

Unemployment and Employability among Urban Educated Youth: A Sociological Study of Lucknow District of Uttar Pradesh

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Abstract

Unemployment and Employability among Urban Educated Youth: A Sociological Study of Lucknow District of Uttar Pradesh

The present study is focused on unemployment and employability among urban-educated youth concerning the selected urban colonies of Sarojini Nagar assembly constituency of Lucknow district of Uttar Pradesh. It comprises eight chapters. Chapter 1 is entitled 'Introduction' which gives an introduction of the topic under study. It briefly discusses the definition and meaning of the unemployment, employability, and youth. It provides a brief review of literature related to unemployment, employability and wellbeing among educated unemployed youth and research gap. Further, it provides the detail statement of the problem and theoretical perspectives. Moreover, it provides the objectives, hypothesis, and significance of the study. Chapter 2 of the study is 'Research Methodology'. It provides the methodology used in the study. It includes research design, sampling design, methods of data collection, data analysis, difficulties faced during fieldwork, limitations of the study, and ethical considerations. Chapter 3 is entitled 'Socio-economic and Demographic Profile of the Sampled Youth'. It presents an analysis of the socio-economic and demographic background of the respondents. It covers the details of their age, gender, caste, religion, educational qualification, father's education and occupation, household income, etc. Chapter 4 of the study is 'Causes of Youth Unemployment'. It tries to explore the causes of unemployment among educated youth. It presents an in-depth analysis of factors responsible for youth unemployment. Further, the chapter provides a statistical analysis of whether socio-cultural variables such as gender caste, and religion influence these factors. Chapter 5 is entitled 'Determinants of Youth Employability'. It presents an in-depth inquiry of the determinants of employability among educated youth which deals with the factors of youth employability. Further, the chapter provides a statistical analysis of whether socio-cultural variables influence these factors. Chapter 6 is entitled 'Unemployment and Wellbeing among Youth'. The chapter presents an in-depth investigation of the effect of unemployment on the well-being of educated unemployed youth. Moreover, it provides a statistical analysis of whether socio-cultural variables influence the well-being of educated unemployed youth. Chapter 7 titled 'Policies and

Programs for Youth Employment’. This chapter discusses the relevant policies and programs for youth employment. Further, the chapter describes how much extent the youth is aware of several skill development programs. The chapter also presents an assessment of the youth and whether they benefitted from these programs. Chapter 8 is ‘Conclusion’ which draws the study's conclusions.

The youth is an age group that is gaining more significance in most countries worldwide because of its growing importance in various sectors of social life such as education, the labor force, cultural continuity-change, etc. According to the Oxford English Dictionary, youth mean the period between childhood and adulthood. Youth is generally portrayed as an enthusiastic, vibrant, innovative, and dynamic section of any population with strong passion, motivation, and willpower. This makes them the most valuable human resource for a nation's economic, social, cultural, and political development. If appropriately utilized, the energy and passion of the youth can bring substantial positive change to society and progress to the nation. Contrary to this, a large chunk of young people in India are discouraged. The main reason for this discouragement is unemployment among young men and women. An unemployed person may be defined as a man or woman or juvenile of working age between the school leaving age and the pensionable age who is technically and physically fit for a job, willing to work, but unable to find work.

The projected youth population of India, in the age group 15-29, is about 371.4 million, which is about 27.3% of the total population. If correctly nurtured, this youth bulge can yield critical thinkers, change-makers, and leaders who will drive India’s growth. The National Sample Survey Organisation (NSSO) survey of 2020-21 showed that the youth not in education, employment, or training (NEET) are roughly 32.9%.

Unemployment in India has been a significant problem since independence. Nowadays, the unemployment rate has reached its peak, making it a profound problem. Even educated people are coming under the fold of unemployment in large numbers. It is not just a social process but also a by-product of the socio-economic structure.

The unemployment rate in India is estimated to have exceeded the global rate in five of the last six years preceding 2022, as per the data from the CMIE and the

International Labour Organization (ILO), due to an economic slowdown that was exacerbated by the shock demonetization and the black swan event of the pandemic.

It is also important to note that employment determines chances of leading a peaceful and meaningful life. Job provides a variety of satisfaction, including achievement, recognition, responsibility, and intrinsic pleasure. Work also helps managing time structure, providing opportunities for social interaction and developing identity and self-esteem. Jahoda (1979) mentioned five benefits of employment: structured time, social interactions, purpose beyond self, personal status and identity, and enforced activity.

Theoretical Perspectives

The social-psychological and sociological impacts highlighted by Jahoda and Fryer emphasize the need for support systems that address both the economic and psychological facets of unemployment. Giddens' and Bourdieu's theories underscore the interplay between individual agency and structural constraints, pointing to the necessity of systemic reforms that enhance educational alignment with labor market needs, as suggested by Becker and Collins. The insights from the Conflict Perspective highlight the inequalities within the system, suggesting that addressing unemployment requires addressing the societal values and structures that perpetuate disparities. Brown & Hesketh's model adds an additional layer, suggesting that employability strategies must evolve to meet the changing dynamics of the job market, where personal branding and adaptability become as crucial as formal qualifications. By synthesizing these theoretical insights, we can better understand the complex dynamics of unemployment and employability among urban-educated youth and develop more effective strategies to address these challenges.

Statement of the Problem

Youth is an essential stage in one's life. It signifies the transition from education to work life. However, if young people are unable to find a job to their satisfaction, it destabilizes the rest of their lives. Unemployment among young people is really a big problem. The unemployment problem is affecting a large number of youths, and a growing number of those have already achieved a respectable level of education.

Several studies are available on unemployment; very few are there on educated unemployed youth. In the absence of any social security for unemployed youth, the problem becomes more acute. In the capitalist system, with the rollback of the state, the welfare provided by the government takes the back seat. Young people are left on their own to acquire jobs and stabilize their lives.

The National Skill Development Program was launched in 2015. It is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). It is an initiative to train over 400 million Indians for different industry-related jobs. The vision is to produce and empower labour force by 2022 with the help of various schemes and training programmes. However, the initial outcome of this initiative is not at all encouraging, as unemployment is still on the rise. Of course, the worst sufferers are educated youth.

The problem of educated unemployed youth could be due to several reasons. The most prevalent reason is the lack of employability among young people despite having a respectable education. Young graduates, after their education, find it challenging to fetch a suitable job. Even after having a degree, they are not so skilled to be absorbed in the labour market. Things are more disadvantageous to poor, marginalized youth and young women. Obviously, this is linked to the inability of the education system to prepare young people for work life. That is why young people are unaware of the career path to choose. The implication of all this is that young, educated, unemployed youth developed feelings of discouragement and alienation, which adversely affect their well-being.

Keeping this in view, the objectives of the study are as follows:

1. To know the socio-economic background of sampled youth.
2. To examine the factors responsible for unemployment and its consequences on well-being of youth.
3. To understand the employability of educated unemployed youth.
4. To assess how unemployment varies according to gender, caste, and religion.
5. To provide suggestions to redress the problem of educated unemployed youth.

Hypothesis that are commensurate with the objectives of the study are:

1. Factors of unemployment among educated young people varies according to gender.
2. Factors of unemployment among educated young people varies according to caste.
3. Factors of unemployment among educated young people varies according to religion.
4. Education does not contribute to skill development among youth.
5. There is a low level of employability among educated unemployed youth
6. Government programs have failed to address the problem of educated unemployment.

Research Methodology

Research Design: The study adopts an exploratory research design. It explores the causes of unemployment and determinants of employability among educated unemployed youth.

Strategy of Research: The research strategy adopted in this study is exploratory sequential mixed methods i.e. both qualitative and quantitative methods have been used in the study. The exploratory sequential mixed methods approach allows researchers to capture individuals' lived experiences, identify emerging patterns, and then quantify these patterns to establish broader generalizability and understand the extent of the phenomena. In this way, the exploratory sequential mixed methods approach, as advocated by Creswell and others, leverages the strengths of both qualitative and quantitative research. It ensures a comprehensive understanding of complex issues by facilitating a deep, grounded exploration of the phenomena before moving to quantify the identified variables and patterns. This methodological synergy not only enriches the research process but also enhances the trustworthiness and applicability of the findings, making it a particularly effective strategy in addressing the multifaceted nature of issues like youth unemployment and employability.

Sampling Design: Sampling involves choosing a subset (the sample) from a larger group (the population) to estimate or forecast the characteristics, conditions, or responses of the entire group (Kumar, 2009). In the first phase of the qualitative research, a purposive sampling strategy was adopted, aimed at looking into the varied experiences and perspectives within the target population. A purposive sample of 42 respondents was selected, guided by the principle of maximum variation sampling. This method was chosen to capture the extensive variability within the population, essential for examining the impact of various factors, such as gender, caste, religion, educational background and labour market status, on experiences of individuals and perceptions related to unemployment and employability. In the second phase of the quantitative research, a random sampling strategy was adopted. Four residential colonies were chosen randomly from the Sarojini Nagar assembly constituency of the Lucknow district. Following the selection of these four residential colonies, a list was prepared of all youth aged 18 to 29 years who had completed at least ten years of education (secondary education) and were searching for jobs. The total youth population in this age group was 1,625. The sampling plan drew a representative sample of 500 youth from these four residential colonies in proportion to their youth population through simple random sampling. Due to a 15.6 percent non-response rate, only 422 could provide the data.

Method of Data Collection: The study gathered qualitative data through in-depth interviews with 42 respondents. The primary goal of these interviews was to collect specific information deemed essential for meeting the objectives of the study, acknowledging that the technique's interpretation could be more debated than its actual application. For this study, semi-standardized interviews were also utilized to gain deeper insights into the viewpoints of respondents. Both primary and secondary data were collected to compile a comprehensive research document. An interview schedule was meticulously prepared to gather the quantitative data, consisting of structured questions designed for the interviewer to record the responses directly (Ahuja, 2008). Specifically, the interview schedule incorporated close-ended questions to achieve the research objectives. These types of questions present fixed-choice options, compelling the respondent to select an answer from a predetermined set provided by the researcher (Ahuja, 2008).

Data Analysis

Qualitative Data Analysis: The gathering and analysis of qualitative data co-occurred. Assigning codes to raw data to build categories required considerable thought (Kumar, 2022). The raw data provided by respondents were analysed within their context, ensuring that the case descriptions and themes related to specific activities and situations involved (Creswell & Maietta, 2002). All interviews were transcribed and analysed. To identify themes and sub-themes, the texts were read repeatedly.

Quantitative Data Analysis: To facilitate analysis and result interpretation of results, the data were divided into categories based on essential variables. Statistical analysis was then conducted following the objectives of the study. The statistical analysis included descriptive statistics, graphical presentation, and inferential statistics.

Limitations of the Study: The study was carried out with certain limitations, reflecting the typical constraints and strategic choices inherent in the research process. The study deliberately excluded individuals aged 15 to 17 focusing instead on older youth. Because this younger age group are typically engaged in full-time education in an urban setting. The research was specifically targeted at urban youth within the Lucknow district. Due to time and resource constraints, the study was limited to participants from selected urban colonies within the Sarojini Nagar assembly constituency of Lucknow, one of nine such constituencies.

Main Findings and Suggestions

Socio-Economic and Demographic Profile

It was found that in the study that more than two-thirds (67.1%) of the youth were male, and about one-third (32.9%) of the youth were female. An overwhelming majority (89.8%) of the youth are between the ages of 22 and 29. An overwhelming majority (87.2%) of the educated unemployed are unmarried, and the remaining 12.8% are married. Out of 422 youth in the sample, more than one-third (36.5%) were from the general category, 35.8% of youth from other backward castes, and 27.7% from scheduled castes. The data analysis shows that the Hindus formed an overwhelming majority of 85.1%, Muslim and others were just 7.6% and 7.3%, respectively. An

interesting feature of the data is that households with self-employment as their main occupation or main source of income have higher than households where the salaried job is the main occupation. About half (48.6%) of the total 422 respondents of households have less than 4000 per capita income, this is followed by less than one-third (30.3%) of households having per capita income from 4001 to 10000, and the rest 21.1% have 10001 and above per capita income. The percentage of youth having graduate-level education is slightly high which is 42.2%, followed by more than one-third (34.6%) of youth having education up to postgraduation level. Therefore, a higher majority (76.8%) of youth have education up to graduation and postgraduation level. About half of the youth (50.5%) belong to the art stream, where females opt more for the art stream than males. About one-third of the youth, 32.5%, belong to the science stream, in which the proportion of males is higher than female youth. This shows that male youth opt for the science stream more than female youth. Also, more male youth opt for the management and technical stream than females.

Causes of Youth Unemployment

Qualitative Analysis

The sentiments expressed by the respondents during in-depth interview shed light on several key patterns that describe the causes of youth unemployment in India. The three themes that emerged are: lack of vocational skills, inadequate career pathway awareness, and lack of workplace socio-cultural adaptability.

Lack of Vocational Skills: The lack of vocational skills among young people is a direct outcome of a disbalanced approach to learning in schools and colleges. There is more emphasis on theoretical learning which leads to inadequate practical training and hence educated youth have to reinvest in acquiring additional training.

Inadequate Career Pathway Awareness: The theme of ‘inadequate career pathway awareness’ among educated youth reveals a critical gap in career readiness, as evidenced by the struggles they face in the job market. Interactions with the respondents illustrates a failure of education system to equip graduates with the essential skills and knowledge required to find the way in the complex job market. Without clear career goals and adequate guidance, these young individuals often struggle to identify and seize appropriate job opportunities. Moreover, their inability to utilize job search tools

effectively and present themselves compellingly to potential employers further diminishes their employability. Coupled with underdeveloped networking skills, which are crucial for uncovering hidden job opportunities and gaining industry insights, this factor create substantial barriers to employment.

Lack of Workplace Socio-Cultural Adaptability: In the complex interplay of factors contributing to unemployment among educated youth, ‘inadequate workplace socio-cultural adaptability’ emerges as a significant thematic concern. This theme underscores the challenges young graduates face in aligning with the cultural and social dynamics of modern workplaces. The inability to adapt culturally and socially not only impedes their initial employment but also affects their job retention and career progression, leading to a higher propensity toward unemployment.

Workplace socio-cultural adaptability refers to the ability of individuals to effectively navigate and integrate into the social and cultural fabrics of their employment environments. This skill set is increasingly recognized as critical, encompassing the capacity to understand, communicate, and effectively interact within the culturally diverse and socially complex landscapes of contemporary workplaces.

The theme of lack of socio-cultural adaptability was prominently featured in the narratives of young educated individuals who participated in the study. Many respondents articulated feelings of disconnection and misalignment with workplace cultures, often citing it as a barrier to both securing employment and thriving within a job role. This thematic concern is particularly distressing in the context of globalized economies where workplace cultures are not only varied but also rapidly evolving.

Quantitative Analysis

Exploratory Factor Analysis: The 15 items were subjected to principal component analysis (PCA) using SPSS version 22. Before performing PCA, data suitability for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many coefficients of .3 and above. The Kaiser-Meyer-Olkin value was .807, exceeding the recommended value of .6 (Kaiser, 1970 &1974), and Bartlett’s Test of Sphericity (Bartlet, 1954) reached statistical significance, supporting the factorability of the correlation matrix.

Principal component analysis revealed the presence of three components with eigenvalues exceeding 1, explaining 24.25%, 22.3%, and 14.5% of the variance, respectively. The three-component solution explained a total of 61.05% of the variance. Inspecting the scree plot revealed a clear break after the third component. Using Catell's (1966) scree test, it was decided to retain all three components for further investigation. The factors extracted through exploratory factor analysis are appropriately described as (1) lack of vocational skills, (2) inadequate career pathway awareness, and, (3) lack of workplace socio-cultural adaptability.

Statistical Analysis: The statistical tests were performed to know the variations according to gender, caste, religion, and per capita household income in the above three factors.

It was found that lack of vocational skills does not vary according to gender and caste of educated unemployed youth. There is no correlation between per capita household income and lack of vocational skills. However, lack of vocational skills among educated unemployed youth varies according to the religion. Lack of vocational skills of Hindu youth are significantly different from those of Muslim youth. Similarly, the lack of vocational skills of youth from other religions are significantly different from those of Muslim youth. However, it is not significantly different for Hindus and others.

It was found in the study that inadequate career pathway awareness among educated unemployed youth varies according to gender. But there is no significant difference in inadequate career pathway awareness for three caste groups. It was also observed in the analysis that inadequate career pathway awareness among Hindu youth significantly differs from that of youth of other religions. However, it is not significantly different for Hindu and Muslim youth. Moreover, there is no correlation between per capita household income and inadequate career pathway awareness among educated unemployed youth.

Lack of workplace socio-cultural adaptability does among educated unemployed youth not vary according to gender, caste and religion, and there is also no correlation between per capita household income and lack of workplace socio-cultural adaptability.

It was found in the study that the majority (66.1%) of the youth still need to receive training, and only one-third either received or received training to get employment. It was observed that for more than three-fourths of the youth, internet websites and newspapers are the primary sources of information about jobs. 10.2% acquire information from institutions where they studied, 6.2% gain information from personal contacts, and 3.8% from non-government and voluntary organizations. The employment exchange provides job information to 3.6% of unemployed youth. More than three-fourths (78%) of the educated youth have yet to register in the employment exchange, and only 22% have registered themselves. Among those who registered in the employment exchange, 25.8% of youth have passed one year, 31.2% have passed two years, and 19.4% have passed three years since they registered in the employment exchange. 9.7% of youth have passed four years, and 14% have passed more than four years since they registered in the employment exchange. Over one-third (34.6%) have been waiting for a job in the past year. 20.1% have been waiting for a job for the past two years, 14.2% have been waiting for the past three years, and 9% of youth have been waiting for a job for the past four years. The remaining 22% of unemployed youth have been waiting for a job for over four years. a higher majority (76.8%) wanted to get any job available in the labor market, and the remaining wanted a specific job of their choice. And an overwhelming majority (87.9%) of youth still hope to get a suitable job of their choice. The remaining are hopeless.

Determinants of Youth Employability

Qualitative Inquiry

The sentiments expressed by the respondents during in-depth interviews shed light on several key patterns that describe the determinants of youth employability in India. The three themes that emerged are skill deficiency and upgradation, lack of networking and access to opportunities, and deficiency of soft skills.

Skill Deficiency and Upgradation: The employability crisis among educated urban youth remains a significant challenge globally, as evidenced by recurring themes in qualitative research studies. One such pervasive theme is "Skill Deficiency and Upgradation," which highlights a critical gap in the qualifications that educational institutions impart and the evolving demands of the contemporary job market. This gap

not only affects the immediate job prospects of young graduates but also their long-term career trajectories and the broader economic productivity of their communities.

Skill deficiency refers to the gap between the skills that individuals possess and those required by employers. This gap is often a result of an education system that is misaligned with the dynamic requirements of the modern workforce. Many educational institutions continue to emphasize theoretical knowledge over practical application, failing to equip students with the necessary skills to excel in their respective fields. This deficiency is particularly pronounced in sectors that are rapidly evolving, such as technology, where the skills taught during the early years of a degree can become obsolete by the time a student graduates.

Lack Of Networking and Access to Opportunities: Networking, in the context of job markets, refers to the ability to establish a broad set of professional connections that can facilitate access to job opportunities, mentorship, and career advice. Effective networking can significantly enhance an individual's visibility in the job market and increase their chances of employment. For educated youth, who often lack practical experience, networking serves not only as a bridge to potential employers but also as a crucial learning avenue to understand industry demands and expectations?

Deficiency of Soft Skills: The employability of educated youth is a complex issue influenced by multiple factors, including the proficiency in technical skills pertinent to their fields of study. However, another critical factor that emerged from qualitative research on this subject is the "Deficiency of Soft Skills." This theme reveals a significant gap in non-technical skills, which includes communication, teamwork, problem-solving, and adaptability, all of which are crucial for success in the modern workplace.

Soft skills encompass a range of abilities that facilitate personal interaction and enhance an individual's ability to succeed in the workplace. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills are interpersonal and broadly applicable across job titles and industries. They include leadership, empathy, communication, and the ability to work collaboratively in a team setting. The increasing complexity of work environments, characterized by

teamwork across global platforms and in diverse cultural settings, makes these skills more important than ever.

Quantitative Analysis

Exploratory Factor Analysis: The 16 items were subjected to principal component analysis (PCA) using SPSS version 22. Before performing PCA, data suitability for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many coefficients of .3 and above. The Kaiser-Meyer-Olkin value was .82, exceeding the recommended value of .6 (Kaiser, 1970 & 1974), and Bartlett's Test of Sphericity (Bartlett, 1954) reached statistical significance, supporting the factorability of the correlation matrix.

Principal component analysis revealed the presence of three components with eigenvalues exceeding 1, explaining 30.08%, 10.69%, and 9.79% of the variance, respectively. The three-component solution explained a total of 50.56% of the variance. Inspecting the scree plot revealed a clear break after the third component. Using Cattell's (1966) scree test, it was decided to retain all three components for further investigation. The factors extracted through exploratory factor analysis are appropriately described as (1) skill relevance and upgradation, (2) networking and access to opportunities, and (3) soft skills.

Statistical Analysis: The statistical tests were performed to know the variations according to gender, caste, religion, and per capita household income in the above three factors.

It was found that skill relevance and upgradation does not vary according to the gender, religion, and caste of educated unemployed youth. However, there is a very weak positive correlation between per capita household income and skill relevance and upgradation.

Further networking and access to opportunities do not vary according to the gender, caste, and religion of the educated unemployed youth. However, there is a very weak positive correlation between per capita household income and networking and access to opportunities.

It was found that soft skills varies according to the gender of the educated unemployed youth. However, soft skills does not vary according to the caste. But soft skill varies according to the religion. soft skills of Muslim youth is significantly different from those of other religions. However, it is not statistically significant for the youth of Hindu and Muslim religions and youth of Hindu and other religions. The result of an analysis also shows a poor positive correlation between per capita household income and soft skills.

The analysis shows that the majority (65.6%) of youth perceive that an entrepreneurship-oriented curriculum was not included in the education they have been provided. The remaining 34.4% say an entrepreneurship-oriented curriculum is not included in their education. More than half (54.7%) of youth perceive that quality learning was ensured in the education they have been provided, and another 45.3% say quality learning has not been ensured in their education. More than half (54%) of youth perceive that the education they have been provided has developed their skills, and 46% perceive their skills have not been developed by education.

Unemployment and Wellbeing among Youth

Qualitative Investigation

The issue of unemployment among educated youth is a multifaceted problem that affects their psychological, social, and economic well-being. The sentiments expressed by the respondents during the in-depth interviews shed light on several key patterns that describe the adverse well-being among educated youth. Three themes emerged: social stigma, identity crisis, and economic anxiety.

Social Stigma: Social stigma surrounding unemployment is deeply rooted in societal norms and values that equate personal success with professional achievement. In many cultures, particularly in urban settings, employment is seen as a key indicator of an individual's worth and capability. This societal expectation places immense pressure on individuals to secure and maintain employment. When educated youth find themselves unemployed, they are often perceived as failures, which leads to a range of negative emotions and social repercussions.

Identity Crisis: The concept identity crisis was popularized by Erik Erikson, describes a period of uncertainty and confusion in which an individual's sense of identity becomes insecure. For educated unemployed youth, this crisis is often triggered by the dissonance between their educational achievements and the reality of their job market experiences. Having invested significant time, effort, and resources into their education, these individuals expect to transition smoothly into meaningful employment. When this expectation is not met, it can lead to a severe disruption in their self-concept and identity.

Economic Anxiety: Economic anxiety refers to the stress and worry experienced due to financial instability and the uncertainty of future economic prospects. For educated youth, this anxiety is particularly acute as they grapple with the discrepancy between their educational achievements and their inability to secure stable employment. The expectation that higher education will lead to financial security and career success is deeply ingrained in societal norms. When these expectations are unmet, it creates a profound sense of anxiety and insecurity.

Quantitative Analysis

Exploratory Factor Analysis: The 10 items were subjected to principal component analysis (PCA) using SPSS version 22. Before performing PCA, data suitability for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many coefficients of .3 and above. The Kaiser-Meyer-Olkin value was .68, exceeding the recommended value of .6 (Kaiser, 1970 &1974), and Bartlett's Test of Sphericity (Bartlet, 1954) reached statistical significance, supporting the factorability of the correlation matrix.

Principal component analysis revealed the presence of three components with eigenvalues exceeding 1, explaining 25.78%, 22.92%, and 18.34% of the variance, respectively. The three-component solution explained a total of 67.04% of the variance. Inspecting the scree plot revealed a clear break after the third component. Using Catell's (1966) scree test, it was decided to retain all three components for further investigation. The factors extracted through exploratory factor analysis are appropriately described as (1) social stigma, (2) identity crisis, and economic anxiety.

Statistical Analysis: The statistical tests were performed to know the variations according to gender, caste, religion, and per capita household income in the above three factors.

It was found that in the study that social stigma does not vary according to the gender, caste and religion of the educated unemployed youth. Further the analysis shows that there is no correlation between per capita household income and social stigma.

It was observed in the analysis that identity crisis does not vary according to the caste and religion of educated unemployed youth. However, identity crisis varies according to the gender. Moreover, the result of the analysis shows a medium positive correction between per capita household income and identity crisis.

It was found in the analysis that economic anxiety does not vary according to the gender, caste, and religion of the educated unemployed youth. It was also observed that there is no correlation between per capita household income and economic anxiety.

Policies and Programs of Youth Employment

There are several programs for employment generation among urban-educated youth and government has launched several skill development programs to tackle the problem of unemployment among youths. Regarding awareness of these programs, the higher majority (80.8%) of youths are aware of the Prime Minister Skill Development Scheme. Out of total respondents 60.2% of youth are aware of the Uttar Pradesh Skill Development Mission, and 39.8% are unaware of the scheme. More than half (56.9%) of youth are unaware of the Chief Minister Apprenticeship Program, and 43.1% are aware of the program. The majority (63.5%) of youth are unaware of Prime Minister Yuva Udyamita Vikash Abhiyan, and 36.5% are aware of it. The higher Majority (73%) of youth are unaware of the Uttar Pradesh Kaushal Satrang Scheme, and 27% are aware of the scheme. Among those who are aware of the above schemes, only 12.3% of youth get benefits from the Prime Minister Skill Development Scheme, and the remaining overwhelming majority (87.7%) did not get benefits from the scheme. An overwhelming majority (94.5%) of youth did not get benefits from the Uttar Pradesh Skill Development Mission, and only 5.5% get benefits from the scheme. An

overwhelming majority (97.3%) of youth did not get benefits from the Chief Minister Apprenticeship program, and only 2.7% got benefits from the program. An overwhelming majority (97.4%) of youth did not get benefits from Prime Minister Yuva Udyamita Vikash Abhiyaan, and a meager proportion of only 2.6% got benefits from the scheme. Again, an overwhelming majority (98.2%) of youth did not get benefits from the Uttar Pradesh Kaushal Satrang scheme, and only 1.8% got benefits from the scheme.

To address the problem of unemployment and improve the employability of urban educated youth in India, policymakers and stakeholders should focus on enhancing the quality of education and training, aligning educational curricula with industry needs, promoting skill development programs, fostering entrepreneurship, encouraging industries with high growth potential, reducing gender disparities in the workforce, providing better labor market information, and creating a more inclusive and supportive job market environment. The government must make concerted efforts to acquire formal skills so that unemployed youth here can get good training. The government must run these schemes smoothly and provide timely financial support to trained youth. Additionally, exploring measures to address the impact of technological disruption on the job market and supporting mental health initiatives can also improve employment prospects for educated youth.