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Dr. Puspa Rani
Assistant Professor,
Department of Economics,
Baba Mastnath University
Rohtak, Haryana, India

Reena
Ph.D Scholar, Department of
Economics, Baba Mastnath
University, Rohtak, Haryana,
India

Corresponding Author:
Dr. Puspa Rani
Assistant Professor,
Department of Economics,
Baba Mastnath University
Rohtak, Haryana, India

A study on educated unemployed youth in rural and urban contexts: Challenges to human development in Haryana

Puspa Rani and Reena

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Abstract

This study examines the challenges of educated unemployed youth in rural and urban contexts, situating these issues within the broader framework of human development in Haryana. Using Human Development Index (HDI) parameters—income, health, and education—it analyzes progress since the 1991 economic reforms while identifying persistent gaps. The findings reveal positive trends in life expectancy, mean and expected years of schooling, and overall HDI, reflecting improvements in healthcare, education, and economic well-being. However, the issue of educated unemployment highlights disparities that hinder inclusive growth and development. The study proposes targeted policy recommendations, including healthcare infrastructure enhancement, education sector reforms, skill development, economic diversification, and robust monitoring mechanisms, to address these challenges. By aligning these interventions with the unique needs of rural and urban youth, the study underscores the potential for Haryana to achieve sustained and equitable human development, fostering opportunities for educated youth to thrive and contribute to the state's socio-economic progress.

Keywords: Contribute, equitable, development

1. Introduction

Haryana, a northern Indian state, has experienced a remarkable transformation across its economic, social, political, geographical, and demographic landscapes. Historically an agrarian economy, Haryana's proximity to Delhi and the liberalization of the Indian economy in 1991 catalyzed its transition into a major industrial and economic hub. The state's Gross State Domestic Product (GSDP) surged with the growth of manufacturing, information technology, and service sectors, marking an era of rapid economic advancement. However, this progress has also brought challenges, such as environmental degradation and the uneven distribution of economic benefits.

On the social front, Haryana has made strides in education and healthcare, expanding access to schools and medical facilities. Yet, gender disparities and cultural norms remain barriers to achieving equitable human development. Urbanization has reshaped social structures, fostering new opportunities while simultaneously exposing gaps in infrastructure and services. Politically, the state has witnessed shifting power dynamics, with governance influenced by both regional and national factors. These shifts have shaped policies but have also occasionally disrupted their implementation.

Geographically, Haryana's fertile plains and the Aravalli Range have traditionally supported robust agricultural practices. However, the rapid pace of industrialization and urbanization has redefined land use patterns, raising concerns about sustainable development. Meanwhile, demographic changes, including a growing urbanized population, have added complexity to the region's developmental challenges. Ensuring access to quality education, healthcare, and employment for this evolving population is critical, particularly for the burgeoning youth demographic.

Despite economic growth and improvements in human development indicators, Haryana faces persistent challenges. Educated unemployment, particularly among rural and urban youth, is a pressing issue that highlights the disconnect between educational outcomes and labor market demands.

Addressing this challenge requires targeted interventions to promote skill development, economic diversification, and equitable job creation.

This study focuses on the nexus of educated unemployment and human development in Haryana, exploring how economic liberalization has influenced the state's growth trajectory and the disparities that persist. By examining key dimensions of human development—including education, health, and income—this research aims to identify gaps in existing policies and propose strategies for fostering inclusive growth. Balancing economic progress with environmental sustainability, social equity, and effective governance is imperative for Haryana's continued journey toward holistic development. The insights derived from this research aim to guide policymakers in addressing critical challenges, ensuring that Haryana's growth translates into meaningful improvements in the quality of life for all its residents, especially its youth.

2. Review of Literature

The issue of educated unemployment among youth in Haryana has been explored from various perspectives in the existing literature. Prem Chowdhry's (2005) ^[3] work, *Crisis of Masculinity in Haryana: The Unmarried, the Unemployed and the Aged*, examines the socio-economic implications of unemployment in the state. Chowdhry highlights the increase in educated unemployed youth and its impact on societal structures, particularly in the context of gender dynamics. The study emphasizes how unemployment exacerbates existing inequalities and creates a crisis of identity and power among young men (Chowdhry 5189).

Bishnoi *et al.*, 2024 ^[1] in their article *Haryana's Labour Landscape: Deciphering Employment Challenges Through Periodic Surveys*, provide a detailed analysis of Haryana's labor market conditions. Their research, based on periodic surveys, underscores the elevated levels of youth unemployment and its implications for the state's economic development. The authors call for targeted policy measures to address these challenges, emphasizing the mismatch between educational qualifications and labor market demands (Bishnoi *et al.* 208-225) ^[1].

Rajendra P. Mangain and Shivakar Tiwari, (2015) ^[5] in their book *Youth in India: Challenges of Employment and Employability*, discuss the broader context of youth employment in India, with specific references to Haryana. They argue that despite significant improvements in educational attainment, the lack of employable skills among youth continues to hinder their integration into the labor market. Their study calls for reforms in the education system to better align it with market needs (Mangain and Tiwari 2015) ^[5].

Gobind Singh Gure's (2024) article, *The Multifaceted Challenges Faced by Youths of India*, explores the broader challenges faced by Indian youth, including those in Haryana. The study critiques the education system for its lack of focus on life skills and human values, which are critical for improving employability. Gure also highlights the precarious working conditions for many youths, even those with higher education qualifications (Gure 128-144).

Sheila Bhalla, (1995) ^[2] in her study *Development, Poverty and Policy: The Haryana Experience*, offers a historical perspective on the state's development trajectory. Bhalla notes that unemployment among educated youth has been a

persistent issue, pointing to the lack of policy attention toward equitable distribution of economic benefits. Her analysis suggests that development policies need to prioritize employment generation to ensure sustainable human development (Bhalla 2619-2634) ^[2].

These studies collectively underscore the multifaceted nature of educated unemployment in Haryana. While some focus on the socio-cultural implications, others examine labor market dynamics, skill gaps, and policy shortcomings. This body of literature provides a comprehensive understanding of the challenges and opportunities associated with human development in Haryana, especially in the context of educated unemployed youth.

Objectives

- To analyze the impact of the 1991 economic reforms on key human development indicators in Haryana, including life expectancy, mean years of schooling, and expected years of schooling, with a focus on their implications for rural and urban educated youth.
- To evaluate the progression of Human Development Index (HDI) parameters in Haryana from 1993-94 to 2020-21, identifying trends and disparities in human development outcomes across rural and urban contexts.
- To propose evidence-based policy recommendations aimed at addressing the challenges of educated unemployment and enhancing income, health, and education indices, thereby fostering balanced and inclusive human development in Haryana.

3. Research Methodology

This study adopts a multidimensional approach to analyze the challenges of educated unemployment in rural and urban contexts within Haryana, using the Human Development Index (HDI) as the primary evaluative framework. The HDI serves as a comprehensive tool to assess the overall quality of life, encompassing three critical dimensions:

- **Education:** Evaluated through two key indicators—expected years of schooling for children entering school and mean years of schooling completed by adults aged 25 and above—to assess access to and quality of education.
- **Health:** Measured by life expectancy at birth to gauge the ability of individuals to live a long and healthy life.
- **Standard of Living:** Assessed using Gross National Income (GNI) per capita, adjusted for purchasing power parity (PPP) in US dollars, to reflect economic conditions and income levels.

The study relies on secondary data sources, including the Sample Registration System, National Sample Survey Office, and Periodic Labour Force Surveys. These datasets are analyzed to capture trends in life expectancy, educational attainment, and income levels from 1993-94 to 2020-21.

Additionally, the study delves into the disparities in HDI parameters between rural and urban areas, with a particular focus on the socio-economic implications of educated unemployment. Descriptive and inferential statistical techniques are employed to identify patterns, disparities, and correlations among the HDI components.

The findings are synthesized to propose targeted policy recommendations aimed at addressing the challenges of educated unemployment while fostering sustainable

improvements in health, education, and income indices across Haryana. This methodological framework ensures a

comprehensive analysis of human development challenges and opportunities in the state.

Table 1: Human Development Index Parameters

Dimensions	Indicator	Minimum	Maximum
Health	Life expectancy (years)	20	85
	Expected years of schooling(years)	0	18
Education	Mean years of schooling(years)	0	15
	Gross national income per capita (2011 PPP \$)	100 ¹	75000

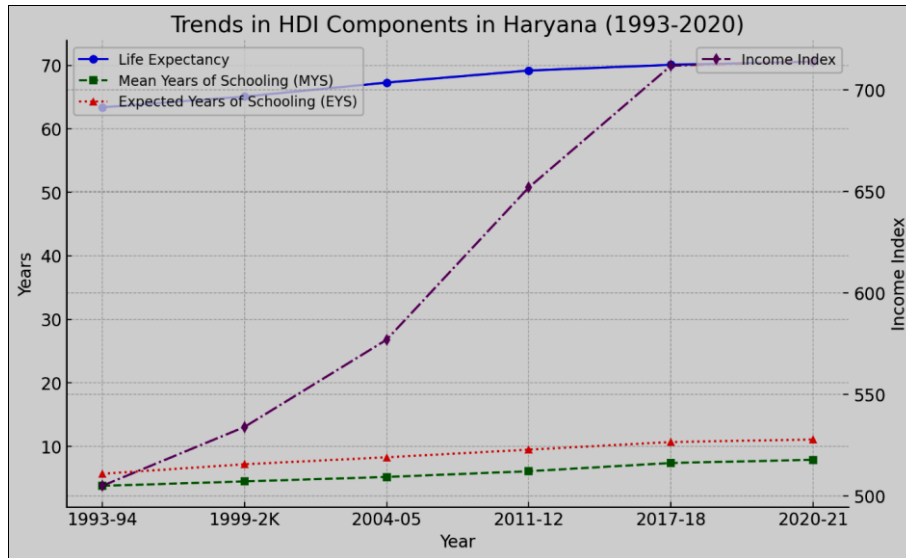


Fig 1: Table 1, depicting trends in key Human Development Index (HDI) components in Haryana from 1993 to 2020. It includes life expectancy, mean years of schooling (MYS), expected years of schooling (EYS), and the income index.

Data Sources

This research draws on a variety of reliable data sources to measure and analyze different dimensions of human development in Haryana, with a specific focus on educated unemployed youth in rural and urban contexts.

Life Expectancy at Birth: Data is sourced from the Sample Registration System (SRS) Abridged Life Tables, which provide a dependable measure of mortality rates and life expectancy in India. Additional data from the Office of the Registrar General of India (ORGI) and Reserve Bank of India (RBI) official reports are utilized to ensure comprehensive analysis.

Education Metrics

- **Mean Years of Schooling:** Calculated using self-reported data from the National Sample Survey Office (NSSO) Employment and Unemployment surveys and

the Periodic Labour Force Survey (PLFS). The mean years of schooling are derived from individuals aged 25 and above in Haryana.

- **Expected Years of Schooling:** Estimated by analyzing the average schooling years of individuals aged 21-24, with the assumption that they continue their current education status.
- **Income Metrics:** Per capita income is analyzed using data adjusted for purchasing power parity (PPP). The study uses international currency conversion based on the PPP exchange rate for India, as estimated by the World Bank for different years.

4. Findings of the study

Trends in Basic Parameter of HDI in Haryana

Table 2: Human Development Index Parameters Data in Haryana

Year	PCY(S) based on PPP	Life Expectancy	MYS	EYS
1993-94	2831	63.4	3.8	5.7
1999-2K	3436	65.1	4.6	6.9
2004-05	4563	67.1	5.3	8.2
2011-12	7486	68.6	6.6	9.7
2017-18	11146	70.0	7.2	10.4
2020-21	11312	70.6	7.9	11.1

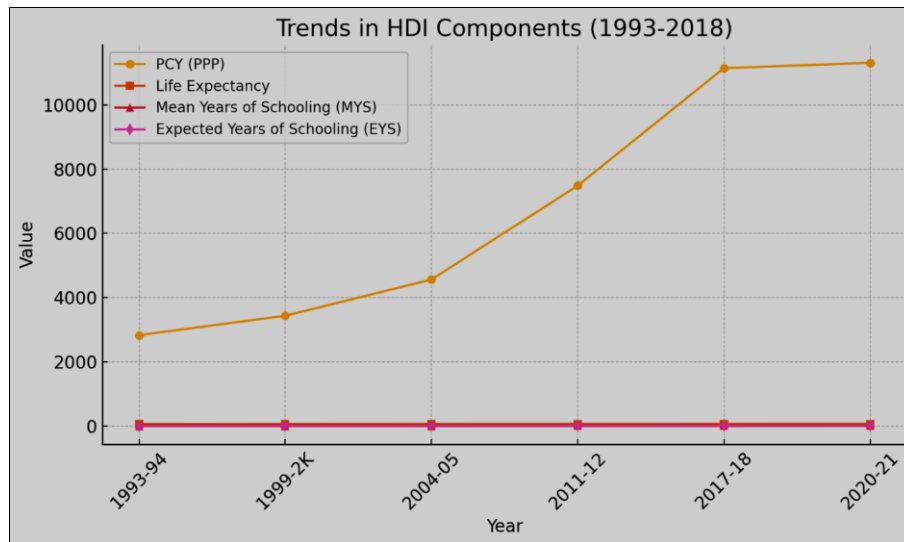


Fig 2: Table 2: HDI Components Over Time: Shows trends in key HDI components (Per Capita Income, Life Expectancy, Mean Years of Schooling, Expected Years of Schooling) for different years.

Findings of the Study

The study reveals significant trends in the Human Development Index (HDI) parameters of Haryana from 1993-94 to 2020-21, illustrating the transformative effects of the 1991 economic reforms on human development, with specific implications for the challenges faced by educated unemployed youth in rural and urban contexts.

Life Expectancy

Life expectancy in Haryana has shown a consistent upward trend, increasing from 63.4 years in 1993-94 to 70.6 years in 2020-21.

This growth highlights the positive impact of economic reforms on healthcare infrastructure, living conditions, and overall well-being, contributing to enhanced life expectancy across the state.

Educational Attainment

The mean years of schooling (MYS) rose significantly from 3.8 years in 1993-94 to 7.9 years in 2020-21. This improvement indicates better access to and investment in educational facilities, reflecting a stronger focus on formal education post-reforms.

Expected years of schooling (EYS) also demonstrated remarkable growth, increasing from 5.7 years in 1993-94 to 11.1 years in 2020-21. This upward trajectory signifies optimism about continued educational progress and expanded opportunities for youth.

Disparities and Challenges

Despite the overall positive trends in HDI components, disparities persist between rural and urban areas, particularly in access to quality education and employment opportunities for educated youth.

The issue of educated unemployment remains critical, with a mismatch between the skills acquired through education and the demands of the job market in Haryana.

Economic Impact

While improvements in life expectancy and education reflect progress, challenges in economic inclusion, particularly for the educated unemployed youth, underline the need for targeted interventions.

The findings underscore the substantial improvements in human development parameters in Haryana post-economic reforms. However, they also highlight persistent challenges in bridging the rural-urban divide and addressing educated unemployment. These insights emphasize the importance of strategic policies aimed at fostering inclusive growth and aligning education with employment opportunities.

Human Development Index Progress in Haryana

The data in Table 3 presents the trends in the Human Development Index (HDI) and its associated components in Haryana from 1993-94 to 2020-21, providing a detailed understanding of the state's human development trajectory post the 1991 economic reforms. The HDI components—Income Index, Health Index, and Education Index—reveal significant insights into the multidimensional development of the state.

Table 3: Trends of Human Development and its Associate Index in Haryana

Year	Income Index	Health Index	Education Index	HDI
1993-94	0.505	0.668	0.285	0.458
1999-2K	0.534	0.694	0.345	0.504
2004-05	0.577	0.725	0.404	0.553
2011-12	0.652	0.748	0.489	0.620
2017-18	0.712	0.769	0.529	0.662
2020-21	0.714	0.779	0.572	0.683

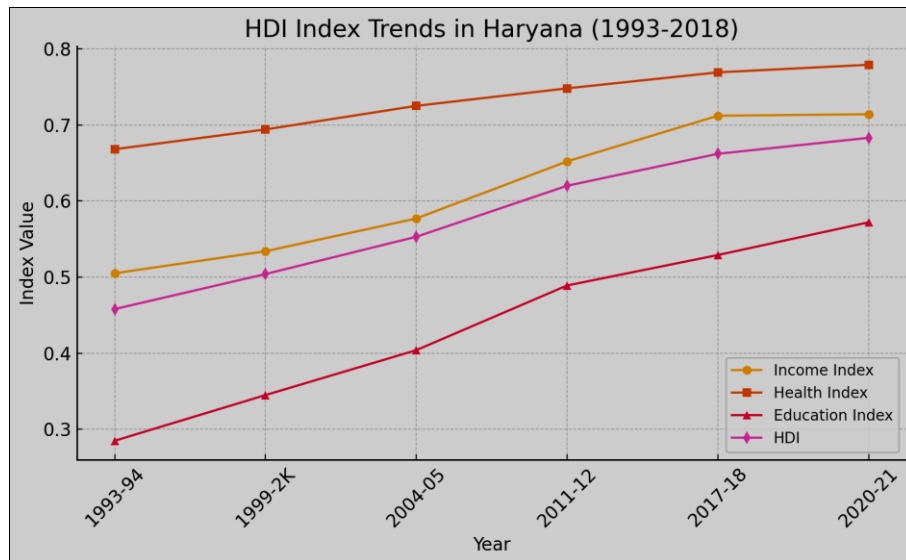


Fig 3: Table 3: HDI Index Trends: Presents the Income Index, Health Index, Education Index, and overall Human Development Index (HDI) from 1993-94 to 2017-18.

Income Index

The Income Index shows a steady upward trajectory, increasing from 0.505 in 1993-94 to 0.714 in 2020-21.

This growth reflects the state's expanding economic capacity and improved income levels, signifying a positive impact of economic policies and industrialization efforts.

Health Index

The Health Index has improved consistently, starting at 0.668 in 1993-94 and reaching 0.779 in 2020-21.

This progress highlights advancements in healthcare infrastructure, better access to medical facilities, and improved life expectancy in the state.

Education Index

The Education Index demonstrates the most notable growth among the three indices, increasing from 0.285 in 1993-94 to 0.572 in 2020-21.

This reflects a significant enhancement in educational opportunities and attainment levels, emphasizing the impact of investments in education and policy reforms aimed at improving literacy and skill development.

Overall HDI

The composite HDI, which integrates the three dimensions, has shown a continuous rise, moving from 0.458 in 1993-94 to 0.683 in 2020-21.

This upward trend underscores the comprehensive improvement in human development indicators, suggesting balanced progress across economic, health, and educational sectors.

Interpretation

The consistent improvement across the Income, Health, and Education Indices demonstrates Haryana's progress in fostering human development over nearly three decades. These positive trends can be attributed to the combined effects of economic liberalization, industrialization, and targeted social policies. However, challenges persist, particularly in addressing disparities in rural and urban areas and reducing educated unemployment. Further policy interventions are essential to ensure sustained and inclusive development, with a focus on equipping educated youth

with skills aligned to market demands and creating equitable employment opportunities

5. Policy recommendations

Based on the research findings and an analysis of the challenges faced by educated unemployed youth in Haryana, the following policy recommendations aim to enhance human development while addressing unemployment issues in rural and urban contexts:

1. Targeted Job Creation for Educated Youth

Develop specialized employment schemes focused on creating job opportunities for educated youth, particularly in rural areas.

Foster partnerships with industries to establish job fairs, skill-matching programs, and internship opportunities for fresh graduates.

Promote start-up culture and entrepreneurship by offering financial incentives, business training, and mentorship programs.

2. Skill Development and Vocational Training

Establish skill development centers tailored to the needs of local industries and emerging markets.

Integrate vocational training programs with mainstream education to ensure that students acquire both academic knowledge and practical skills.

Encourage certifications in high-demand sectors such as IT, healthcare, and green technologies to increase employability.

3. Education Sector Enhancements

Prioritize education reforms to bridge the gap between curriculum and employability. Strengthen rural school infrastructure and ensure equal access to quality education through scholarships and financial aid for underprivileged students.

Introduce career counseling programs in schools and colleges to guide students toward viable career paths.

4. Rural-Urban Infrastructure Parity

Invest in developing rural infrastructure to make rural regions more attractive for businesses and skilled

professionals.

Improve digital connectivity in rural areas to facilitate remote work opportunities and access to global markets.

Create satellite hubs for industries in rural districts to decentralize economic opportunities and reduce urban migration pressures.

5. Strengthening Healthcare Accessibility

Expand healthcare infrastructure in rural regions to improve health indices and enhance workforce productivity.

Launch wellness programs and mental health initiatives aimed at reducing stress and burnout among the unemployed.

6. Economic Diversification and Sectoral Investments

Diversify the economy by investing in non-agricultural sectors, such as manufacturing, technology, and services, to absorb the educated workforce.

Leverage Haryana's proximity to the National Capital Region (NCR) by promoting investments in logistics, fintech, and renewable energy sectors.

7. Monitoring and Evaluation Framework

Establish a monitoring system to evaluate the effectiveness of employment and skill development programs periodically.

Use data-driven insights to refine policies and ensure alignment with the dynamic needs of the labor market and HDI improvement goals.

8. Incentivizing Public-Private Partnerships (PPPs)

Encourage private-sector involvement in education, healthcare, and skill development initiatives through tax benefits and collaborative ventures.

Promote PPPs to establish training centers, digital learning platforms, and incubation hubs for start-ups in Haryana.

These recommendations aim to align Haryana's human development trajectory with the goals of equitable growth and employment generation for educated youth. By addressing unemployment challenges through integrated reforms in education, skill development, healthcare, and infrastructure, policymakers can foster inclusive and sustainable human development in both rural and urban contexts.

6. Conclusion

In conclusion, this study highlights the multifaceted challenges and opportunities associated with educated unemployed youth in Haryana, emphasizing the broader implications for human development in rural and urban contexts. While positive trends in HDI parameters—such as increased life expectancy, mean and expected years of schooling, and overall income indices—underscore the progress made since the 1991 economic reforms, the persistent challenges in addressing unemployment among educated youth remain a critical concern. The findings underscore the need for targeted policy interventions, including reforms in education, healthcare infrastructure, skill development, and economic diversification, to bridge the gaps in human development. By implementing these strategies, Haryana can foster equitable growth, reduce disparities, and sustain the momentum of human development, ensuring that educated youth in both rural and urban areas have the opportunity to realize their potential

and contribute meaningfully to the state's prosperity. This study serves as both a reflection on progress and a roadmap for future action, advocating for a holistic and inclusive approach to human development in Haryana.

7. References

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