

EVALUATING JOB PROSPECTS AND CHALLENGES OF TELUGU-MEDIUM STUDENTS IN TELANGANA

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ABSTRACT: The Telangana job market saw significant changes between 2010 and 2015. The economy, shifting corporate requirements, and improved English communication standards all contributed to these developments. This study examines how these developments have impacted Telugu-trained students' employment prospects, emphasizing their level of preparation, employment accessibility, and opportunities unique to their sector. It examines recruiting patterns, employer preferences, and skill gaps that reduce employability using both qualitative and quantitative methodologies. The findings indicate that the requirement for technical and language abilities made it more difficult to find employment in the private sector, particularly in the business, IT, and service sectors. Jobs in the government were still quite easy to obtain. However, there were opportunities in established sectors, schools, small enterprises, and community service-based positions. The study emphasizes the significance of focused skill development programs, English language instruction, and helpful policies in order to effectively address these gaps. Ultimately, it provides crucial information regarding how regional-medium students might become more adaptable and succeed in an increasingly competitive employment market.

INDEX TERMS: *Telugu-medium students; Job prospects; Employment*

challenges; Labour market trends; Regional-medium education; Skill gaps; Language proficiency; Recruitment patterns

1. INTRODUCTION

The political instability, financial constraints, and cultural heritage of Telangana have all influenced the state's education system, which has developed gradually yet substantially. During the Nizam's reign, the education system was multilingual, with Telugu serving as the primary common language and Urdu utilized for official business and communication. Following India's independence and the reorganization of its states' linguistic policies, Telugu emerged as the primary language of instruction in government educational institutions. This modification was not solely for administrative purposes; it was an integral component of a strategy to enhance educational accessibility for all by enabling children to select a language of instruction that reflected their identity, facilitated their comprehension, and promoted cognitive development.

When Telangana achieved statehood in 2014, it marked a significant milestone in this educational journey. The new government implemented measures to enhance access, improve educational outcomes, and develop infrastructure. Despite these initiatives, Telugu-medium institutions remain the preferred option for education, particularly in rural and semi-

urban regions. A widening divide is emerging as English assumes increasing significance in commerce, higher education, and international communication. When seeking employment opportunities that demand advanced technological expertise and proficient English language skills, students educated in regional languages may encounter difficulties.

Government agencies predominantly oversee Telugu-medium education; however, certain private institutions incorporate state curricula as supplementary instruction. This system fosters language pride and cultural identity; however, it continues to face challenges such as insufficient funding, inadequate infrastructure, a shortage of qualified teachers, and socioeconomic barriers that disproportionately impact marginalized communities. Despite this, many children studying in Telugu medium have achieved success in both academic and professional settings, demonstrating that achievement is attainable with appropriate support and favorable circumstances.

Mother-tongue instruction, particularly in Telugu, significantly influences a child's foundational education. Research indicates that acquiring knowledge in one's native language enhances self-esteem, conceptual comprehension, and communication abilities. Language history and cultural continuity are safeguarded in Telangana through educational institutions that primarily employ Telugu as their medium of instruction. Due to the extensive use of English in both the workplace and higher education, students are typically required to transition to English-medium instruction as they progress through their academic endeavors. Although this change is

significant, it can occasionally diminish individuals' confidence and hinder their willingness to learn.

Socioeconomic factors also influence the academic performance of students enrolled in Telugu-medium education. Individuals residing in rural regions, where issues such as financial hardship, inadequate facilities, and income disparities are prevalent, highly value these institutions. Conventional social norms and financial limitations may pose obstacles for certain individuals in pursuing higher education. However, urban areas provide superior opportunities and a more competitive job market, which significantly benefits graduates whose first language is English. This study examines employment vacancies and challenges from 2010 to 2015, illustrating how Telugu-medium education integrates into the broader political and social landscape of Telangana. Regional-medium learners must be capable of excelling in an increasingly interconnected world. To achieve this, initiatives for language education, skill enhancement, and inclusive policies must be established.

PROBLEM STATEMENT

From 2010 to 2015, Telugu-medium pupils in Telangana faced numerous challenges that hindered their academic pursuits and career aspirations. Many individuals were unable to access modern curricula, qualified educators, scientific instruments, and experiential, skill-based learning, despite the fact that instruction in their native language facilitated comprehension and provided cultural context. These discrepancies occasionally resulted in fragile foundations, particularly in the English language, which holds greater significance in roles influenced by globalization and business standards.

During this period, comparative studies indicated that English-language learners frequently outperformed their Telugu-speaking counterparts in securing employment, earning higher incomes, and advancing in their professional trajectories. They maintained a competitive advantage due to superior technology, extensive business networks, and enhanced communication capabilities. Inequalities of this nature have been a result of factors such as colonial legacies, initial language policies, and the predominance of English as the primary language of instruction in Indian educational institutions. Many degree-level students encountered difficulties in their academic and professional pursuits due to inadequate English listening and reading skills. As the employment landscape shifted toward English-speaking and skill-oriented sectors, Telugu-speaking graduates were frequently excluded and inadequately prepared for employment opportunities. The objective of this study is to gain a deeper understanding of these issues and the particular challenges faced by Telugu-medium children in Telangana when seeking employment.

2. REVIEW OF LITERATURE

A substantial corpus of research examines the employment outcomes of students who pursue their education in regional languages, with particular emphasis on Telugu-medium learners in Telangana. Researchers in education, linguistics, cognitive science, and economics have determined that the language employed in the classroom maintains a complex relationship with students' academic performance and their preparedness for the workforce.

It is widely recognized that acquiring a regional language benefits one's educational development. A 1953 study conducted by UNESCO and a 2017 study by the Azim Premji Foundation both concluded that children acquire knowledge more effectively when instructed in their native language. Annamalai (2001), conversely, asserts that this advantage diminishes when children studying in Telugu medium acquire English. Students must be immersed in English daily, as a lack of proficiency could negatively impact their academic performance and, consequently, diminish their prospects of securing employment in the future. In his 2008 study examining the relationship between socioeconomic adversity and regional language education, Mohanty notes that individuals in marginalized positions often lack access to quality instruction or professional assistance.

Numerous studies have been conducted on the cognitive aspects of language acquisition. Cummins (2000) asserts that proficiency in a first language facilitates the process of acquiring a second language. Baker (2011) and Garcia (2009), by contrast, assert that acquiring both languages concurrently enhances skills in reading, writing, mathematics, and problem-solving. These findings demonstrate that bilingual education can significantly enhance the employability of students who speak Telugu.

A socioeconomic study indicates that poverty, familial background, and disparities in resource access significantly influence a child's prospects for academic success and employment. There are limited employment opportunities for individuals learning regional languages due to constrained budgets, difficulties in gaining admission to reputable institutions,

and elevated attrition rates. According to the World Bank (2018), these challenges are exacerbated when pupils have limited proficiency in English, a language increasingly demanded by employers.

The manner in which the government operates and the decisions it implements significantly influence the performance of institutions. NIEPA's (2011) initiatives demonstrate advancements in digital learning and infrastructure; however, they also reveal challenges related to teacher training and the implementation of the program. The National Education Policy (2010) states that to facilitate employment opportunities for Telugu-medium students upon completing their education, instruction in the maternal tongue should be enhanced, and vocational as well as skill-based training should be integrated.

The perspectives of corporations constitute another significant consideration. The Confederation of Indian Industry states that proficiency in spoken and written English significantly influences recruitment decisions in the service and information technology sectors. However, manufacturing, minor enterprises, and agriculture prioritize practical skills and provide greater employment opportunities for Telugu-speaking students. Sharma and Sharma (2010) advocate for more comprehensive talent development initiatives. They emphasize the importance of interpersonal skills such as effective communication and collaboration.

Numerous programs exist that can assist individuals in acquiring skills and securing employment. Pratham's Read India initiative supported underprivileged children in developing literacy and numeracy skills, while the British Council's English and Employability program enhanced students' language

proficiency and prepared them for employment. The Azim Premji Foundation's initiatives to support teachers enhanced the standard of instruction in public institutions.

According to the research, Telugu-medium students are intelligent, but they face structural disadvantages due to their low socioeconomic status, language barriers, and disparities in the quality of their education. To address this disparity, a comprehensive array of reforms is necessary, encompassing skill development, instruction in multiple languages, targeted interventions, and improved school infrastructure.

3. BARRIERS TO EFFECTIVE COMMUNICATION COMPETENCIES IN TELANGANA'S STUDENT COMMUNITY

Particularly for ESL students, there are substantial communication barriers among Telangana students. Speaking and listening abilities are hampered in many places due to a lack of resources and the multilingual school environment. The state's approach to teaching English is rooted in the past, with an emphasis on reading and writing rather than oral communication.

The lack of accessibility to quality listening resources is a major problem in schools. Teachers' accents are sometimes the only ones that students hear in class, which doesn't represent the variety of English used in real life. As a result, individuals have a hard time understanding dialects, speech pace, intonation patterns, and body language. Because students don't practice listening skills like responding, processing, remembering, assessing, and receiving, they aren't ready for real-world communication.

Impairments in the ability to speak are also important. Lack of fluency, lack of confidence, fear of making mistakes, and inadequate language skills make many children hesitant to speak. Instead of encouraging real conversation, most classroom interactions are stilted and mimicry. To develop one's capacity for impromptu speech, it is necessary to participate in debates, group projects, role-playing activities, and conversations. However, these plans cannot be implemented due to specific antiquated pedagogical practices.

The complexity of the undertaking is increased by cultural concerns. Fewer opportunities exist to encourage students to share their honest opinions, so they are less likely to take part in speaking assignments. Less exposure to real English speaking also reduces students' exposure to nonverbal cues that help with understanding, such as body language, gestures, and facial expressions.

These worries are made even worse by systemic problems. Several factors contribute to the problem, including the widespread use of "printed English,"

overcrowded classrooms, limited class time, and teachers without enough experience in communicative language instruction. Most students are good at remembering rules of language and writing, but they struggle when it comes to having real-life discussions.

Many youngsters use language in an unnatural and false way since there isn't enough focus on listening and speaking. They have trouble communicating, using intonation and pronunciation correctly, and making friends. People can't improve their communication skills, which are crucial for academic and professional success, unless they have the chance to listen actively and empathically.

Inadequate exposure to the target language in the actual world, a lack of stimulating speaking activities, difficulties with technology, and poor self-confidence are the root causes of these problems. To tackle these challenges, schools need to change their ways, teachers need better training, classrooms should use multimedia, and students need to learn how to communicate effectively in order to meet the demands of a globalized world.

4. ANALYTICAL EXAMINATION AND FINDINGS

Research Procedure:

The Procedure of the research study is analyzed in the following table:

Table 4.1: Analysis of the Research Procedure

No.	Steps	Time	Description
1	The verbal and auditory communication abilities, as well as the capacity to interact face-to-face with instructors, are intended to be evaluated during the pretest.	Two Weeks June July 2017	The children were unable to respond or articulate in English when questioned. They are unable to communicate in English with one another.
2	Preparing a syllabus to cover the training period	Two Weeks June, July 2017	The primary objective is to enhance the children's speaking and listening skills. Consequently, the doctor devised a 45-day training

			regimen. The academic year commences in June and July without any issues.
3	Designing the course handouts	Two weeks June, July 2017.	Examples include activities, motivation, lesson plans, strategies, skill components, and supplementary resources.
4	Observing, recording, and documenting the process of study	Five weeks July, August 2017.	I monitored the essential components of the students' assignments while observing them in class. This is warranted by the institution's limited operational period each year, necessitating constant instructional hours.
5	Analyzing the student's presentations through data collected	Four Weeks	All data and documents obtained throughout Cycle One and the pretest have been recorded and preserved for analysis and comprehension.

Research Data Interpretation: The two most important parts of action research are data collection and analysis. Structured interviews, survey data, questionnaires, and classroom observations are all constantly evaluated and analyzed. The investigation is currently split into two parts. comparing and contrasting pre- and post-test results The data gathering procedure is based on how stakeholders view their program and how well it fits in with the present push to improve communication abilities. Taking into account their prior knowledge of texts and their goals for the future, students share their thoughts on the current curriculum.

Table: 4. 2: Participation and Scoring % in activities

No. of students participated				
Pre-test	Average % Score	Post-test	Average % Score	variation
180	12.34	160	21.36	09.02
120	14.25	120	28.54	14.29
80	13.23	80	34.56	21.03

380 students finished the pretest and 360 students finished the posttest as part of the study. The two assessments did not agree on the mean score. It appears that the first part of these listening and speaking activities was successful based on the difference in average scores between the pre- and post-tests. Based on the student's performance in each area, the pre-test is separated into three parts. The kids are from indigenous, poor, rural areas called "scheduled zones." Since the differences seen on September 2nd keep coming back even after training, they have to go to school where it's assigned. Consequently, kids will need more help and instruction down the road.

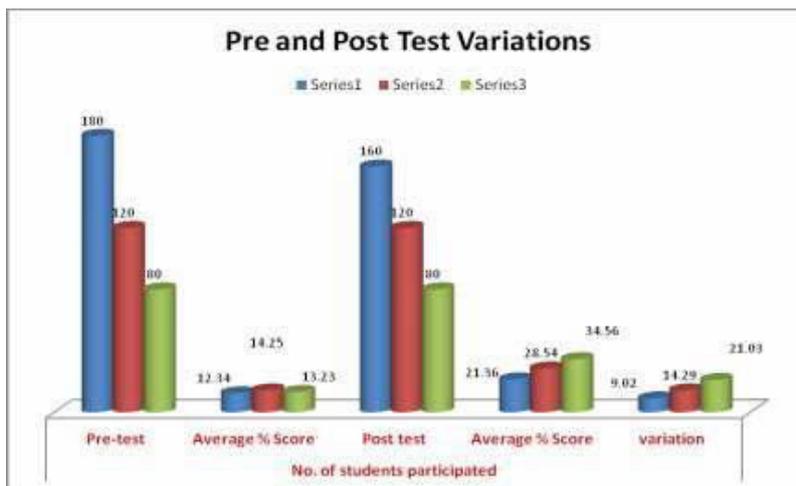


Fig 1: Pre and Post Test Variations

Activity-1: Greetings and Responses:

Analysis:

In this section, we will discuss how to improve the listening and speaking skills of both students and teachers, with a focus on how to properly welcome one another.

Pre-Test	Post Test	Average Difference
12.21	21.92	9.21
10.65	19.86	9.21
11.32	19.75	8.43

The average accomplishment gap between the first and second phases was 9.21, according to a detailed analysis of activities undertaken across various junior colleges within designated districts. There is a much smaller improvement on the third try, with only an 8.43-point gap between the pre- and post-tests. Additional help is necessary for the academic success of youth and young people from tribal and economically disadvantaged homes, according to all of these studies and assessments. The research included students from Khammam's public junior colleges as well as the unified areas of Warangal in Telangana State.

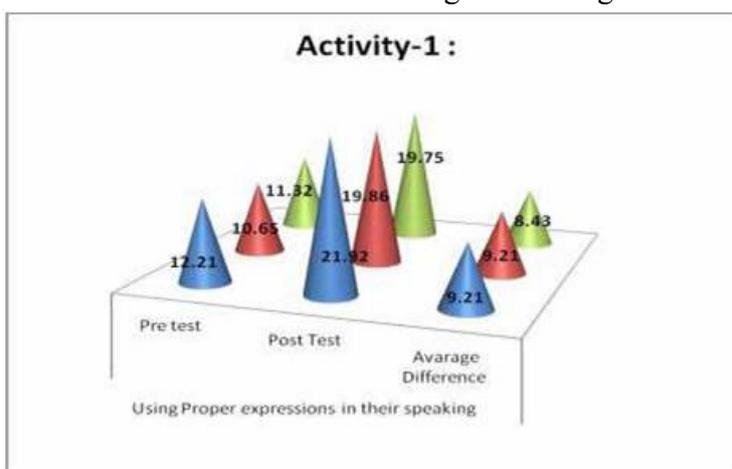


Fig 2: Greetings and Responses

Activity – 2: Giving and Responding to Instructions:

Analysis:

The class followed the teacher's advice and worked in pairs or small groups to finish the assignment. The other pupils pay close attention as the regulations are read aloud. The drill

went on for the allotted time. During practice, students not only learn how to manage their time effectively, but they also improve their pronunciation and sentence structure. The instructor gives the group members comments and suggestions after every session.

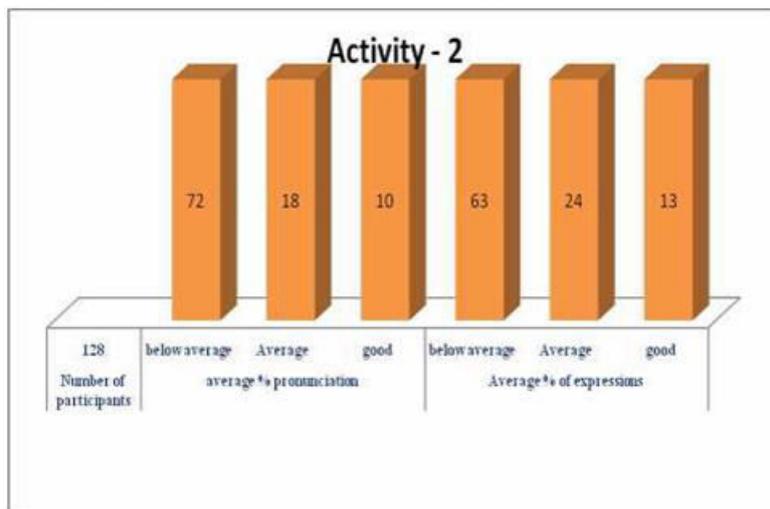


Fig 3: Giving and Responding to Instructions

The data shown in the graph above comes from 128 students at three different schools who were interviewed for the study. Consideration of temperament and pronunciation occurs in 18–24% of cases. Students had a variety of issues with expressiveness and pronunciation, which is not surprising given that scores between 72 and 63 are considered below normal. As a result, students need more help to improve their listening and speaking skills for this task. They are also told to learn words and their contexts in real life by listening to and watching videos from a variety of sources.

5. CONCLUSION

Research looking at the job opportunities and obstacles faced by Telugu-speaking students in Telangana between 2010 and 2015 found that a combination of language, social, and governmental issues affected their ability to get a job during that time. Many underprivileged and rural populations have benefited from Telugu-medium education, which has allowed them to continue their education while maintaining their cultural identity. When

applying to college or looking for a job, students faced a lot of obstacles. There was a major problem with the over-reliance on English in academic settings, workplaces, and vocational education. Because of language barriers, a lack of industry-specific training, and inadequate computer literacy, many Telugu-speaking students were at a disadvantage. Inadequate career advising, out-of-date curricula, a lack of competent teachers, and inadequate teaching materials all worked together to make it harder for students to get jobs that paid well. Despite the persistence of these challenges, much progress was made throughout this time. Government initiatives to improve education, expand vocational training programs, and raise public awareness of skill-based learning have opened up new options. A large number of Telugu-speaking students showed remarkable perseverance and academic success after receiving intense language improvement programs, inclusive classrooms, and organized support. The results show how important it is to teach kids both the

language of the area and skills that are relevant to the job market all at once. Teaching English as a second language, computer literacy, soft skills, and career advice should all take place in Telugu so that the language and culture can continue to thrive. An all-encompassing, multilingual, and competency-based educational system must be put in place. With this plan in place, Telugu-medium students would be able to take part in the changing social and economic climate of Telangana by securing fair career prospects. Education may play a pivotal role in fostering professional success and safeguarding cultural legacy, thus successfully bridging tradition and modernity.

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