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Research Paper

EMPLOYMENT OPPORTUNITIES FOR TELUGU-MEDIUM STUDENTS IN TELANGANA: A FEASIBILITY STUDY (2010–2015)

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ABSTRACT: The economy and school systems in Telangana went through big changes between 2010 and 2015. Changes like these affected the chances of kids at schools that use Telugu. This research uses a variety of methods to look at how jobs are filled in the official, private, and informal sectors, as well as language barriers, skill gaps, and hiring practices. These results show that businesses are increasingly looking for people who can speak and write English well because they need to be competitive and communicate clearly. In spite of this, getting a job with the government stayed very easy. Even with these problems, graduates who knew Telugu well were able to find work in small businesses, retail, local government, education, and farming services. After the study is over, suggestions are made for specific actions that can be taken to deal with how language and skills affect job results. To properly prepare Telugu-medium students for a job market that is changing, it is important to deal with current problems by improving English skills, improving vocational training, and passing laws that help students.

Keywords: *Telugu-medium students; Employment opportunities; Feasibility study; Job prospects; Language barriers; Skill development; Labour market trends; Education sector employment.*

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1. INTRODUCTION

The ways in which individuals learn, establish relationships, and obtain employment are all affected by the language they employ. In the Indian state of Telangana, many school-aged children persist in studying languages such as Telugu. Between 2010 and 2015, Telangana experienced substantial transformations in governance, industrial development, and the employment sector. Although these developments introduced new opportunities for students from Telugu-medium institutions, they also rendered their employment prospects in other sectors more complex.

The regional labor market has traditionally relied on graduates skilled in Telugu. They were able to rest easy knowing they had secure jobs in fields including education, agriculture, government, and community administration. However, expectations shifted as a result of the swift growth of private enterprises,

especially within the information technology and service industries. Employers seek candidates with extensive technical expertise, complemented by proficient conversational English and strong interpersonal skills. This suggests that students who speak Telugu more often faced significant challenges in securing roles requiring either higher education or substantial compensation.

This article analyzes the employment prospects for Telugu-speaking pupils in Telangana amidst this period of transformation. This study investigates the extent to which variables including income, educational attainment, and linguistic heritage affected employment rates across different sectors. This study analyzes employment patterns, organizational prerequisites, and student preparedness to identify factors that have either facilitated or hindered job acquisition.

The study further analyzes the impact of government initiatives, employment generation strategies, and prevailing economic trends on the results. Policymakers, educators, and training institutions must understand these interrelationships to develop comprehensive and inclusive policies. Such activities can enhance the prospects of Telugu-medium students in the modern global employment market by aligning regional language education with the demands of contemporary employers.

PROBLEM STATEMENT:

Despite Telangana's enduring focus on the promotion of regional languages, pupils who speak Telugu still face difficulties in accessing equitable career opportunities. The disparity between students who spoke Telugu and those who spoke English widened between 2010 and 2015. The outcome resulted from insufficient training in essential scientific, mathematical, and communication skills, combined with a lack of familiarity with modern pedagogical methods. Many commercial, service, and technology-related professions require proficiency in English, which can lead to greater challenges in obtaining employment and reduced self-confidence during the hiring process. Data from NSSO and CESS reveals that most Telugu-medium pupils are employed in low-skilled or informal roles, and they remain consistently underrepresented in high-paying formal sectors. Social and economic constraints, insufficient professional guidance, and a fragmented educational background shaped by language have all intensified the difficulties within the employment market. The main objective is to determine the extent to which linguistic barriers, socioeconomic difficulties, and institutional educational limitations have influenced the career opportunities of Telugu-medium students in Telangana between 2010 and 2015.

2. REVIEW OF LITERATURE

Researchers in Telangana have traditionally concentrated on the employability prospects of students educated in Telugu medium. The differentiation between educational and

employment opportunities for individuals learning English as a second language and those acquiring regional languages markedly influences this disparity. According to the research, an individual's ability to secure gainful employment is affected by multiple factors, including socioeconomic status, the language employed in educational environments, the quality of their educational background, and the policies enacted by the government.

A compelling justification for instruction in a regional language is its advantageous influence on students' academic performance upon school entry. Organizations such as the Azim Premji Foundation (2017) and UNESCO (1953) concur that instructing children in their native language enhances their cognitive development and comprehension. Annamalai (2001) asserts that these advantages are often reduced when students enroll in colleges where English is the primary language, leading to academic difficulties and decreased self-confidence. Telugu-speaking children encounter challenges in accessing qualified teachers, educational resources, and career counseling, especially given that a significant number come from low-income families (Mohanty, 2008).

These observations are supported by established theoretical frameworks. According to Cummins' Interdependence Hypothesis (2000), proficiency in one language supports the development of an additional language. Acquiring a second language improves analytical thinking, problem-solving skills, and overall academic performance, as demonstrated by studies conducted by Baker (2011) and Garcia (2009). These findings indicate that young individuals exposed to Telugu as a medium of instruction may find it easier to obtain employment when integrated into comprehensive bilingual models.

Socioeconomic studies enhance our comprehension. Lesai et al. (2010) and Banerjee & Duflo (2011) contend that learners in regional-medium settings face limitations in opportunities owing to factors such as poverty,

parental education levels, and disparities in school infrastructure. The World Bank (2018) concluded that individuals' employability declines when they are unable to pursue higher education and develop new skills due to socioeconomic constraints.

The administration has undertaken a concerted endeavor to address these deficiencies. Obstacles persist in hindering the execution of digital initiatives, teacher training, and facility enhancements in Telangana, despite its consideration in NIEPA (2011). The National Education Policy (2010) additionally promotes experiential and skill-oriented learning in conjunction with education in the mother tongue. This clearly illustrates the need to reform the educational system in order to improve employability.

Research focusing on employers provides an additional perspective. Research conducted by CII (2009) and Sharma & Sharma (2010) suggests that corporations take into account factors beyond English proficiency when selecting candidates for corporate roles. Interpersonal qualities, encompassing technical proficiency and teamwork, are also highly valued by them. This dual strategy illustrates that children fluent in Telugu, when provided with focused language and skill development, can avail themselves of various opportunities.

Programs such as Read India by Pratham, English and Employability by the British Council, and teacher development initiatives by the Azim Premji Foundation have markedly enhanced literacy, language skills, and overall educational outcomes. These real-world examples demonstrate the importance of implementing coordinated approaches that improve skills and support academic achievement.

The report offers a comprehensive portrayal: Telugu-medium students face substantial difficulties in obtaining employment owing to financial limitations, limited proficiency in English, and systemic inequalities, despite their rich cultural heritage and intellectual potential. For regional-medium learners to

succeed in today's global marketplace, these challenges must be tackled across multiple dimensions. Skills development, language education, and inclusive pedagogical approaches are all regarded at these levels.

3. CHALLENGES IN ENGLISH COMMUNICATION SKILLS AMONG STUDENTS IN TELANGANA

Institutional, pedagogical, and historical factors markedly impact the communication skills of students in Telangana, especially in English. Young people in Telangana face challenges in improving their reading, writing, listening, and speaking skills, despite English being a vital language for college admissions and employment prospects in India.

In the majority of educational institutions, reading and writing assignments are given precedence over speech and listening skills, which presents a considerable concern. This distinction hinders students from cultivating the capacity to attend and speak concurrently. Due to teacher-centered pedagogy, limited technological resources, and inauthentic materials, students rarely engage with authentic English discourse during English lessons.

An additional concern pertains to the varied categories of pupils enrolled in public and private educational institutions. Educators may encounter difficulties in implementing standardized procedures among their students owing to their diverse linguistic backgrounds and differing levels of preparedness for learning. Excessively large class sizes, outdated instructional materials, and insufficient training in communicative language teaching methodologies are further challenges that educators must confront.

Auditory challenges may result from limited listening practice, exposure to non-native English speakers, or insufficient use of aural and visual resources. Sufficient numbers of individuals do not acquire or participate in the four components of listening—memory, processing, assessment, and feedback.

Common challenges faced by individuals in their communication efforts include a lack of fluency, limited lexicon, diminished motivation, anxiety about making mistakes, and inadequate pronunciation. Many students experience challenges in expressing their ideas or engaging in class discussions owing to timidity and limited opportunities for peer interaction. Instructors who rely on repetitive exercises instead of interactive methods such as debates, role plays, and group discussions tend to create discomfort among students regarding participation in class discussions. Students in Telangana encounter substantial difficulties in communication stemming from limited classroom engagement, dependence on outdated instructional methods, insufficient technological resources, an overabundance of speaking and listening tasks, and a widespread deficiency in self-confidence. Addressing these issues requires enhanced teacher training, the integration of multimedia resources, a focus on communicative activities, and the development of all four language skills.

4. INTERPRETATION AND EVALUATION OF RESEARCH DATA

Research site and participants:

The Government Junior Colleges in Telangana State were the primary focus of this research.

Table: 4.1: List of Degree. Colleges Selected for the study

S. No.	Name of the College	Address	Total No. Students participated in the Research
1	Govt. Degree College,	Huzurabad	40
2	Govt. Degree College,	Parka	40
3	Govt. Degree College,	Waddepally	40
4	Govt. Girls Degree College	Waddepally	40
5	Govt Degree. College,	Hanumakonda	40
6	Govt. Degree College,	Nayabazar, Km	40
7	ASR Govt. Degree College	Khammam	40
8	Govt. Degree College,	Pindiprolu	40
9	Govt. Degree College	Madhira	40
10	Govt. Degree College	Bonakal	40

The majority of students at these schools come from middle-class, lower-middle-class, and low-income backgrounds, which is why they were selected. One of their biggest struggles is speaking English, since most of them learned it in local (Telugu-medium) schools all the way through high school. Educators gave their full backing to the research since they pushed for student engagement throughout training sessions.

Four hundred students from ten different institutions took part in the research. Forty first- and second-year students were chosen at random from each of the five universities in each region. The participation rate was 80% in the communities of BC, SC, and ST, which is rather remarkable. That there was a wide range of income levels represented in the club is evident from this.

In order to make studying easier, the 40 students were broken into 8 smaller groups of 5.

The students' listening and speaking skills were initially evaluated in Cycle 1 through word-based activities. Thankfully, the researcher and the professors from both colleges were able to communicate with five groups from each college using simple English. This was a giant leap forward for linguistic trust.

Table 4.2: Opinion of the students on the curriculum:

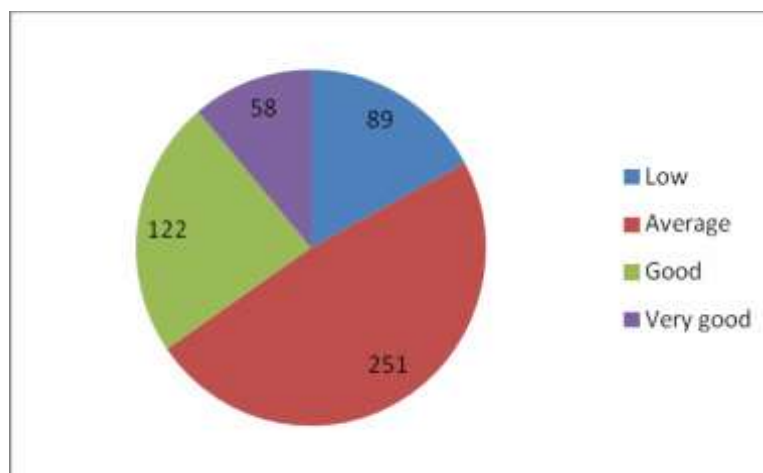
Opinions	Low	Avg	Good	Very good	Excellent	Total Average
Relevant to students' Needs	20.5%	13.5%	11.5%	11%	43%	2.57 2
Generally realistic	34.5%	27.0%	5.5%	21.5%	11.5%	3.52 3
Interesting and Motivating	27.5%	26.5%	6.0%	22.5%	17.5%	3.24 4
Sufficient variety	17.0%	17.5%	18.0%	25.0%	22.5%	2.82 5
Contents are logical	22.5%	21.5%	5.0 %	12.5%	13.5%	2.52 7
Contains real-life issues	7.5%	17.5%	22.5%	27.5%	32.5%	2.62 9

A student's present level of language competence is determined by a pretest before an actual speaking and listening test is administered. The four pillars of language proficiency—speaking, listening, writing, and reading—are examined in this preliminary exam. Six hundred students from ten schools in two districts filled out this pretest as part of the research. They are evaluated on a four-point scale: Very Good, Low, Average, and Good for the talents they need. A total of 130 students were surveyed, and their responses were recorded within the specified time limits. The following table shows their main degree of English proficiency.

Table: 4.3: Levels of Students Proficiency in Speaking (in Four Scale formula)

Skills:	Low	Average	Good	Very good
Listening	30	46	32	12
Speaking	25	67	28	10
Reading	14	60	40	16
Writing	20	78	22	10
Total	89	251	122	58

In comparison to their other speaking abilities, students claim to be significantly better at this one. Due to a lack of preparation for the program's required speaking and listening activities, the students' performance is subpar. Also, barely 8% of the students had above-average listening skills and 6.8% had above-average speaking skills, according to the pre-test findings. All of the gifts boil down to one thing: kids aren't getting enough guidance and teaching. The researcher came up with a plan to achieve the goal of the study: to help the chosen students improve their listening and speaking skills through targeted instruction. The following pie chart shows the students' scores on the pre-test language exam's individual sections.

**Fig 1: Performance of the students on Language Components**

When it comes to language learning, there isn't a silver bullet. Instead, it calls for a

flexible strategy that takes into account the needs of the students and their present

situations. It is critical to choose the right study materials, lesson plans, and teaching tactics while teaching English as a second language in high school and college. Hinkle made an excellent point when he said, "the teaching of speaking and listening can easily be linked to elements of practice, repetition, and learning." This highlights the need of not treating speaking and listening as separate abilities but rather as part of regular classroom tasks.

The sad truth is that schools, especially those in Telugu states at the 10+2 level, do not give listening skills the attention they deserve. In many schools, students are still taught reading, writing, speaking, and hearing independently, without any focus on how these talents interact with each other. Since textbooks and courses have their limits, teachers seldom look into new ideas or methods that could help students learn languages. Given this discrepancy, it is clear that teachers must develop their own pedagogical materials to meet the needs of their students.

It takes a diverse set of skills to become fluent in a second language (L2). Accuracy, fluency, and mastery of language are the cornerstones of effective communication. More authentic conversations in a target language improve students' proficiency, according to multiple studies. A previous study found that second language learners might greatly improve their fluency with consistent exposure and practice. This study aims to shed light on the interconnected and vital abilities of speaking and listening. You may improve your speaking fluency and self-assurance by listening to native speakers and gaining an understanding of how language works. Because of their interdependence, these skills need to be instilled in students from the very beginning of their academic careers all the way through college. The ability to assimilate rhythm, structure, and speech patterns is enhanced in children who listen actively, which in turn improves their speaking talents. Learning strategies and learner-centered communication tactics are the most effective

ways to improve oral talents. The major goal of this project is to help college-level English speakers and listeners develop their skills by giving them tools that make it difficult to distinguish between the two. Listening is the first step in becoming a better public speaker. This guarantees that students not only hear the language, but also understand it and use it correctly.

This objective is achieved through the use of a variety of interactive activities that aim to enhance students' abilities and self-esteem. Activities such as these fall under this category. They may involve storytelling, self-introductions, "Just A Minute" sessions, impromptu speeches, games, or cinematic techniques. Each activity facilitates the shift from rote memorization to real conversation by having students communicate with one another in an informal setting. In addition to these activities, the researcher draws on their wealth of experience teaching English to provide students sound instructional guidance on how to improve their listening skills.

When these tactics are used with students, their ability to talk effectively improves with time. By working on their listening and speaking skills with the help of a teacher, they build on what they already know. Beyond what is covered in class, the process is extensive. After getting some ideas and motivation, students work on their own and apply what they've learned in other situations and areas. This kind of independent study builds on what students have learned in class and helps them feel more comfortable communicating in English both orally and in writing.

To summarize, the importance of listening and speaking simultaneously for language acquisition extends far beyond the scope of conventional teaching methods. By using learner-centered methods, innovative teaching strategies, and planned assignments, teachers can support their students in overcoming hurdles and improving their English proficiency. Using their challenges as learning opportunities, students of Telugu can thrive in

a classroom that teaches both listening and speaking at the same time and allows them to communicate and gain support from their peers.

5. CONCLUSION

Finding adequate work opportunities is a major challenge for Telugu-medium students in Telangana, according to the study's results. The state's social, economic, and educational development hinges on the years 2010–2015 due to the growing need for individuals who can speak English and improve their skills. A lack of communication possibilities, unequal educational institutions in their region, and students' weak English skills are the obstacles that prevent Telugu-medium students from achieving their full potential, despite the fact that these students have great conceptual abilities and cultural knowledge, the study found. Reading and writing are competent, but hearing and speaking are badly lacking, according to the pre-test and the curriculum review. Because of their low self-esteem, lack of social experience, and weak English skills, students had a very hard time finding work, especially in the private, corporate, and service industries. A large number of Telugu-speaking students attend public junior colleges, which worsen the skill gap due to outdated teaching methods, insufficient technology, and poor course materials.

Debates, speaking and listening exercises, role-playing, scaffolding, and activity-based learning were all components of the study's intervention technique, which significantly improved students' communication abilities. Learning strategies that are engaging, well-structured, and focused on the needs of the students have shown to improve students' listening and speaking skills in post-tests. Findings suggest that exposure, training, and structural support are more to blame than a lack of competence for the job challenges faced by Telugu-medium students. To help Telugu-medium students get better jobs, the study highlights the importance of skill-based education, frequent communication training, targeted policy initiatives, and better

cooperation between schools and state-level skill development programs. In order to close the job gap and give everyone a fair shot at joining the contemporary workforce, it is imperative that students who are learning regional languages acquire skills that are valuable in the workplace and improve their communication abilities.

FUTURE SCOPE

This study not only gives good basic results, but it also finds a ton of new places to improve the system and do more research:

1. Longitudinal Studies on Skill Growth:

Future studies should track the employment growth of Telugu-medium students over time to find out the effects of language exposure, vocational programs, and communication training on their long-term success. This would help people better understand how learning goals change while they're not in class.

2. Comparative Studies across Regions and Boards:

By comparing students from different types of schools in Telangana and other states, we may identify structural inequities and practical measures to increase students' employability.

3. Integration of Technology-Based Learning:

Research into the efficacy of digital learning platforms, audiovisual resources, language labs, and AI-powered technologies in helping students of regionally-medium languages improve their oral and listening comprehension is lacking. This fits nicely with modern pedagogical practices that prioritize the incorporation of technology into the classroom in order to boost student achievement.

4. Expansion of Skill Development Programs:

Research in the future should look at how well programs like TASK and vocational training help students from low-income and rural locations obtain jobs. Lawmakers can use this information to strengthen and expand these programs.

5. Study on Employer Expectations and Industry Alignment:

Examining the needs of employers in various areas, such as

agriculture, retail, information technology, banking, and leisure, might help schools adapt their curricula to become more realist.

6. Development of Bilingual Education

Models: Creating, implementing, and studying bilingual (Telugu-English) teaching practices that allow students to transfer between languages while still retaining the material is a fantastic opportunity. Cognitive dissonance may be less of a problem with these frameworks at more advanced levels of schooling.

7. Inclusion of Soft Skills and Personality Development

The effect of structured soft-skill modules on the interview, group discussion, and confidence development skills of Telugu-medium students' job readiness will be the subject of future research.

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