts and social science, accounting , education , and others. The majority of respondents have been employed less than one year, with a unemployment duration of 6 months-12 months. The study reveals a strong correlation between unrealistic salaries and unemployment among graduates in Malaysia. The study found that graduates are desperate to find jobs due to limited supply, and firms often offer lower salaries to attract them. However, employers should be more relevant in offering these salaries. A recent survey by Khazanah Research Institute revealed that half of unemployed degree holders and two-thirds of unemployed diploma holders expected salaries less than RM 2,500 and RM 2,000, respectively. Graduate attributes were not the main factor affecting unemployment, as employers focus more on co-curricular and academic subjects. English proficiency was not a major factor for unemployment, as not all firms and companies emphasize the use of English in their daily work. The study suggests revising salaries based on inflation and mandating technical and soft skills for graduates. Future research should consider external factors like lecturers' competency, education quality, and personal factors to better understand graduate employability in different countries.

CHAPTER 3

RESEARCH METHODOLOGY

The methodology for this study on educated unemployment in India, focusing on the disparity across urban and rural areas with a gender perspective, involves several key steps.

Firstly, data collection has been conducted from reputable sources such as the Economic and Political Weekly Research Foundation (epwrf) for the year 2011-2012. This data will include information on unemployment rates, educational qualifications, gender, and location (urban/rural) of individuals in India.

Secondly, the collected data has been organized and cleaned to ensure accuracy and consistency. This process involves removing any inconsistencies, missing values, or outliers that may affect the reliability of the analysis.

Next, statistical analysis has been performed using the ANOVA (Analysis of Variance) - one way method in Excel. This statistical technique is suitable for comparing the means of three or more groups, in this case, the educated unemployment rates across urban and rural areas with a focus on gender disparities. The ANOVA will help determine whether there are significant differences in unemployment rates between urban and rural areas, and whether gender has a significant impact on these differences.

Furthermore, the analysis will delve into subgroup comparisons to identify specific patterns and trends within the data. This involves disaggregating the data by gender within each urban and rural category to gain a deeper understanding of how gender influences educated unemployment rates in different settings.

Finally, the findings of the analysis has been interpreted and discussed, taking into account the implications for policy and practice. Recommendations for addressing the disparities in educated unemployment, particularly in relation to gender and geographical location, will be proposed based on the insights gained from the study.

Table 3.1

STATE	RURAL MALE	RURAL FEMALE
ANDRA-PRDAESH	55	80
ARUNACHAL PRADESH	15	106
ASSAM	116	369
BIHAR	35	271
CHATTISGARH	53	30
DELHI	95	0
GOA	77	19
GUJRAT	19	0
HARYANA	41	242
HIMACHAL PRADESH	32	50
JAMMU&KASHMIR	55	327
JHARKHAND	37	400
KARNATAKA	28	31
KERALA	80	358
MADHYA PRADESH	16	0
MAHARASTRA	23	28
MANIPUR	47	114
MEGHALAYA	14	28
MIZORAM	87	187
NAGALAND	418	780
ODISHA	85	291
PUNJAB	43	171
RAJASTHAN	32	110
SIKKIM	24	81
TAMIL NADU	54	105
TRIPURA	244	721
UTTRAKHAND	72	237
UTTAR PRADESH	37	69
WEST BENGAL	77	283
ANDAMAN&NICOBAR ISLAND	51	425
DAMAN&DIU	0	0
CHANDIGARH	0	0

The above tables shows the data of educated unemployment in rural male and rural female of each state and union territory.

Andhra Pradesh: 55 rural males, 80 rural females, Arunachal Pradesh: 15 rural males, 106 rural females, Assam: 116 rural males, 369 rural females, Bihar: 35 rural males, 271 rural females, Chhattisgarh: 53 rural males, 30 rural females, Delhi: 95 rural males, 0 rural females, Goa: 77 rural males, 19 rural females, Gujarat:19 rural males, 0 rural females,Haryana: 41 rural males, 242 rural females, Himachal Pradesh: 32 rural males, 50 rural females,Jammu & Kashmir: 55 rural males, 327 rural females,Jharkhand: 37 rural males, 400 rural females,Karnataka: 28 rural males, 31 rural females, Kerala: 80 rural males, 358 rural females,. Madhya Pradesh: 16 rural males, 0 rural females,. Maharashtra: 23 rural males, 28 rural females, Manipur: 47 rural males, 114 rural females, Meghalaya: 14 rural males, 28 rural females,Mizoram: 87 rural males, 187 rural females,Nagaland: 418 rural males, 780 rural females, Odisha: 85 rural males, 291 rural females,Punjab: 43 rural males, 171 rural females, Rajasthan: 32 rural males, 110 rural females,. Sikkim: 24 rural males, 81 rural females, Tamil Nadu: 54 rural males, 105 rural females,. Tripura: 244 rural males, 721 rural females , Uttarakhand: 72 rural males, 237 rural females, Uttar Pradesh: 37 rural males, 69 rural females, West Bengal: 77 rural males, 283 rural female,,Andaman & Nicobar Islands:51 rural males, 425 rural females, Daman & Diu: 0 rural males, 0 rural females , Chandigarh: 0 rural males, 0 rural females.

Table 3.2

STATES	URBANm	URBANf
ANDRA-PRDAESH	65	161
ARUNACHAL PRADESH	54	114
ASSAM	74	112
BIHAR	68	355
CHATTISGARH	74	152
DELHI	34	69
GOA	35	124
GUJRAT	9	12
HARYANA	43	59
HIMACHAL PRADESH	19	106
JAMMU&KASHMIR	76	304
JHARKHAND	51	247
KARNATAKA	34	85
KERALA	54	266
MADHYA PRADESH	33	105
MAHARASTRA	18	82
MANIPUR	71	204
MEGHALAYA	36	50
MIZORAM	75	166
NAGALAND	275	595
ODISHA	51	65
PUNJAB	37	57
RAJASTHAN	42	104
SIKKIM	38	6
TAMIL NADU	36	108
TRIPURA	199	712
UTTRAKHAND	32	354
UTTAR PRADESH	84	135
WEST BENGAL	66	153
ANDAMAN&NICOBAR ISLAND	87	311
DAMAN&DIU	0	155
CHANDIGARH	106	173

The above table shows the data on the urban male and urban female populations educated unemployment for each state and union territory.

Andhra Pradesh: 65 urban males, 161 urban females, Arunachal Pradesh: 54 urban males, 114 urban females, Assam: 74 urban males, 112 urban females, Bihar: 68 urban males, 355 urban females, Chhattisgarh: 74 urban males, 152 urban females, Delhi: 34 urban males, 69 urban females,Goa: 35 urban males, 124 urban females, Gujarat: 9 urban males, 12 urban females, Haryana: 43 urban males, 59 urban females, Himachal Pradesh: 19 urban males, 106 urban females, Jammu & Kashmir: 76 urban males, 304 urban females, Jharkhand: 51 urban males, 247 urban females, Karnataka: 34 urban males, 85 urban females, Kerala: 54 urban males, 266 urban females, Madhya Pradesh: 33 urban males, 105 urban females, Maharashtra: 18 urban males, 82 urban females, Manipur: 71 urban males, 204 urban females, Meghalaya: 36 urban males, 50 urban females, Mizoram: 75 urban males, 166 urban females,Nagaland: 275 urban males, 595 urban females, Odisha: 51 urban males, 65 urban females, Punjab: 37 urban males, 57 urban females, Rajasthan: 42 urban males, 104 urban females, Sikkim: 38 urban males, 6 urban females, Tamil Nadu: 36 urban males, 108 urban females, Tripura: 199 urban males, 712 urban females, Uttarakhand: 32 urban males, 354 urban females, Uttar Pradesh: 84 urban males, 135 urban females, West Bengal: 66 urban males, 153 urban females, Andaman & Nicobar Islands: 87 urban males, 311 urban females, Daman & Diu: 0 urban males, 155 urban females, Chandigarh: 106 urban males, 173 urban females.

Table 3.3

STATE	Rural	Urban
ANDRA-PRDAESH	60	79
ARUNACHAL PRADESH	36	62
ASSAM	141	79
BIHAR	44	89
CHATTISGARH	50	92
DELHI	78	39
GOA	65	56
GUJRAT	17	10
HARYANA	51	44
HIMACHAL PRADESH	38	40
JAMMU&KASHMIR	80	122
JHARKHAND	74	66
KARNATAKA	29	45
KERALA	173	129
MADHYA PRADESH	16	41
MAHARASTRA	24	29
MANIPUR	56	98
MEGHALAYA	18	41
MIZORAM	122	103
NAGALAND	513	352
ODISHA	101	51
PUNJAB	53	40
RAJASTHAN	40	39
SIKKIM	41	31
TAMIL NADU	66	51
TRIPURA	366	386
UTTRAKHAND	108	85
UTTAR PRADESH	39	90
WEST BENGAL	99	80
ANDAMAN&NICOBAR ISLAND	165	164
DAMAN&DIU	0	11
CHANDIGARH	0	120

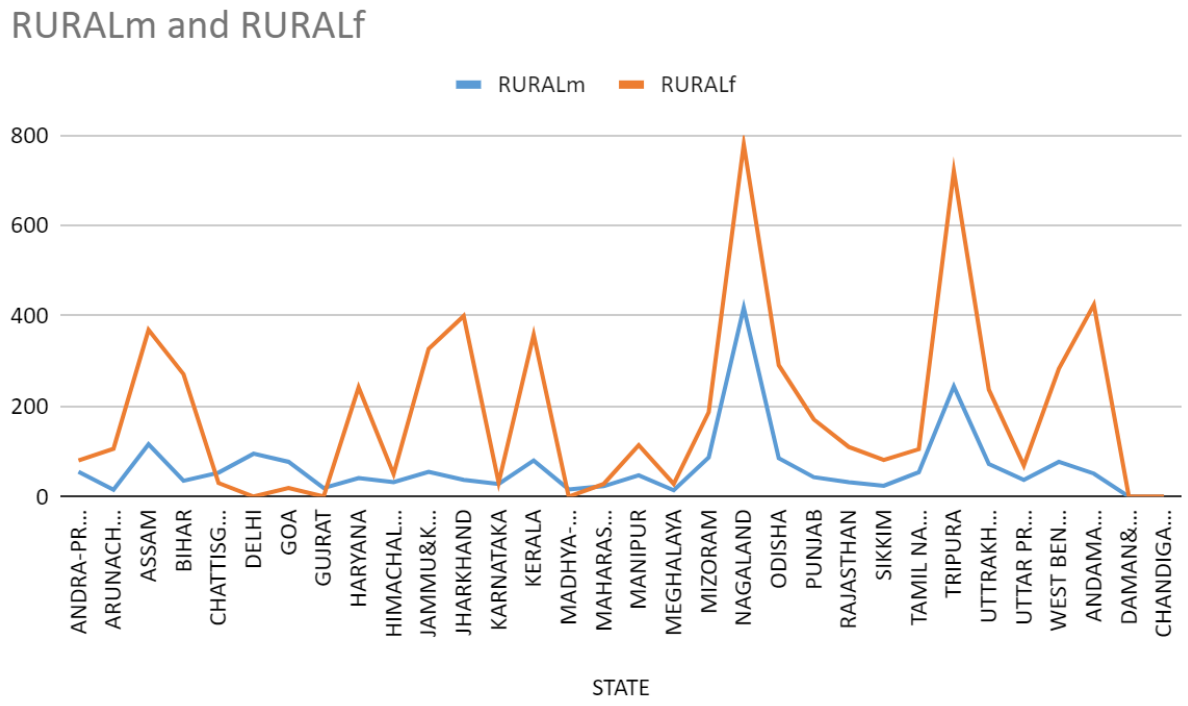
The above table provides a breakdown of the urban and rural population for educated unemployment for each state and union territory .

Andhra Pradesh: Rural population of 60, urban population of 79, Arunachal Pradesh: Rural population of 36, urban population of 62, Assam: Rural population of 141, urban population of 79, Bihar: Rural population of 44, urban population of 89, Chhattisgarh: Rural population of 50, urban population of 92, Delhi: Rural population of 78, urban population of 39, Goa: Rural population of 65, urban population of 56, Gujarat: Rural population of 17, urban population of 10, Haryana: Rural population of 51, urban population of 44, Himachal Pradesh: Rural population of 38, urban population of 40, Jammu & Kashmir: Rural population of 80, urban population of 122, Jharkhand: Rural population of 74, urban population of 66, Karnataka: Rural population of 29, urban population of 45, Kerala: Rural population of 173, urban population of 129, Madhya Pradesh: Rural population of 16, urban population of 41, Maharashtra: Rural population of 24, urban population of 29, Manipur: Rural population of 56, urban population of 98, Meghalaya: Rural population of 18, urban population of 41, Mizoram: Rural population of 122, urban population of 103, Nagaland: Rural population of 513, urban population of 352, Odisha: Rural population of 101, urban population of 51, Punjab: Rural population of 53, urban population of 40, Rajasthan: Rural population of 40, urban population of 39, Sikkim: Rural population of 41, urban population of 31, Tamil Nadu: Rural population of 66, urban population of 51, Tripura: Rural population of 366, urban population of 386, Uttarakhand: Rural population of 108, urban population of 85, Uttar Pradesh: Rural population of 39, urban population of 90, West Bengal: Rural population of 99, urban population of 80, Andaman & Nicobar Islands: Rural population of 165, urban population of 164, Daman & Diu: rural population of 0 data provided, urban population of 11, Chandigarh: rural population of 0, urban population of 120.

CHAPTER 4

ANALYSIS AND CONCLUSION

Fig 4.1



The above chart is a line graph comparing two datasets labeled “RURALm” and “RURALf” across various states. The x-axis represents different states, while the y-axis represents numerical value. The blue line represents the RURALm data set. The red line represents the RURALf dataset.

From the above graph we can see that the educated unemployment rate is much higher in females rather than male.

States such as Nagaland, Tripura has the highest peak in the female educated unemployment.

From the above line chart we can conclude that the female educated unemployment is higher than the male unemployment in rural area.

TABLE 4.1

Anova: Single Factor						
SUMMARY						
Groups	*Count*	*Sum*	*Average*	*Variance*		
Column 1	32	2062	64.4375	6166.447581		
Column 2	32	5913	184.78125	39871.98286		
ANOVA						
Sources of variation	*ss*	*df*	*MS*	*F*	*P-Value*	*f-crit*
Between Groups	231721.8906	1	231721.8906	10.06645485	0.002349575544	3.995887126
Within Groups	1427191.344	62	23019.21522			
Total	1658913.234	63				

The analysis presents the results of single factor ANOVA test. The results of a single-factor analysis comparing two groups represented by columns 1 and 2.

The table breaks down the total variation into two components “Between Groups” and “Within Groups”. “Between Groups” represents the variability between group mean, while “Within Groups” represents the variability within each group.

In this analysis, “Between Groups” sum of squares (ss) is calculated as 231721.8906 with 1 degree of freedom(df). The mean square (MS) is provided, calculated as 231721.8906

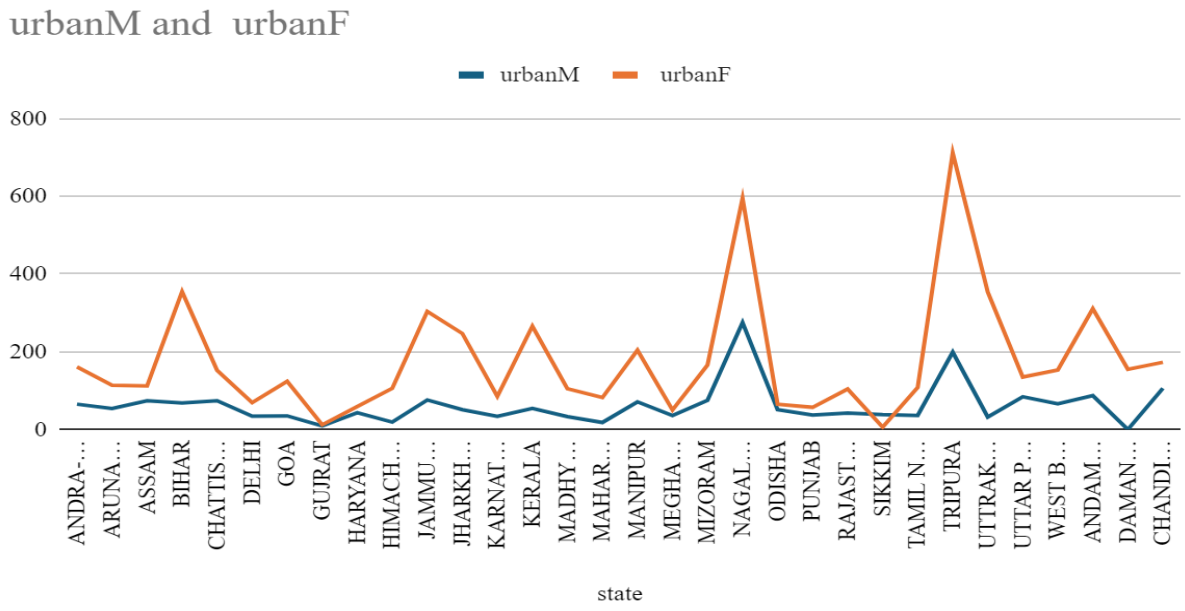
The F-statistics, which tests the ratio of variability between groups to variability within groups, is given as 10.06645485.

The associated p-value is 0.002349575544, indicating the probability of obtaining an F-value as extreme as the observed one under the assumption that there is no difference between group means. Since the p-value (0.0023) is less than the typical significance level of 0.05, we reject the null hypothesis.

This source of variation represents the differences within each group. The sum of squares within groups is 1427191.344 with 62 degrees of freedom. The mean square within groups is 23019.21522

So in summary based on the above ANOVA result we can say that The p-value associated with the F-test is 0.0023, which is less than the significance level of 0.05. Therefore, we reject the null hypothesis. This suggests that there is a statistically significant difference between the means of the groups being compared.

Fig 4.2



The above chart is a line graph comparing two sets of data that is “URBANm” (reprentated by blue line) and “URBANf” (representated by red line) across various states in India. The horizontal axis lists the name of Indian states , while the vertical axis is scaled from 0-800, indicating the quantity of the data being measured.

The data for “URBANm” and “URBANf” fluctuates across different states, indicating variability in the measured attribute for both males and females educated unemployment in urban areas.

In some states such as Bihar, Haryana and Kerala, the value for “URBANm” and “URBANf” educated unemployment are relatively close, suggesting a smaller gender disparity in the measured attribute within these urban areas. In contrast, other states show significant differences between “URBANm” and “URBAMf” values. For example, Delhi there is a sharp peak in the “URBANf” line indicating a much higher value for female’s educated unemployment compared to males in this urban areas. The lowest value for both “URBANm” and “URBANf” appears to be in the states labeled “Arunachal Pradesh” and “Nagaland” indicating that the educated unemployment is at its minimum in these urban areas.

TABLE 4.2

Anova: Single Factor						
SUMMARY						
Groups	*Count*	*Sum*	*Average*	*Variance*		
Column 1	32	1976	61.75	2778.580645		
Column 2	32	5701	178.15625	24171.94254		
ANOVA						
Sources of variation	*SS*	*df*	*MS*	*F*	*P-Value*	*Fcrit*
Between Groups	216806.6406	1	216806.6406	16.08923427	0.000165085671	3.995887049
Within Groups	835466.2188	62	13475.26159			
Total	1052272.859	63				

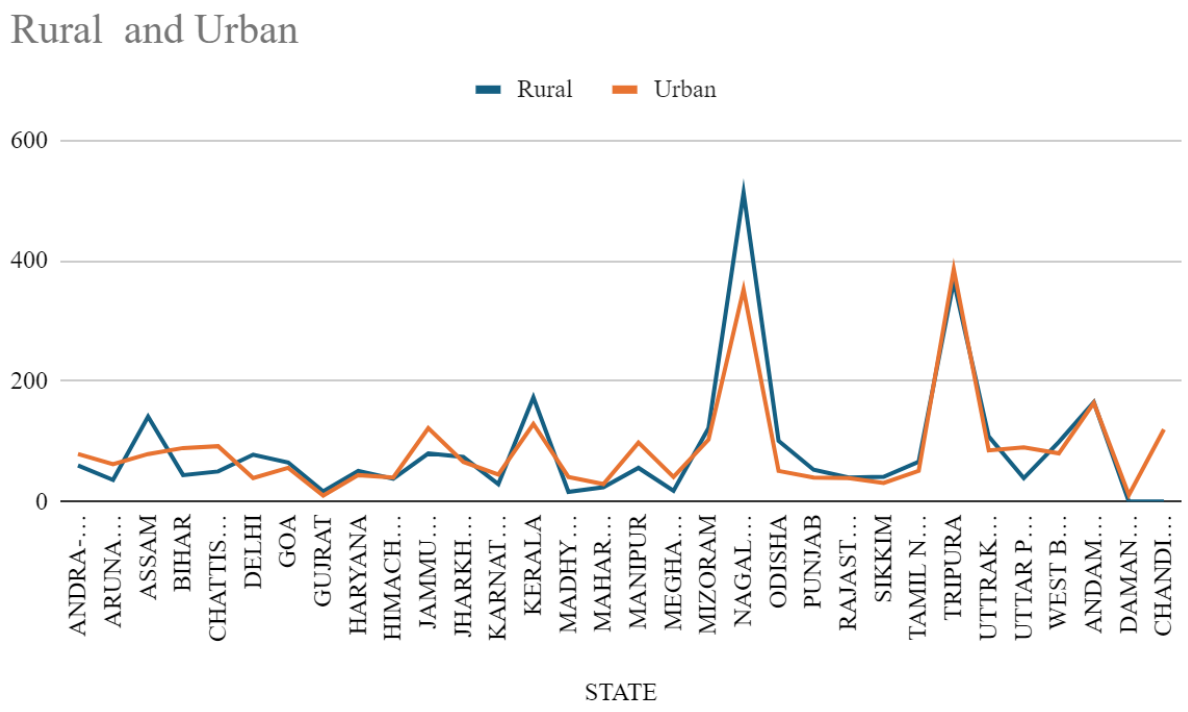
The above ANOVA table outlines the outcome of a single-factor analysis of two groups represented by column 1 and, each containing 32 data points.

It is observed that the sum of square (SS) attributed to variations between the group mean is 216806.6406, with 1 degree of freedom(df). The mean square (MS) for between group is equivalent to the SS value, indicating 216806.6406. The value of F-statistics, which assesses the ratio of variance between groups to variance within groups, yields a value of 16.08923427. The P-value, measuring the probability of obtaining such an extreme F-statistics, is remarkably low at 0.000165085671. Consequently, this suggests strong evidence against the null hypothesis, signifying a significant difference between the means of the two groups. The critical F-value at a significance level of 0.05 is given as 3.995887049, indicating that the calculated F-value far exceeds the critical threshold, reinforcing the rejection of the null hypothesis.

The “Within Groups” category, the SS is calculated as 835466.2188, with 62 degree of freedom(df). The mean square (MS) within groups is computed as 13475.26159.

In summary based on the ANOVA results, there is a statistically significant difference between the mean of the groups. This implies that the observed variance in the data is likely not due to the random chance but rather indicates a systematic difference between the groups.

Fig 4.3



The above chart is a line graph comparing two different categories labeled “RURAL” and “URBAN” across various states. The states are listed along the vertical axis. The blue line represents the “RURAL” category and the red line represents the "URBAN” category. Both line shows fluctuations across the different states, indicating variations in the measured value between rural and urban areas within each state.

For states such as Gujarat, Himachal-Pradesh, Daman& Diu the values for both rural and urban category are relatively close, as indicated by the proximity of the two lines.

There are states such as Assam, Kerala, Nagaland where the rural line shows higher value than the urban line.

And there are states such as Jammu & Kashmir, Chattisgarh, Manipur where there is a significant spike in the urban value as compared to rural value.

TABLE 4.3

Anova: Single Factor						
SUMMARY						
Groups	*Count*	*Sum*	*Average*	*Variance*		
Rural	31	2703	87.19354839	11145.89462		
Urban	31	2685	86.61290323	6995.178495		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	5.225806452	1	5.225806452	0.000576 1298042	0.980930 1024	4.001191 306
Within Groups	544232.1935	60	9070.536559			
Total	544237.4194	61				

The average of the rural group is 87.19354839 and the urban group is 86.61290323.

This source of variation represents the differences between the group means. In this case, the sum of squares (SS) between groups is 5.2258 with 1 degree of freedom (df). The mean square (MS) is also 5.2258. The F-value is calculated by dividing the mean square between groups by the mean square within groups, and in this case, it's 0.0005761298042. The associated p-value is 0.9809301024, indicating the probability of obtaining an F-value as extreme as the observed one under the assumption that there is no difference between group means. Typically, if the p-value is greater than 0.05, we fail to reject the null hypothesis.

This source of variation represents the differences within each group. The sum of squares within groups is 544232.1935 with 60 degrees of freedom. The mean square within groups is 9070.536559.

In summary of the above ANOVA table, we can conclude that the p-value associated with the F-test is much greater than the significance level (0.05). Therefore, we fail to reject the null hypothesis. This suggests that there is no statistically significant difference between the means of groups rural and urban.

FINDINGS

- Educated unemployment rates in India, particularly in the year 2011-2012, exhibit significant disparities between urban and rural areas, with a specific focus on gender differences.
- Analysis of gender-specific educated unemployment rates in rural areas reveals a notably higher rate among females compared to males.
- States such as Nagaland and Tripura exhibit the highest peaks in female educated unemployment within rural areas.
- Statistical analysis using ANOVA indicates a significant difference between male and female educated unemployment rates in rural areas, with a p-value of 0.0023, suggesting rejection of the null hypothesis.
- In urban areas, fluctuations in educated unemployment rates are observed across different states, with some states showing relatively small gender disparities (e.g., Bihar, Haryana, Kerala) and others exhibiting significant differences (e.g., Delhi).
- ANOVA analysis for urban areas also indicates a significant difference between male and female educated unemployment rates, with a low p-value of 0.000165085671, leading to rejection of the null hypothesis.
- A comparison between rural and urban educated unemployment rates across states shows varying patterns, with some states having similar rates in both rural and urban areas (e.g., Gujarat, Himachal Pradesh, Daman & Diu) while others exhibit notable differences (e.g., Assam, Kerala, Nagaland).
- However, ANOVA analysis does not find a statistically significant difference between the mean educated unemployment rates in rural and urban areas, as the p-value (0.9809301024) is greater than the significance level of 0.05, leading to failure to reject the null hypothesis.
- On average, the rural educated unemployment rate is slightly higher (87.19354839) compared to the urban rate (86.61290323), although this difference is not statistically significant based on the ANOVA results.

CONCLUSION

In Analysis 1, the ANOVA test reveals a statistically significant difference between the means of the two groups represented by columns 1 and 2. The calculated p-value of 0.0023 is lower than the conventional significance level of 0.05, leading to the rejection of the null hypothesis. This rejection suggests that the observed variation between the groups' means is unlikely to be solely

due to random chance but rather indicates a systematic difference. The substantial sum of squares attributed to the "Between Groups" component further supports this conclusion. In contrast, Analysis 2 also exhibits a significant difference between the means of the groups, with an even lower p-value of 0.000165. This outcome reinforces the rejection of the null hypothesis and underscores the strong evidence against random chance, as indicated by the notably high F-statistic. Conversely, Analysis 3 paints a different picture. Here, the comparison between rural and urban groups yields a p-value of 0.9809, far exceeding the significance level of 0.05. Consequently, the null hypothesis cannot be rejected, indicating that the observed differences in means between these groups could plausibly arise from random variation rather than a systematic distinction. In summary, while Analyses 1 and 2 support the existence of significant differences between the means of their respective groups, Analysis 3 suggests no such distinction between rural and urban groups. These findings emphasize the importance of carefully interpreting statistical results and considering the contextual implications when drawing conclusions from ANOVA analyses.

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