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Attending Education, Working and missing Youths in India

Dr. Avay Kumar Parida
Economics, Aryabhatta Knowledge University, Patna, Bihar, India

Abstract
Youth population (15-29 years) in India accounts for around 27 percent of total population; it is around one third of total working age population (Census 2011). Youth population of India are important for harnessing the opportunity of demographic dividend by providing proper education and timely productive employment. So this paper is tried to find out the proportion of educating, working and missing youths. The main objective is to find out the determining factors for educating, working and missing youths. To find out the results, data from NSSO 68th round (2011-12) is used. Statistical technique such as logistic regression analysis is employed to find out the determining factors for educating, working and missing youths. By employing logistic regression model it is found that attending educational institute declines as one youth moves to a higher age and it is positively associated with higher socio-economic status and youths of educated household heads and better economic status are more likely to be in educational institutes. The chance of unemployment is higher for youths of better socio-economic status. While, higher educational attainment is associated with lower workforce participation for youths of well-off families. The chance of 'being missing' for the youths of old group increases for those who belong to the socio-economically well-off group.

Keywords: Youth, education, working youths, missing

Introduction

Youth population (15-29 years) in India accounts for around 27 percent of total population; it is around one third of total working age population (Census 2011). Therefore, characteristics of the youth population are important for harnessing the demographic dividend in which India possesses an opportunity to reap given the age structure advantage derived through demographic transition. In other words, India has an opportunity to harness demographic dividend provided youths are given proper education and timely productive employment. These have been a serious matter of discussion for the last few decades with some preliminary evidence of poor quality education followed by youth unemployment. Quality of education falls short to the required skills to be employable in the labour market (Gardiner & Goedhuys, 2020; Das & Bhaduri, 2018) [3, 5]. Simultaneously, some youths are in low productivity jobs than taking education at their early youth ages.

Given the above backdrop, this chapter presents a recent scenario of youth employment and educational status and its determinants in India. These are presented after giving a detailed account of socio-economic-demographic profile. It includes age-sex structure, socio-economic variation of proportion of youth population to total population and socio-economic status of youths. While accounts of socio-economic-demographic profile gives a first-cut picture of youth population, these variables will make inroads to determine education as well as employment. Besides, analysis of unemployment and education, analysis has been carried out for the emerging group 'neither in jobs nor in study'. This group can be termed as 'missing youth'. In totality, analysis has been carried out for three groups: pursuing education, working and idle.

Young people are the promising element of human capital, and they can be enhanced through higher education, innovation and skills. Education in particular is the dominant determinant of socio-economic development and pillar of human capital (Webb, Kuntuova&Karabayeva, 2018) [10].

Idris at. al. (2012) [6] observed that the life of an educated youth is better as compared to an uneducated counterpart. An educated youth is always in a better position to apply their knowledge more effectively to ease their life.

A large number of youths never attended school was higher in rural areas and among females. Other variations are found by household economic status, social groups and marital status. While poor socio-economic status influences educational attainment of youth negatively, gender discrimination is yet another vicious aspect against the attainment of education for female youths (IIPS and Population Council, 2010) [7].

In India unemployment is a major challenge faced by youths. A large proportion of educated youths are found to be either unemployed or underemployed. Lack of social vocational training or quality of education are the major reasons in this country (Sinha,2013) [9]. This is embedded upon the institutional structure and policy frameworks which influence school education and different forms of vocational and training from the supply side (Biavaschi *et al*., 2012) [2].

Relationships between education and employment were found to be different across developed, developing and underdeveloped countries. In developed countries youth with higher levels of education are more likely to get employed whereas in developing countries, youths with higher level of education are likely to be unemployed. In India, unemployment amongst educated youth accounts higher as compared to less educated youth. It is also found that technical education does not guarantee employment

because a large number of technically educated youths are found to be unemployed (Bairagya, 2015) [1].
A study conducted among urban youths in Guder town, Ethiopia found that sex, education level, marital status, skill deficiency and access to credit were significant factors for the youth unemployment. It was also found that there was a mismatch between the present education system and demand in the job market (Duguma &Tolcha, 2019) [4]. Similarly, a study in Tanzania concluded that gender, geographical area, education, skill and marital status were significant to determine youth employment (Msigwa&Kipesha, 2013) [8].

Objectives: The main objective of this paper is to understand the determining factors educating, working and missing youths in India

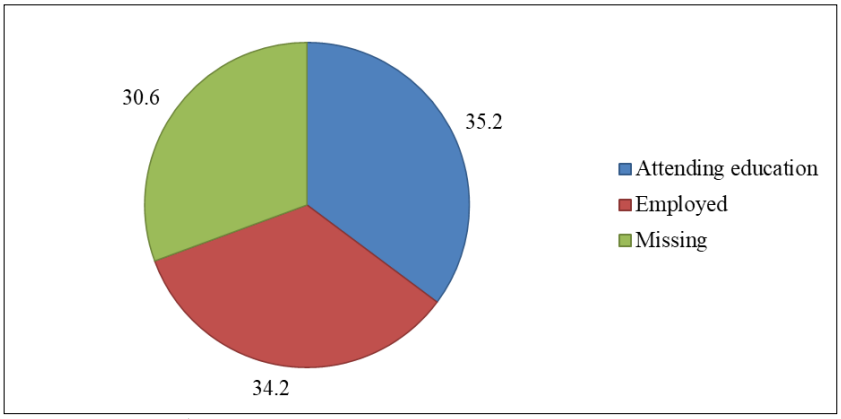
Research Question: What are the basic influencing factors work behind youths for acquiring education, entering into the workforce and remain missing?

Data Source: This research paper is based on empirical analysis. Data of 68th round (2011-12) from National Sample Survey Organization (NSSO) was taken for empirical analysis.

Statistical Method: Logistic regression models are used to determine youth educational attainment, workforce participation and being missing from either educational institute or workforce.

Working Definition
Youths are categorised into three broad groups. The first group is "youths that are attending education" i.e. youths who are attending any school/college or any other similar types of institutions. The second group is "working youths". Working youths are defined as those youths who work in any activity (paid/unpaid work) in any sector. The third group is "missing youths". Missing youths are defined as those youths who are neither attending education nor working anywhere.

Result and Discussion
Composition of Youths
Percentage distribution of youths by three broad categories is presented in Figure-1. It is found that around 35 percent of youths were attending education, nearly 34 percent were in the workforce and the rest 30.6 percent were found to be missing at the time of interview.



Source: NSSO 68th round, 2011-12

Fig 1: Percentage distribution of youths by broad groups

Results of Logistics Regression
The results of logistic regression analysis presented in Table-1, Tab-2 and Table-3, reiterates the picture as far as pattern of influences of selected determinants for being in educational institutes, being employed and missing youths are concerned. Here, logistic regression models have been adopted given the dichotomous dependent variables (in educational institute = 1 & not = 0, Employed = 1 & not = 0 and being missing = 1 & not = 0). Explanatory variables (independent variables) include age group of youth (15-19, 20-24, 25-29), Sex (male & female), Religion (Hindu, Muslim, Christian, Others), Social group (ST, SC, Others), Household economic activities (self-employed, regular wage/salaried, casual labour and others), Educational level of household head (Illiterate, up to secondary and above secondary) and household land holding (landless, marginal and others).
As can be seen from Table-1, that age is negatively associated with the chance of being in an educational institution. The odds of being in an educational institute appeared as low as.01 for the age group 25-29 as compared to 1 for the age group 15-19. Gender gap is found stark. The odds for females are around 6 times lower as compared to males. It is observed that youths belonging to the household economic activity of casual labour is lower (odd =.64), as compared to the self-employed household group (reference group) / regular wage/salaried group. It is found that the chances of youth education increases as the education of the head of the household increases. As compared to illiterate head (reference), odds account to 1.39 and 2.58 for the category of 'up to secondary' and 'above secondary' respectively. Lastly it is observed that youths of landless households are less likely to be at educational institutes as compared to households with land.
The Table-2 presents results of logistic regression analysis for the employment status of youths. It is expectedly seen that the chance of being employed increases with the increase of age. The Odds of being employed accounts to 1.89 for the age group 25-29 as compared to 1 for the age group 15-19 (reference). The odds for females has been only.04 as compared to 1 for male. It is found that youth employment is higher for youth with secondary education as compared to illiterate youths. But, it is found that employment is lower among youths with education of

'above secondary' level. When it comes to household economic activities, the chance of employment is found to be higher for youths belonging to the category of casual labour. The odds for the casual labour accounts to 1.13 as compared to the self-employed group. It is found that, youth employment decreases as education of the head of the household increases. Similar is the case for household land holding.

The Table-3 presents results of logistic regression analysis for missing youths. Result shows that the odds of being missing is more than 6 times higher for youths of age group 25-29 as compared to the age group of 15-19. It is found 1.8 times higher for females as compared to its counterpart male. It is observed that the chance of being missing reduces as one moves from lower to higher educational status. A similar finding is observed for the education of the head of the household. The odds of being missing is.81 for the education level of 'above secondary' of household head as compared to the reference group 'illiterate'. The odds for youths of having land shows a higher chance of being missing as compared to landless groups.

Table 1: Odds Ratio of Youths Attending Education by age, sex, youth education, HH economic activities, household head education and land holding

Variables	Expected B	P value
Age of youths		
15-19	1.00	.000
20-24	.05	.000
25-29	.01	.000
Sex		.000
Male	1.00	.000
Female	.16	.000
HH economic activities		.000
Self-employed	1.00	.000
Regular wage/salaried	1.11	.61
Casual labour	.64	.000
Others	1.37	.000
HH head education		.000
Illiterate	1.00	.000
Up to secondary	1.39	.000
Above secondary	2.58	.000
HH land holding		.000
Land less	1.00	.000
Marginal	1.15	.000
Other	1.14	.000
R^2	.672	

(Source: NSSO 68th round, 2011-12).
Note: Religion and Social group are taken into control

Table 2: Odds Ratio ofEmployed Youths by age, sex, youth education, religion, social group, HH economic activities, household head education and land holding

Variables	Expected B	P Value
Age of youths		
15-19	1.00	.000
20-24	1.34	.000
25-29	1.89	.000
Sex		.000
Male	1.00	.000
Female	.04	.000
Education of youths		.000
Illiterate	1.00	.000
Up to secondary	1.10	.001
Above secondary	.87	.000
HH economic activities		.000
Self-employed	1.00	.000
Regular wage/salaried	.98	.417
Casual labour	1.13	.000
Others	.17	.000
HH head education		.000
Illiterate	1.00	.000
Up to secondary	.80	.000
Above secondary	.62	.000
HH land holding		.000
Land less	1.00	.000
Marginal	.75	.000
Other	.89	.001
R^2	.534	

(Source: NSSO 68th round, 2011-12)
Note: Religion and Social group are taken into control.

Table 3: Odds Ratio of Missing Youths by age, sex, youth education, religion, social group, HH economic activities, household head education and land holding

Variables	Expected B	P Value
Age of youths		
15-19	1.00	.000
20-24	4.94	.000
25-29	6.40	.000
Sex		.000
Male	1.00	.000
Female	18.01	.000
Education of youths		.000
Illiterate	1.00	.000
Up to secondary	.59	.001
Above secondary	.39	.000
HH economic activities		.000
Self-employed	1.00	.000
Regular wage/salaried	1.06	.013
Casual labour	1.05	.035
Others	1.36	.000
HH head education		.000
Illiterate	1.00	.000
Up to secondary	.97	.109
Above secondary	.81	.000
HH land holding		.000
Land less	1.00	.000
Marginal	1.13	.051
Other	1.06	.001
R^2	**.456**	

(Source: NSSO 68th round, 2011-12)
Note: Religion and Social group are taken into control.

Summary and Conclusions

This paper gives a detailed account of those youths, who account for 27 percent of total population in India. Besides distributional variations of the youth population across some background characteristics of youth, scenario of youth's educational status, employment and missing youths those who are neither in educational institute nor in workforce is presented. Specifically, analysis has been carried out to account determinants of being in an educational institute, being in the workforce and being missing. In order to accomplish the objective of the chapter, logistic regression models have been adopted, besides descriptive statistics.

At the time of the survey, 35.2 percent of youths were attending educational institutes. This variable was strongly associated with socio-economic and demographic status of youths. In general, attending educational institute declines as one youth moves to a higher age and it is positively associated with higher socio-economic status. In particular, youths of educated household heads and better economic status are more likely to be in educational institutes.

The result appeared different for workforce participation than education, as far as association with socio-economic status is concerned. It is observed, that the chance of unemployment is higher for youths of better socio-economic status. While higher educational attainment results in lower workforce participation for youths of well-off families, the trend of increasing educated unemployment cannot be ruled out.

Lastly, this chapter gives an important account on 'missing youths'. The proportion of missing youths is as high as around 40 percent. This status is found to be negatively associated with the socio-economic status of a youth. The chance of a youth being missing decreases with the education for both the youths as well as head of the household, and land holding. We should note that this picture shows a relatively high trend of being in educational institutions when we take into account the entire youth population (15-29). The scenario turned upside down when we examined the youth of the older group (24-29). In brief, we can conclude that the chance of 'being missing' for the youths of old group increases for those who belong to the socio-economically well-off group. This result once again strengthens the concern of the recent trend of educated unemployment in India.

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