

# Gaps in Education Opportunities available to Urban and Rural Youth

A Study  
on  
Hyderabad and Peri-Urban Villages (2018)

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## Table of Contents

List of Tables

List of Graphs

EXECUTIVE SUMMARY

|  |    |
|--|----|
| 1. INTRODUCTION .....  | 4  |
| 2. STUDY DESIGN.....   | 4  |
| 2.1 Methodology .....  | 5  |
| 2.2 Limitations .....  | 5  |
| 3. OVERVIEW OF STUDY LOCATION .....                            | 6  |
| 3.1 Status of Education in Telangana.....                      | 6  |
| 3.2. Locations for the Study.....                              | 7  |
| 4. RESPONDENTS' BACKGROUND.....                                | 8  |
| 4.1 Quality of Life.....                                       | 8  |
| 4.2 Parents' Income .....                                      | 9  |
| 4.3 Parents' Education .....                                   | 9  |
| 5. RESULTS AND FINDINGS .....                                  | 10 |
| 5.1 Education attained by Respondents .....                    | 10 |
| 5.2 Access to Education: Source and Distance.....              | 12 |
| 5.3 Awareness of Competitive Exams and Vocational Courses..... | 12 |
| 5.4. Trainings Undertaken.....                                 | 13 |
| 5.5. Form of Employment and Salaries.....                      | 14 |
| 5.6 Access to Scholarships.....                                | 16 |
| 5.7. Impact of Household Income.....                           | 17 |
| 5.8 Impact of Family's Educational Background.....             | 18 |
| 5.9 Aspiration Divide .....                                    | 20 |
| 6. CONCLUSION .....  | 21 |

ANNEXURE 1: SAMPLE DETAILS

ANNEXURE 2: QUESTIONNAIRE

## **List of Tables**

Table 1: Respondents' Profile

Table 2: The difference in Parents' and Household Income

Table 3: Average Education Score of Parents and Family

Table 4: Education Score of Respondents

Table 5: Urban Respondents Studying in Government and Private Educational Institutions and the Distance

Table 6: Rural Respondents Studying in Government and Private Educational Institutions and the Distance

Table 7: Competitive Exams Awareness Score

Table 8: Vocational Courses Awareness Score

Table 9: Respondents undergoing trainings across education levels

Table 10: Nature of Salary drawn by Employed Respondents

Table 11: Trainings undertaken by Employed Respondents

Table 12: Number and Amount of Scholarships

Table 13: Paid and Sponsored Trainings

Table 14: Respondents with respect to Parental Income and Household Income

Table 15: Education Level of Respondents with respect to Household Income

Table 16: Respondents availing Education in Private Institutions wrt Parental and Household Income

Table 17: Education score of parents and family wrt respondents at different education level

Table 18: Relation between Parents' and Family's education score and respondents' awareness

Table 19: Respondents availing scholarships w.r.t. Family's and Parents' Education Score

Table 20: Aspirations of respondents and their education score

## **List of Graphs**

Graph 1: Grade-wise enrolment in secondary and higher secondary schools in Telangana

Graph 2: Facilities enjoyed by urban and rural respondents

Graph 3: Education level of employed respondents

Graph 4: Education level of students

Graph 5: Popular training programmes in urban and rural sample

## **Executive Summary**

The study, Gaps in Education Opportunities available to Urban and Rural Youth is inspired by John Roemer's concept of 'Equality of Opportunity' which states that, "Society should do what it can to level the playing field among persons who compete for positions, especially during their formative years, so that all those who have the relevant potential attributes can be considered".

In the study we have tried to understand the opportunity sets available to urban and rural youth from the perspective of access to education in Hyderabad and its peri-urban villages Vantimamidi and Turkapally. A total sample of 110 respondents comprising equal numbers from urban and rural locations were randomly selected and the questionnaire-based interview was conducted. In the study access to education was defined in terms of education level, trainings and vocational courses undertaken, source of education and distance, awareness of competitive exams and vocational courses, financial assistance and finally translation of the education into gainful employment and aspiration level.

It was found in the study that in terms of education level and awareness of competitive exams and vocational courses the rural and urban youth are at par with each other. The major difference was seen in terms of trainings undertaken and its effect on the salaries drawn, where urban respondents have an edge. The cost of education is an important determinant of accessing education, especially in case of technical trainings. However, the difference in income levels between urban and rural parents was offset by availability of scholarships offered by Telanagana government. Though in almost all the parameters urban and rural respondents are at same level, the real gap lies in the conducive environment offered by urban families with better education. Almost half of the respondents in rural sample have illiterate parents, however the presence of educated and employed siblings have benefitted them to access education.

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

----- Malcolm X

## 1. INTRODUCTION

In the last twenty years, Indian economy has transformed from village based agrarian sector to urban dominated service sector<sup>1</sup>. This in turn has increased the pressure on Indian education system to meet the demand for a professional workforce comprising- semi-skilled, skilled and specialized people.

For most Indian parents, securing education for their children is a default option. Higher the education, better the chances of securing jobs and better future. As common in any developing country, in India too the access to education is determined by factors like distance from the educational institute, cost of education and finally parents’ income and education. The current study “Gaps in education opportunities available to urban and rural youth” aims to study these factors from the lens of urban-rural divide. It aims to figure out the nature and the extent of gap, and the kind of choices made by the youth in rural and urban areas.. The study attempts to understand the effect of education along with other factors on the aspirations of the youth. In case of employed youth, the study aims to find the relation between education and income.

## 2. STUDY DESIGN

For the study the term “education” includes 12 years of schooling, 5 years of college education, and vocational courses and technical trainings availed through stand-alone institutions<sup>2</sup>. The terms “access” refers to availability of source of education and financial assistance. The study compares education opportunities available to urban and rural youth on the following key parameters:

- 1) Education levels score with respect to the years of schooling and college education
- 2) Number and variety of vocational courses and trainings availed
- 3) Financial assistance availed
- 4) Awareness of competitive exams and vocational courses
- 5) Students availing services of private institutions (as a parameter for quality of education)
- 6) Salaries and nature of job of employed youth
- 7) Aspirations of respondents

Results have been analyzed by juxtaposing the above comparisons with parents’ education and income, which are key determinants for access to education.

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<sup>1</sup> <http://statisticstimes.com/economy/sectorwise-gdp-contribution-of-india.php>

<sup>2</sup> Institutions offering diploma courses in education, nursing, management and technical courses.

## 2.1 Methodology

Since the study aims to compare the gaps in education opportunities available to urban and rural youth, Hyderabad city was chosen as the urban center. For its rural counterpart two peri-urban villages, Vantimamidi and Turkapally (at a distance of 43 kms from Hyderabad) were chosen. Snowball sampling and structured questionnaire was used to study 110 respondents in the age group of 16-26 on different aspects of education. 55 respondents belonged to Hyderabad and the rest 55 belonged to Vantimamidi, Turkapally and students from Hyderabad Central University (HCU) and Osmania University (OU) belonging to different villages across Telangana (Annexure I).

## 2.2 Limitations

- Selection of locations within urban center: Secondly, since government schools in rural Telangana follows the State Education Department (upto Class X) Board of Secondary Education, Telangana (upto XII), in Hyderabad city also the respondents studying in same boards were chosen. Information and experience of urban students studying in other boards like CBSE, ICSE was not taken into consideration. This selection criteria was also responsible for choosing the two slums in Hyderabad.
- Selection of respondents pursuing higher education: Some of the interviews were also conducted in HCU and OU to understand the experience of students pursuing post-graduation courses. In case of HCU, the motive was to focus on students who have shifted from rural areas of Telangana to HCU for better education. The OU was chosen to interview the urban students, however all the students interviewed belonged to rural areas and were in Hyderabad either to pursue higher education or to appear for competitive exams. Since income was one of the chosen criteria for selection of interviewees, the study failed to actively seek urban students belonging to lower income group pursuing higher education.

## 3. OVERVIEW OF STUDY LOCATION

### 3.1 Status of Education in Telangana

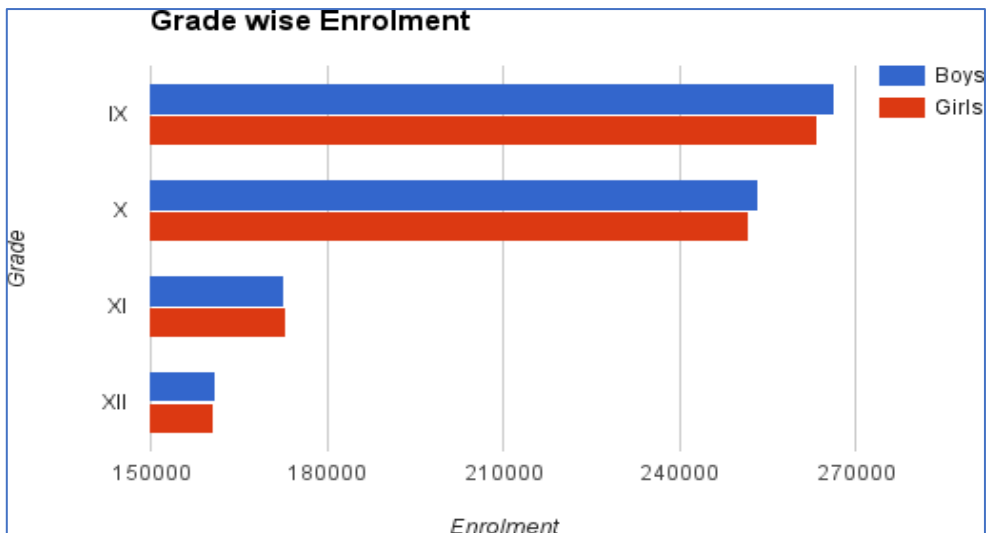
According to Census 2011, the literacy rate of Telangana is 66.5 percent making it the second lowest literate state in India. 38.8 percent of Telangana population live in urban areas, with Hyderabad comprising 30 percent of urban population. In urban areas 81.09 percent of people are literate while in rural areas the literate percentage is 57.25. According to Ministry of Human Resource Development, the state has achieved 100 percent enrolment in primary education.

In 2014-15, Gross Enrolment Ratio (GER) in Higher Secondary School in Telangana was 61.3 percent, higher than national average of 56 percent.<sup>3</sup> However, the enrolment from class 9 to 12 shows a downward trend with only 58 percent of the enrolled students in 9<sup>th</sup> class reaching 12<sup>th</sup> class.

Graph 1: Grade-wise enrolment in secondary and higher secondary schools in Telangana

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<sup>3</sup> <https://community.data.gov.in/state-wise-gross-enrollment-ratio-at-higher-secondary-schools-during-2015-16/>



As per U-DISE (2014-15)<sup>4</sup> 1,702,756 students are enrolled in 13,183 secondary and higher secondary schools belonging to different management types. 95 percent schools have separate toilets for girls. 60 percent schools are located in rural areas with 55 percent of total students. Of the total 13183 schools, 50 percent schools are privately managed with girls constituting 60.5 percent of total students.

According to All India Survey Higher Education (2016-17)<sup>5</sup>, in Telangana the Gross Enrolment Ratio (GER) in Higher education is 35.8 percent, way above the national average of 25.2 percent. The state has performed equally well in terms of female GER (Telangana: 33.6 percent, National Average: 24.5 percent), GER for Scheduled Castes and Scheduled Tribe (Telangana: 34.1 percent for SC and 32.7 percent for ST, National Average: 21.1 percent for SC and 15.4 percent for ST). In terms of college density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) is 60 in Telangana as compared to All India Average of 28. The state also has more than 80 percent privately managed colleges.

To increase the enrolment of students belonging to SC, ST, OBC and minority, who have successfully completed their 10<sup>th</sup> for pursuing 12<sup>th</sup>, Polytechnic, ITI, Graduation, Post Graduation, PhD and professional courses, Government of Telangana has introduced the Fee Incentive Scheme<sup>6</sup>. The income criteria for availing the scholarship is parental income below Rs 200,000 for SC and ST and parental income of Rs 100,000 for Backward Class, Economically Backward Class and Minorities.

The post-matric scholarship in the State is fully administered through this online system wherein the tuition fee reimbursement is made directly to colleges and the maintenance fee is made directly to students' bank accounts after due verifications.

It can be concluded that compared to national average, in terms of GER at all levels Telangana has done well. In terms of access the schools at secondary and higher secondary level are uniformly distributed in terms of location (urban and rural areas) and ownership (government and private). However, the low literacy level in rural area is a cause of concern.

<sup>4</sup> <https://clix.tiss.edu/wp-content/uploads/2017/11/Telangana-State-November-2017-Draft-Unformatted.pdf>

<sup>5</sup> A web-based survey conducted by Ministry of Human Resource Development on which 795 Universities, 34193 Colleges and 7496 Stand Alone Institutions participated

<sup>6</sup> <https://govinfo.me/telangana-epass-scholarship-scheme/>



## **3.2 Locations Selected for the Study**

### **Urban Location: Hyderabad**

Hyderabad is the capital of Telangana and is the largest contributor to the state's GDP. Since the 1990s, the city has seen a growth in the diversified spectrum of service sector: IT enterprises, biotech, insurance, and financial institutions, and a strong employment base in ancillary activities such as trade and commerce, transport, storage, communication, real-estate and retail, which employ three times more people than the IT industries. The service industry in this arena remains a dominant, with 90 percent of the workforce. The per capita income of Hyderabad was Rs 294,000 in 2014-15. Hyderabad and its suburbs house the highest number of special economic zones among India's cities.

Within Hyderabad, three locations namely Bholakpur, Hamaalbasti and Vinay Nagar were chosen for the study. The first two areas Bholakpur and Hamalbasti are categorized as “basti” and fall under the jurisdiction of Greater Hyderabad Municipal Corporation. Bholakpur is located on the main road connecting Hyderabad and Secunderabad. A hundred years ago there used to be leather tanneries but now it is known for small enterprises dealing in scrap. It is considered as a Muslim dominated area, with some Hindu presence. Bholakpur has an old mosque with historical significance and has attracted permanent and seasonal migration from the surrounding rural districts.

Hamalbasti is at walking distance from the Secunderabad station. Most of the inhabitants are Hindus and work as drivers, maids and are also engaged in private jobs. Vinay Nagar falls in Saroor Nagar part of Hyderabad city and was chosen for the study due to the large concentration of educational institutions.

### **Rural Location: Vantimamidi and Turkapally**

Turkapally village is 30 kms away from Hyderabad, located in Shamirpet mandal of Medchal-Malkajgiri district. As per 2011 census data, the total population of Turkapally is 4,119 residing in 920 households. Turkapally is located on Hyderabad-Karimnagar highway and is the headquarters for Genome Valley - Bharat Biotech Park, IKP Knowledge Park, and Alexandria Knowledge Park.

Vantimamidi is 43 kms away from Hyderabad, located in Mulugu mandal of Medak district. Vantimamidi is also located on Hyderabad-Karimnagar highway. Vantimamidi and its surrounding villages are known for vegetable cultivation. Most of the large stores namely Big Bazar, Heritage, More have vegetable sourcing and packing units in Vantimamidi.

For both these villages, Hyderabad is the nearest urban centre. Because of their proximity to highway, the quality of public transportation is good. These two villages were chosen because of the diversity of livelihoods they offer. Vantimamidi has agricultural dominated economy. On the other hand, Turkapally offers large a range of jobs in service sector. In case of Vantimamidi, a large number of respondents were sought at the bus stand and remaining at Ksheersagar village. Ksheersagar is at a distance of 5 kms from Vantimamidi. In case of Turkapally, most of the respondents were employees of Bharat BioTech, living in Turkapally and the surrounding villages.

## 4. RESPONDENTS' BACKGROUND

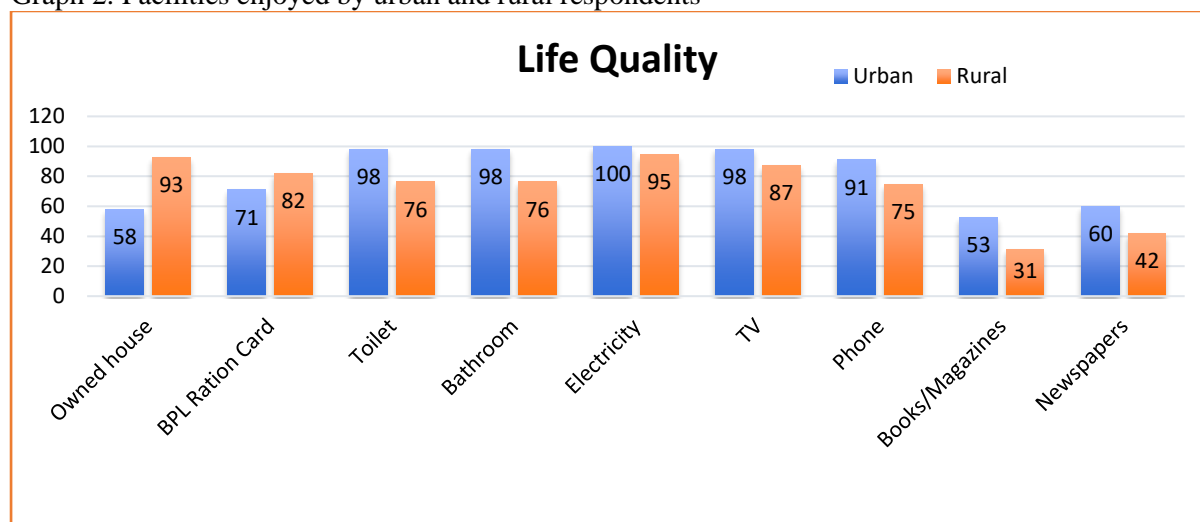
Table 1: Respondents' Profile

|       | Gender profile percent |      | Caste profile percent |      |      |     | Religion profile |       | Average Family Size |
|-------|------------------------|------|-----------------------|------|------|-----|------------------|-------|---------------------|
|       | Female                 | Male | Gen                   | S.C. | S.T. | OBC | Muslims          | Hindu |                     |
| Urban | 64                     | 36   | 11                    | 38   | 0    | 25  | 27               | 70    | 4.38                |
| Rural | 16                     | 84   | 13                    | 27   | 9    | 51  | 0                | 100   | 4.36                |

As evident from the table Scheduled Caste (SC) and Other Backward Castes (OBC) dominate the urban and rural sample. Together these two castes total 78 in number and have 71 percent share in the total sample of 110. The number of males in total sample is 66 and account for 60 percent of the total sample. The average family size is also almost equal in both the samples. To understand the difference in the quality of life experienced by youth till the age of 18 years, following graph can be used:

### 4.1 Quality of Life

Graph 2: Facilities enjoyed by urban and rural respondents



On comparing the facilities enjoyed by respondents upto the age of 18 years, it is realised urban respondents have better access to sanitation, electricity and telecommunication. They have slight edge over their rural counterparts in terms of source of information (newspaper, books and magazine). All these factors contribute to a conducive environment to study and access information, which urban respondents have enjoyed.<sup>7 8</sup>

### 4.2 Parents' Income

The average share of expenditure on higher education out of total household expenditure is 15.3 per cent and 18.4 per cent for rural and urban households who participate in higher

<sup>7</sup> <https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=1608&menu=35>

<sup>8</sup> [https://www.unicef.org/wash/index\\_schools.html](https://www.unicef.org/wash/index_schools.html)

education.<sup>9</sup> This average is higher in the southern states since individuals from these states are more likely to be enrolled in private unaided institutions where fees are higher. Though we have not collected expenditure data in the study, we do have income data which can be considered as an indicator of education opportunities possible in urban and rural households.

Table 2: The difference in Parents' and Household Income

|         | Parents income | Households' income |
|---------|----------------|--------------------|
| Urban   | 248,473        | 298,546            |
| Rural   | 72,142         | 151,789            |
| Overall | 162,489        | 225,168            |

The average annual parental income for the sample of 110 respondents is Rs 162,489 which is almost equal to the the average household income in India (Rs 160,000)<sup>10</sup>. The average income in urban area is much higher than the overall average at Rs 248,473. The average parental income in rural area stands at Rs 72,142, which is lower than the sample average but higher than the national average for rural households at Rs 60,000.<sup>11</sup>

In the rural sample, household income is almost double than the parents' income. The difference is not that significant in case of urban sample. In the study, the household income comprises of income of siblings living in the same family setup. The increase in number of siblings may increase the income and better environment for education at home or it can be proved counterproductive in education attainment of respondents.

### 4.3 Parents' Education

It is a common knowledge supported by various studies that educated parents provide conducive environment to their children to acquire better education by way of help in studies, sharing of information and raising aspirations. However, in an urban setup with better flow of information and facilities the children of parents with lower education may have a better chance than their rural counterparts. On the basis of the data, following is the average education score of parents of 110 respondents and also the average family education score<sup>12</sup>:

Table 3: Average Education Score of Parents and Family

|       | Parents' score | Mother's score | Father's score | Family's score |
|-------|----------------|----------------|----------------|----------------|
| Urban | 3.38           | 1.5            | 1.9            | 9.2            |
| Rural | 1.15           | 0.34           | 0.8            | 6.6            |

The gap in education level of parents in urban and rural areas is huge. The highest education level attained by fathers (5) in rural sample is intermediate level followed by high school (5 in number), while for mothers the highest education qualification is high school (3). In case of urban sample, the highest education qualification for fathers is post-graduation (1), followed by graduation degree (7). Among mothers in urban sample, the highest education qualification is post-graduate degree, followed by graduation degree (3) and intermediate level (7). With such big variations in parents' score in urban and rural samples, gap in respondents' education score would be understandable.

<sup>9</sup> <http://www.igidr.ac.in/pdf/publication/WP-2016-030.pdf>

<sup>10</sup> Centre for Monitoring Indian Economy (CMIE)

<sup>11</sup> [www.indiatvnews.com/news/india/92-percent-rural-houses-earn-less-than-10000-52304.html](http://www.indiatvnews.com/news/india/92-percent-rural-houses-earn-less-than-10000-52304.html)

<sup>12</sup> The respondents' score has not been added in calculation of family score

In the study, we also collected data on education achieved by siblings and their score has been included to calculate the Family Education Score. Though, we could not find any studies on the impact of siblings' education on an individual's educational achievement, we have used Family Education Score to understand its impact. The inclusion of household income and family score to ascertain the access to education may give a better understanding of the possible opportunities offered by family as a unit.

## 5. RESULTS AND FINDINGS

### 5.1 Education attained by Respondents

As per the response of the sampled youth, they are divided into five levels of education they have completed or still in the process. For better comparison of education of urban-rural groups, education score using weighted average method is used and the results are as follows:

Table 4: Education Score of Respondents

| Education level        | Weight | Respondents in Urban sample (urban sample) | Urban score | Respondents in Rural sample (rural sample) | Rural score |
|------------------------|--------|--|-------------|--|-------------|
| 8 <sup>th</sup>        | 2      | 2  | 4           | 0  | 0           |
| 10 <sup>th</sup>       | 3      | 2  | 6           | 10   | 30          |
| 12 <sup>th</sup>       | 4      | 16   | 64          | 17   | 68          |
| Graduation             | 5      | 32   | 160         | 13   | 65          |
| Post graduation        | 6      | 3  | 18          | 15   | 90          |
| TOTAL                  | 20     |  | 252         |  | 253         |
| Weighted Average Score |        |  | 12.6        |  | 12.65       |

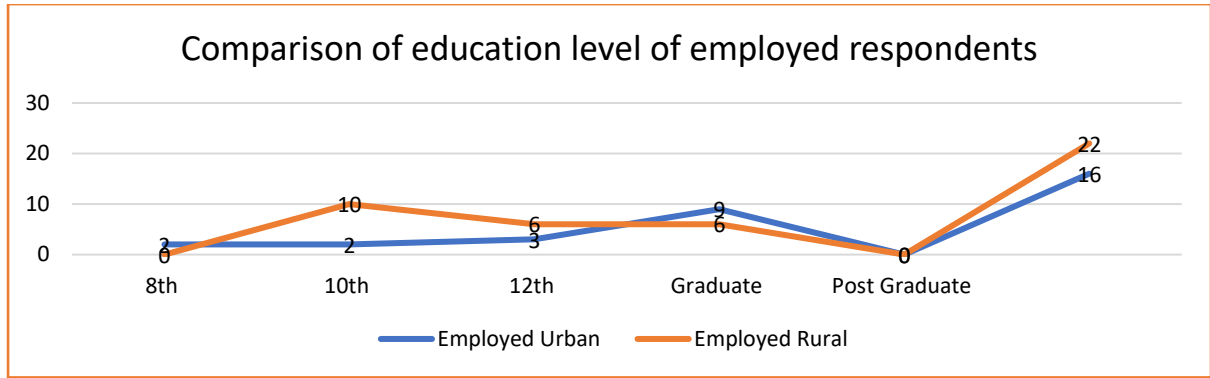
It is evident from the table that both the samples have almost same scores, indicating that there is no gap between urban and rural sample in terms of access to higher education.

The minimum qualification in urban sample is 8<sup>th</sup> pass, whereas 10<sup>th</sup> pass is the lowest qualification in rural sample. At 12<sup>th</sup> grade the numbers are closer in both the samples, with 17 respondents in rural and 16 in urban areas. Urban respondents' number is 32 at Graduation level, while rural respondents have higher number at Post-graduation level with 15 compared to 3 in urban areas. However, even without HCU students, when the random sampling was used number of Post-graduates in Vantimamidi- Turkapally and in Osmaniya University was 9, which is much higher than 3 respondents in urban areas.

### Education attained by Employed Respondents

If the number of respondents is divided into employed, students and unemployed, it is revealed that the total number of employed is 38 while number of respondents still pursuing education is 65, amounting to 34 percent and 59 percent of total sample. The total number of unemployed is 7, 4 in rural and 3 respondents from urban sample.

Graph 3: Education level of employed respondents



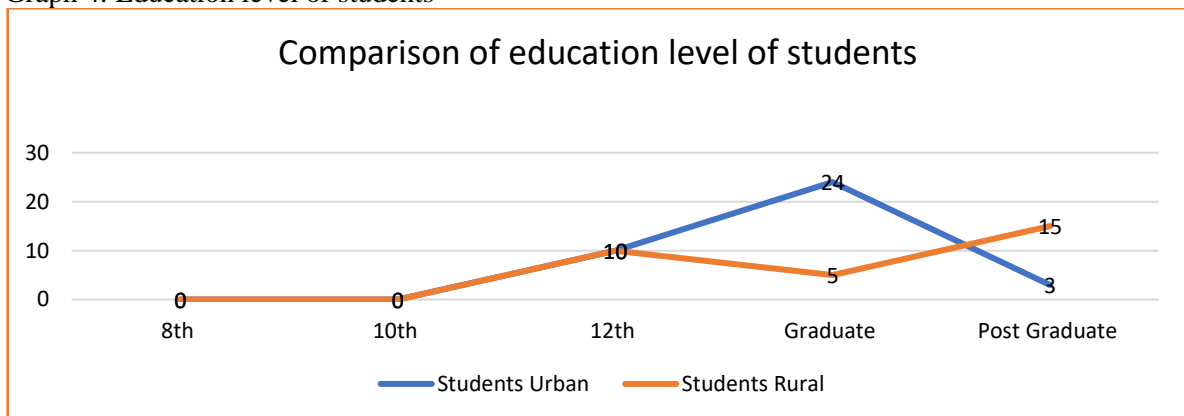
About 40 percent (22 in number) of total rural respondents (TRR) are employed compared to 29 percent (16 in number) in total urban respondents (TUR). In case of rural sample, maximum number of employed could find a job after clearing 10<sup>th</sup> class, while in urban sample maximum number of employed are college graduates.

The two urban respondents in 8<sup>th</sup> class category are employed. One of them had to drop out due to financial constraints, while the other had no interest in further studies. Among the unemployed respondents numbering 6, three belong to urban sample and are women. One of them completed her graduation while the rest of the two have completed 12<sup>th</sup>. In case of 4 unemployed respondents in rural sample, one of them is a Post graduate, one is 12<sup>th</sup> pass and is married, while the rest two are graduates.

### Education pursued by Students

Among the 65 respondents still pursuing studies, 35 belong to urban sample while 30 belong to rural sample. Their education profile is as follows:

Graph 4: Education level of students



As seen in the graph, there are no students in 8<sup>th</sup> and 10<sup>th</sup> class category in both the urban and rural sample. The urban sample has maximum number of students (24) in Graduation category while rural sample has 15 students in Post-graduation (PG) category. Out of these 15, only 2 belong to Vantimamidi-Turkapally area, the rest 13 are pursuing education in HCU and OU. Among the 3 Post-graduates in urban sample, 1 is studying in HCU while 2 are studying in OU.

## 5.2 Access to Education: Source and Distance

In India, education in private schools is preferred over education in government schools as private schools have better teacher student ratio and availability of educational infrastructure like labs and libraries. The following table examines the access to source of education w.r.t. the distance:

Table 5: Urban Respondents Studying in Government and Private Educational Institutions and the Distance

|                  | Upto 5 kms |     | 5 - 10 kms |     | > 10 kms |     | Open school | Drop outs before |
|------------------|------------|-----|------------|-----|----------|-----|-------------|------------------|
|                  | Govt       | Pvt | Govt       | Pvt | Govt     | Pvt |             |                  |
| 8 <sup>th</sup>  | 8          | 38  | 2          | 6   | 1        | 0   | 0           | 0                |
| 10 <sup>th</sup> | 7          | 38  | 1          | 5   | 2        | 0   | 0           | 2                |
| 12 <sup>th</sup> | 4          | 30  | 1          | 10  | 0        | 3   | 1           | 6                |
| Graduation       | 2          | 9   | 2          | 7   | 1        | 12  | 2           | 20               |
| Post Graduation  | 2          | 0   | 0          | 0   | 0        | 1   | 0           | 52               |

Table 6: Rural Respondents Studying in Government and Private Educational Institutions and the Distance

|                  | Upto 5 kms      |     | 5 - 10 kms |     | > 10 kms |     | Open school | Drop outs before |
|------------------|-----------------|-----|------------|-----|----------|-----|-------------|------------------|
|                  | Govt            | Pvt | Govt       | Pvt | Govt     | Pvt |             |                  |
| 8 <sup>th</sup>  | 36              | 7   | 5          | 1   | 0        | 6   | 0           | 0                |
| 10 <sup>th</sup> | 35              | 6   | 5          | 1   | 1        | 6   | 0           | 1                |
| 12 <sup>th</sup> | 4               | 4   | 4          | 4   | 9        | 19  | 0           | 11               |
| Graduation       | 2               | 1   | 1          | 5   | 6        | 13  | 0           | 27               |
| Post Graduation  | 7 <sup>13</sup> | 0   | 0          | 2   | 4        | 2   | 0           | 40               |

It can be observed urban students cover less distance to access education compared to rural counterparts. Upto 10<sup>th</sup> class majority of students in both urban (45) and rural (41) sample, have access to school within 5 kms of distance. For 12<sup>th</sup> class, 80 percent of rural students (44) have to travel more than 5 kms while in urban sample that share is 28 percent (49).

Also, in terms of access to private schools and colleges, urban sample has advantage over compared to rural sample. Rural students have shifted to private institutions after 12<sup>th</sup> class.

## 5.3 Awareness of Competitive Exams and Vocational Courses

Awareness of competitive exams and vocational courses is one important parameter to test employability of respondents. During the interview, they were asked about 14 competitive exams and 10 vocational courses and their responses were scored, 1 for yes and 0 for no. The list of the competitive exams and vocational courses is in annexure. Then this score was tabulated and compared with product of number of respondents in each education level and number of exams/courses and thus their awareness was calculated.

Table 7: Competitive Exams Awareness Score

<sup>13</sup> HCU students living in the hostel within HCU campus

|               | Urban |                          |                     | Rural |                          |                     |
|---------------|-------|--------------------------|---------------------|-------|--------------------------|---------------------|
|               | #     | Awareness score of exams | As percent of total | #     | Awareness score of exams | As percent of total |
| 8th           | 2     | 1                        | 4                   | 0     | 0                        | -                   |
| 10th          | 2     | 7                        | 25                  | 10    | 11                       | 8                   |
| 12th          | 15    | 80                       | 38                  | 17    | 87                       | 37                  |
| Graduate      | 32    | 295                      | 68                  | 13    | 104                      | 57                  |
| Post Graduate | 4     | 52                       | 93                  | 15    | 141                      | 67                  |
|               | 55    | 435                      | 58                  | 55    | 343                      | 45                  |

As per the table in case of entrance exams, out of the maximum score of 770 (55 respondents\* 14 exams), urban sample has scored 58 percent while rural sample has scored 45 percent. As expected in both the samples, Post graduate students have the highest score followed by Graduate students. However, if we compare the two scores in relation to total score of 1540, (110 respondents\*14 exams), the urban sample score is 28 percent while rural sample score is 22 percent. It can be concluded that urban sample (56 percent) has slight edge over rural sample (44 percent) regarding awareness of competitive exams. The comparison of scores in awareness on vocational course is as follows.

Table 8: Vocational Courses Awareness Score

|               | Urban |                          |                     | Rural |                          |                     |
|---------------|-------|--------------------------|---------------------|-------|--------------------------|---------------------|
|               | #     | Awareness score of exams | As percent of total | #     | Awareness score of exams | As percent of total |
| 8th           | 2     | 0                        | 0                   | 0     | 0                        | -                   |
| 10th          | 2     | 1                        | 5                   | 10    | 9                        | 9                   |
| 12th          | 15    | 66                       | 44                  | 17    | 92                       | 54                  |
| Graduate      | 32    | 217                      | 68                  | 13    | 71                       | 55                  |
| Post Graduate | 4     | 32                       | 80                  | 15    | 104                      | 69                  |
|               | 55    | 316                      | 59                  | 55    | 276                      | 50                  |

In case of trainings also, the difference between awareness score of urban sample (29 percent) and rural sample (25 percent) is not significant.

#### 5.4 Trainings undertaken

The technical and vocational education and training system (TVET) in India develops human resource through a three-tier system<sup>14</sup>:

- Graduate and post-graduate level specialists (e.g. IITs, NITs, and engineering colleges) trained as engineers and technologists.
- Diploma-level graduates who are trained at Polytechnics as technicians and supervisors.
- Certificate-level for higher secondary students in the vocational stream and craft people trained in ITIs as well as through formal apprenticeships as semiskilled and skilled workers.

In the study, the Diploma courses and Certificate level courses are considered under the term trainings. Out of the total 110 respondents, 51 respondents have availed 27 different type of trainings and courses through stand-alone institutes. 31 belong to urban sample and 20 belong to rural sample. Within the rural sample of 55, 14 respondents can handle farm related activities independently. The distribution of respondents on the basis of their trainings and their education level is given below:

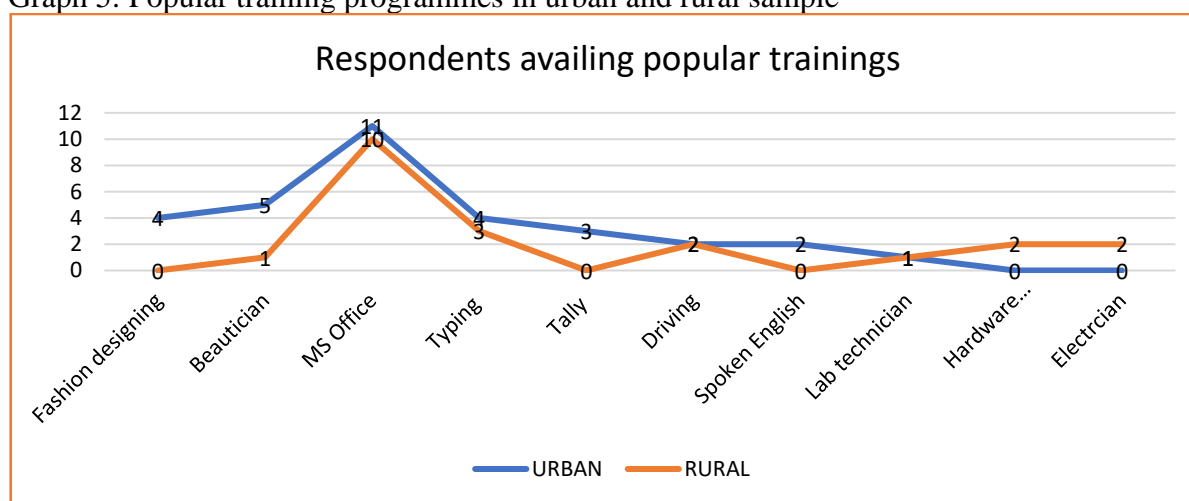
<sup>14</sup> [https://www.ripublication.com/ijeisv1n1/ijeisv4n1\\_12.pdf](https://www.ripublication.com/ijeisv1n1/ijeisv4n1_12.pdf)

Table 9: Respondents undergoing trainings across education levels

|                  | At least 1 training |       | At least 2 trainings |       |
|------------------|---------------------|-------|----------------------|-------|
|                  | Urban               | Rural | Urban                | Rural |
| 8 <sup>th</sup>  | 1                   | 0     | 0                    | 0     |
| 10 <sup>th</sup> | 1                   | 2     | 0                    | 1     |
| 12 <sup>th</sup> | 5                   | 7     | 4                    | 1     |
| Graduate         | 14                  | 4     | 4                    | 1     |
| Post Graduate    | 2                   | 1     | 0                    | 3     |
|                  | 23                  | 14    | 8                    | 6     |

The number of respondents availing some of the popular courses are shown in the graph below:

Graph 5: Popular training programmes in urban and rural sample



It can be concluded from the above data that in terms of number and variety of trainings availed, urban sample has performed better than rural sample. We need to look at how these trainings and education has translated into securing jobs and better salaries.

## 5.5 Form of Employment and Salaries

In urban sample all the 16 employed respondents have regular source of income in terms of salaries (13) and wages (3). In rural sample of 22 employed respondents, 19 respondents have regular source of income and 3 respondents (potter, driver and bus helper) have irregular source of income.

As per Ministry of Statistics and Programme Implementation, the Per Capita Net National Income in 2016-17 was Rs 103,870.<sup>15</sup> If we compare the salaries of respondents and their education with respect to this figure as an indicator of a decent salary, following picture emerges:

Table 10: Nature of Salary drawn by Employed Respondents

| Salary level | Grade | Urban | Regular income | Rural | Regular income |
|--------------|-------|-------|----------------|-------|----------------|
|              | 8     | 1     | 1              | 0     | 0              |

<sup>15</sup> <https://timesofindia.indiatimes.com/business/india-business/indias-per-capita-income-grows-by-8-6-to-rs-1-13-lakh-in-fy18/articleshow/64403580.cms>



|                               |                 |           |          |           |           |
|-------------------------------|-----------------|-----------|----------|-----------|-----------|
| Equal or more than Rs 103,000 | 10              | 1         | 1        | 7         | 7         |
|                               | 12              | 1         | 1        | 5         | 5         |
|                               | Graduation      | 7         | 4        | 5         | 5         |
|                               | Post Graduation | 0         | 0        | 0         | 0         |
|                               | <b>TOTAL</b>    | <b>10</b> | <b>7</b> | <b>17</b> | <b>17</b> |
| Less than Rs 103,000          | 8               | 1         | 1        | 0         | 0         |
|                               | 10              | 1         | 1        | 3         | 3         |
|                               | 12              | 2         | 2        | 1         | 1         |
|                               | Graduation      | 2         | 2        | 1         | 1         |
|                               | Post Graduation | 0         | 0        | 0         | 0         |
|                               | <b>TOTAL</b>    | <b>6</b>  | <b>6</b> | <b>5</b>  | <b>5</b>  |

In urban sample, 62 percent of the employed respondents (16) match the per capita national income, while in rural sample 77 percent of the employed respondents (22) match that income. If we look at the overall data of employed respondents (38), it is observed that non-graduates earning more than Rs 103,000 number at 15 while graduates stand at 12. In case of total respondents earning less than Rs 103,000 (11), the number of non-graduates is more at 8 compared to graduates at 3. Another interesting observation is 3 out of 27 respondents earning equal to or more than Rs 103,000 per annum are self-employed.

This is a surprising finding where rural sample has performed better than urban sample in securing better salaries, negating the common notion that rural workers earn lesser than urban counterparts. We need to look at the same data from the perspective of trainings undertaken:

Table 11: Trainings undertaken by Employed Respondents

| Salary level                  | Grade      | Urban | Trainings undertaken  | Rural | Trainings undertaken  |
|-------------------------------|------------|-------|---|-------|---|
| Equal or more than Rs 103,000 | 8          | 1     | Dish TV technician  | 0     | 0   |
|                               | 10         | 1     | AC repair   | 7     | Hardware maintenance and driving  |
|                               | 12         | 1     | 0   | 5     | MS Office, lab technician and typing, electrician   |
|                               | Graduation | 7     | Tally accounting and typing, Diploma in Lab Technician, RGKVY, Typing, Diploma in Instrumentation and MS Office | 5     | Diploma in Ground Handling Airport, Diploma EEE, Diploma EEE, Hardware maintenance, Personality development |
| Less than Rs 103,000          | 8          | 1     | 0   | 0     | 0   |
|                               | 10         | 1     | 0   | 3     | 0   |
|                               | 12         | 2     | Painting & Car repair   | 1     | Welding   |
|                               | Graduation | 2     | Fashion designing   | 1     | MS Office & Typing  |

It can be ascertained that the graduate degree along with diploma courses undertaken by both urban and rural respondents have resulted in better income.

## 5.6 Access to Scholarships

It will not be wrong to assume that urban respondents would have better access to scholarships, as the scholarships registration process is web based and urban respondents have better access

to mode of communication and internet. The following table compares the number of scholarships availed by respondents while studying in government and private institutions:

Table 12: Number and Amount of Scholarships

|                  | Urban        |           |                     | Rural        |           |                     |
|------------------|--------------|-----------|---------------------|--------------|-----------|---------------------|
|                  | Scholarships |           | Average Amount (Rs) | Scholarships |           | Average Amount (Rs) |
|                  | Govt Inst.   | Pvt Inst. |                     | Govt Inst.   | Pvt Inst. |                     |
| 8 <sup>th</sup>  | 5            | 0         | 2,600               | 3            | 0         | 1,566               |
| 10 <sup>th</sup> | 1            | 4         | 3,200               | 2            | 0         | 1,350               |
| 12 <sup>th</sup> | 1            | 20        | 6,200               | 10           | 13        | 5,738               |
| Graduation       | 1            | 16        | 21,200              | 6            | 13        | 13,789              |
| Post Graduation  | 1            | 1         | 13,500              | 8            | 3         | 20,090              |
|                  | 9            | 41        | 46,700              | 29           | 29        | 42,533              |

Except at the Post-graduation level, the urban respondents have an edge over their rural counterparts in terms of amount of the scholarship. This factor can be accounted as the reason for high urban enrolment into private institutions or courses technical in nature. In terms of number of respondents availing scholarships, the rural sample is doing comparatively better which implies that as such there is no gap in information availability. However, the web-based registration for scholarships requiring access to internet may prove difficult for rural sample.

As we observed in previous section that trainings have played an important role in securing better salaries (> Rs 103,000 pa). We need to understand the roles played by scholarships in availing such trainings.

Table 13: Paid and Sponsored Trainings

|                             | Urban     | Rural      |
|-----------------------------|-----------|------------|
| <b>More than Rs 103,000</b> | <b>10</b> | <b>19</b>  |
| Trainings #                 | 9         | 14         |
| Respondents #               | 6         | 10         |
| Paid trainings              | 5         | 9          |
| Amount paid                 | Rs 46,200 | Rs 198,600 |
| Sponsored trainings         | 4         | 1          |
| <b>Less than 103,000</b>    | <b>6</b>  | <b>5</b>   |
| Trainings                   | 5         | 3          |
| Paid trainings              | 0         | 0          |
| Sponsored trainings         | 2         | 2          |

The rural sample has done well in terms of availing paid trainings and thereby securing well-paying jobs. The access to sponsored trainings is less in rural areas. On the other hand, urban respondents have benefitted from the sponsored trainings and securing good salaries.

## 5.7 Impact of Household Income

Investments in children that affect their educational attainment require both parental time and money. Parents' time with their children transmits abilities, aspirations and values that affect how well they do in education, and there are many goods that parents buy, from early child care to home computers to direct tuition and private education that affect the level of education that children achieve.<sup>16</sup> On distribution of respondents across the average parental and household income of Rs 160,000 following data emerges.

Table 14: Respondents with respect to Parental Income and Household Income

|                               | Parental Income |       | Household income |       |
|-------------------------------|-----------------|-------|------------------|-------|
|                               | Urban           | Rural | Urban            | Rural |
| Equal or more than Rs 160,000 | 23              | 5     | 31               | 18    |
| Less than Rs 160,000          | 29              | 50    | 24               | 37    |

The distribution of respondents into parental and household income matrix shows a stark difference in case of rural sample. When the household income is considered a criterion, the distribution of rural respondents is similar to urban sample, however when only parental income is considered the distribution of rural respondents is lopsided. In case of urban sample more than 55 percent of urban respondents are from the families with higher household income. On further breaking up the number of respondents into education level as per the household income of Rs 160,000, following data emerges:

Table 15: Education Level of Respondents with respect to Household Income

|                               | Grade           | Urban     | Rural     |
|-------------------------------|-----------------|-----------|-----------|
| Equal or more than Rs 160,000 | 8               | 0         | 0         |
|                               | 10              | 1         | 5         |
|                               | 12              | 6         | 7         |
|                               | Graduation      | 22        | 3         |
|                               | Post Graduation | 2         | 3         |
|                               | <b>TOTAL</b>    | <b>31</b> | <b>18</b> |
| Less than Rs 160,000          | 8               | 2         | 0         |
|                               | 10              | 1         | 5         |
|                               | 12              | 10        | 10        |
|                               | Graduation      | 10        | 10        |
|                               | Post Graduation | 1         | 12        |
|                               | <b>TOTAL</b>    | <b>24</b> | <b>37</b> |

The above table shows that high parental income shows better result in urban areas on the other hand in rural areas the respondents' education score is unaffected by parental income. The surprising factor in this table is the fourth cell (37) with high number of graduates and post graduates with rural location and less than Rs 160,000 household income. As mentioned before, none of the post graduate respondents at either location are working and all 15 post graduates from rural sample are pursuing education in Hyderabad. Even among graduates in rural sample, only 6 are working. So, how the education of rural students with economically deprived background is highly dependent on scholarships.

<sup>16</sup> [https://www.iser.essex.ac.uk/files/iser\\_working\\_papers/2010-16.pdf](https://www.iser.essex.ac.uk/files/iser_working_papers/2010-16.pdf)

## Income Determining Enrolment in Private Institution

Since we consider private schooling as a sign of quality, we need to examine the number of respondents with private schooling across the parental income:

Table 16: Respondents availing Education in Private Institutions wrt Parental and Household Income

|                               | Grade           | Parental Income |           | Household Income |           |
|-------------------------------|-----------------|-----------------|-----------|------------------|-----------|
|                               |                 | Urban %         | Rural %   | Urban %          | Rural %   |
| Equal or more than Rs 160,000 | 8               | 21              | 3         | 28               | 5         |
|                               | 10              | 21              | 3         | 28               | 5         |
|                               | 12              | 20              | 2         | 27               | 9         |
|                               | Graduation      | 14              | 2         | 18               | 4         |
|                               | Post Graduation | 1               | 1         | 1                | 0         |
|                               | <b>TOTAL</b>    | <b>77</b>       | <b>11</b> | <b>102</b>       | <b>23</b> |
| Less than Rs 160,000          | 8               | 20              | 12        | 13               | 10        |
|                               | 10              | 19              | 10        | 12               | 8         |
|                               | 12              | 20              | 24        | 13               | 17        |
|                               | Graduation      | 13              | 17        | 9                | 13        |
|                               | Post Graduation | 0               | 4         | 0                | 4         |
|                               | <b>TOTAL</b>    | <b>72</b>       | <b>67</b> | <b>47</b>        | <b>52</b> |

From the table it can be ascertained that higher income does lead to higher enrolment in private institutions. When we compare enrolment w.r.t. Parental Income and Household Income, we find more respondents availing education in private institutions in Household Income column. This proves that family as a social structure plays an important role in determining the quality of education for respondents.

### 5.8 Impact of Family's Educational Background

Parents' educational attainments have a large impact on their earnings; they may alter the 'productivity' of their time investments in children and they may affect children's aspirations.<sup>17</sup> As it has been established in Table 4 that the education score of respondents from urban and rural is almost same and the availability of scholarships has negated the income difference thereby making education affordable to respondents from lower income groups, we need to further understand the relation between respondents' education and awareness with respect to parents and family's education:

<sup>17</sup> [https://www.iser.essex.ac.uk/files/iser\\_working\\_papers/2010-16.pdf](https://www.iser.essex.ac.uk/files/iser_working_papers/2010-16.pdf)

Table 17: Education score of parents and family wrt respondents at different education level

| Respondents' Education | Urban                       |                                 |                                | Rural                       |                                 |                                |
|------------------------|-----------------------------|---------------------------------|--------------------------------|-----------------------------|---------------------------------|--------------------------------|
|                        | Respondents Education Score | Average Parents Education Score | Average Family Education Score | Respondents Education Score | Average Parents Education Score | Average Family Education Score |
| 8th                    | 4                           | 0.5                             | 4.5                            | 0                           | 0.0                             | 0                              |
| 10th                   | 6                           | 1.0                             | 11                             | 30                          | 0.3                             | 4.6                            |
| 12th                   | 64                          | 1.3                             | 6.8                            | 68                          | 1.9                             | 5.1                            |
| Graduate               | 160                         | 4.8                             | 7.6                            | 65                          | 0.5                             | 6.3                            |
| Post Graduate          | 18                          | 3.3                             | 5                              | 90                          | 1.5                             | 7                              |
| TOTAL                  | 252                         |                                 |                                | 253                         |                                 |                                |
| Weighted Average       | 12.6                        |                                 |                                | 12.65                       |                                 |                                |

It is observed that in urban sample, that both parental and family education scores are higher compared to rural sample and they have direct relation with respondents' education level. In case of urban sample, the parents' education score has direct relation with respondents' education qualification. However, in rural sample, no relation can be established between parents' and respondents' education. Irrespective of that low the family education score shows direct relation with respondents' education in rural sample. In urban sample, the number of respondents with education upto and above 12<sup>th</sup> having illiterate parents is 12. In rural sample, the corresponding number is 27, almost 50 percent of the rural sample. It can be safely concluded that in rural sample family education has played more important role in the respondents' education vis a vis parents' education.

### Education Background's Effect on Awareness

Table 18: Relation between Parents' and Family's education score and respondents' awareness

|               | Urban             |                    |                 |        | Rural             |                    |                 |        |
|---------------|-------------------|--------------------|-----------------|--------|-------------------|--------------------|-----------------|--------|
|               | Awareness score % |                    | Education Score |        | Awareness score % |                    | Education Score |        |
|               | Competitive Exams | Vocational Courses | Parents         | Family | Competitive Exams | Vocational Courses | Parents         | Family |
| 8th           | 4                 | 0                  | 0.5             | 4.5    | -                 | -                  | 0.0             | 0      |
| 10th          | 25                | 5                  | 1.0             | 11     | 8                 | 9                  | 0.3             | 4.6    |
| 12th          | 38                | 44                 | 1.3             | 6.8    | 37                | 54                 | 1.9             | 5.1    |
| Graduate      | 68                | 68                 | 4.8             | 7.6    | 57                | 55                 | 0.5             | 6.3    |
| Post Graduate | 93                | 80                 | 3.3             | 5      | 67                | 69                 | 1.5             | 7      |

From the table it is obvious that parents' education indicates no relation with awareness level of respondents about competitive exams and vocational courses. The awareness level of respondents seems to have direct relation with their own progress in age and educational qualification and family education score.

### Educational background to access Scholarships

It is clear that household income plays an important role in accessing education. However, we have even observed that low household income is not a deterrent in accessing higher education

as government's support in terms of scholarships has been an encouraging factor making higher education possible. If we compare the education scores of students availing scholarships post Class 10, following picture emerges:

Table 19: Respondents availing scholarships w.r.t. Family's and Parents' Education Score

|       | No. of students | Family Education Score | Parents' Education Score |
|-------|-----------------|------------------------|--------------------------|
| Urban | 24              | 8.41                   | 2.3                      |
| Rural | 29              | 6.69                   | 0.9                      |

It is heartening to know that number of rural respondents availing scholarships is higher even though their parents' education background is quite lower than sample rural average parental score of 1.15. However, that high family education score of 6.69 may be an indicator of a conducive environment and better awareness.

## 5.9 Aspirations Divide

Aspiration can be defined as the distance between where an individual stand and where she/he wants to reach. Past experiences influence it, assessment of current availability of resources and possibilities offered by the coveted option. The following table presents aspirations of 110 respondents within the framework of income, location and education score:

Table 20: Aspirations of respondents and their education score

|                               |   | Urban      | Rural      |
|-------------------------------|---|------------|------------|
| Equal or more than Rs 160,000 | <b>Average education score of respondents</b> | <b>4.8</b> | <b>4.2</b> |
|                               | Average education score of parents            | 8          | 1.2        |
|                               | Average education score of family             | 16.6       | 7.5        |
|                               | Self employed                                 | 4          | 2          |
|                               | Govt job                                      | 5          | 4          |
|                               | Private job                                   | 8          | 4          |
|                               | Higher Studies                                | 9          | 4          |
|                               | Teaching                                      | 3          | 0          |
|                               | No plan                                       | 2          | 4          |
|                               | TOTAL   | 31         | 18         |
| Less than Rs 160,000          | <b>Average education score of respondents</b> | <b>4.3</b> | <b>4.9</b> |
|                               | Average education score of parents            | 1.9        | 0.5        |
|                               | Average education score of family             | 6.8        | 6.16       |
|                               | Self employed                                 | 4          | 2          |
|                               | Govt job                                      | 6          | 14         |
|                               | Private job                                   | 4          | 7          |
|                               | Higher Studies                                | 2          | 6          |
|                               | Teaching                                      | 5          | 0          |
|                               | No plan                                       | 3          | 7          |
|                               | TOTAL   | 24         | 36         |

It is interesting to observe that the group with highest average education score of 4.9 belongs to rural sample with lowest parental and family education score and has household income less than Rs 160,000. In terms of general notion, it should be considered as the most vulnerable group both in terms of location and income. However, these assumed constraints have not stopped the respondents from scoring well. It is not surprising that this most vulnerable group

aspire for government job, the jobs which are considered as the most stable and respectable in rural milieu.

The second highest scoring group with 4.8 points belong to urban respondents with high household income. The respondents aspire for higher studies and private jobs. The aspirations clearly denote the intensity of urbanisation and the drive and confidence of urbanites for better opportunities.

The third group with education points of 4.3 belongs to urban group with low household income. This group has more uniform and varied level of aspirations with high frequency for government and teaching jobs.

The last group with 4.2 points has least affiliation to be self-employed and high aspiration for government job with otherwise uniform distribution.

## **6. CONCLUSION**

The purpose of the study was to identify gaps in education opportunities available to urban and rural youth from the point of view of access. In terms of access measured in education levels, rural respondents have performed slightly better than urban respondents. Their awareness of competitive exams is less than urban respondents but awareness of vocational courses is at par with urban respondents.

Family education level and household income have emerged as better measurement tool for understating impact on education, especially in rural areas. This implies that more than parents, the assistance and financial support provided by siblings has more impact on accessing education. The government, by form of scholarships has been successful in severing the link between income and access to higher education. Access to scholarships and its impact on career can be an interesting topic for studies in future.

The technical trainings and vocational courses have turned out to be a crucial factor in securing decent salaries for the employed respondents. Only in urban areas, respondents could avail sponsored trainings which led them to securing the well-paying jobs. Here the urban advantage can be confidently established.

If we look at the aspirations of both the groups, urban respondents appear more confident in their career choice. Out of all the options, the number aspiring for higher studies, self-employment and private jobs is more in urban sample. The rural respondents still hope for government jobs. The surprising element in rural sample of the aspiration table is zero aspirations for teaching jobs and comparatively higher number of respondents aspiring for higher studies.

In terms of quality of life, access to private institutions, proximity to source of education parental education and income, urban respondents have an edge over their rural counterparts which may have got translated to better quality of education. Since the focus of the study was on access we have not covered the quality of education. As a way forward, it would be useful if similar studies are done at varying distance from same urban center to examine the

importance of location factor. The location difference in terms of quality of education and trainings in securing decent jobs/livelihoods can also be another dimension for the study.

## ANNEXURE 1

### URABN SAMPLE DETAILS



| # | Name of areas | Respondents # |
|---|---------------|---------------|
| 1 | Hamalbasti    | 21            |
| 2 | Bholakpur     | 8             |
| 3 | Vinaynagar    | 25            |
| 4 | HCU           | 1             |
|   |               | 55            |

#### RURAL SAMPLE DETAILS

| Vantimamidi and Turkapally |                                 |               |
|----------------------------|---------------------------------|---------------|
| #                          | Mulugu Mandal, Medak Distict    | Respondents # |
| 1                          | Achaipalle                      | 2             |
| 2                          | Ksheersagar                     | 12            |
| 3                          | Vantimamidi                     | 3             |
| 4                          | Narsapur                        | 1             |
| 5                          | Singaipalle                     | 1             |
| 6                          | Tunikibolaram                   | 1             |
| 7                          | Mulugu                          | 1             |
| 8                          | Lakshmakapally                  | 1             |
| 9                          | Tunikikalsa                     | 1             |
| 10                         | Mupireddypally                  | 2             |
| 11                         | Chbarthy                        | 1             |
| 12                         | Chinnalakshmapuram              | 1             |
|                            | Shamirpet Mandal, Medak Disrict |               |
| 13                         | Turkapally                      | 5             |
| 14                         | Kothur                          | 1             |
| 15                         | Mongol                          | 1             |
| 16                         | Yamjal                          | 1             |
|                            | Gajwel Mandal, Medak            |               |
| 17                         | Kodakandla                      | 1             |
| 18                         | Koikunda                        | 1             |
| 19                         | Koluthur                        | 1             |
| <b>TOTAL</b>               |                                 | <b>38</b>     |

From Hyderabad Central University and Osmaniya University

| #            | Village name      | Mandal and District               | Respondents # |
|--------------|-------------------|-----------------------------------|---------------|
| 20           | Yellanda          | Vardhanapet, Warangal             | 1             |
| 21           | Chillamcherla     | Maripeda mandal, Warangal         | 1             |
| 22           | Chelpue           | Ghanpur, Warangal                 | 1             |
| 23           | Ellukurthi Haveli | Geesugonda mandal, Warangal       | 1             |
| 24           | Jogulapadu        | Thirumalayapalem mandal, Warangal | 1             |
| 25           | Pulamamidi        | Utkoor mandal, Mehboodnagar       | 1             |
| 26           | Chowdherpally     | Devarakadara mandal, Mahbubnagar  | 1             |
| 27           | Chikatimamidi     | Bommala Ramaram, Nalgonda         | 1             |
| 28           | Gunthapally       | Kondapur mandal, Medak            | 1             |
| 29           | Rudraram          | Patancharu mandal, Medak          | 1             |
| 30           | Mustabad          | Mustabad mandal, Karimnagar       | 1             |
| 31           | Laxmapuram        | Pagdiyala, Kurnool                | 1             |
| 32           | Madawar           |                                   | 1             |
| 33           | Amamlapuram       |                                   | 1             |
| 34           | Chintachettutanda |                                   | 1             |
| 35           | Ketopally         |                                   | 1             |
| 36           | Gonakal           |                                   | 1             |
| <b>TOTAL</b> |                   |                                   | 17            |

ANNEXURE 2  
**Questionnaire: Rural-Urban Opportunity gaps**

**I. Respondent's personal information**

Name: \_\_\_\_\_ Gender:  F  M Age: \_\_\_\_\_. Religion: \_\_\_\_\_ Marital status: \_\_\_\_\_.  
 Caste:  GEN  OBC  SC  ST Occupation: \_\_\_\_\_ Career Aim: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

**II. Household details (a):**

| # | Family Member | Education<br>a) Primary, b) Class VIII, c) Class X<br>d) Intermediate, e) Graduate f) Post Graduate g) Illiterate | Occupation | Nature of occupation<br>a. Salaried, b. Regular Wages, c. Agriculture, d. Irregular wages | Monthly Income |
|---|---------------|---|------------|---|----------------|
|   |               |   |            |   |                |
|   |               |   |            |   |                |
|   |               |   |            |   |                |
|   |               |   |            |   |                |
|   |               |   |            |   |                |
|   |               |   |            |   |                |
|   |               |   |            |   |                |
|   |               |   |            |   |                |

|   |   |
|---|---|
| 1. Ration card:   | APL <input type="checkbox"/> Blue <input type="checkbox"/> Green. Or BPL. <input type="checkbox"/> Pink <input type="checkbox"/> White  |
| 2. Ownership of house   | <input type="checkbox"/> Owned <input type="checkbox"/> Rented.   |
| 3. Did you have access to the following before you turned 18? | <input type="checkbox"/> Private Toilet <input type="checkbox"/> Private Bathroom <input type="checkbox"/> Electricity <input type="checkbox"/> TV <input type="checkbox"/> Newspaper <input type="checkbox"/> Mobile phone<br><input type="checkbox"/> Internet <input type="checkbox"/> Books/magazines |

**Household details (b)**

**III. Education Opportunities:**

| Education level | Type of School<br>a. Govt.<br>b. Private<br>c. Open | Distance and mode of transportation |  | Did you enjoy learning? Y/N | Did you avail any financial help? Name of scholarship and amount | Reason for dropping out<br>a. Distance<br>b. Financial reasons<br>c. Family responsibilities<br>d. Bad teachers<br>e. Lack of options in courses<br>f. Any other (specify) |
|-----------------|---|-------------------------------------|--|-----------------------------|--|--|
|                 |   | a. < 5 kms                          | a. Walk<br>b. Own transportation<br>c. Public transportation |                             |  |  |
| Class V         |   |                                     |  |                             |  |  |
| Class VIII      |   |                                     |  |                             |  |  |
| Class X         |   |                                     |  |                             |  |  |
| Class XII       |   |                                     |  |                             |  |  |
| Graduation      |   |                                     |  |                             |  |  |
| Post-Graduation |   |                                     |  |                             |  |  |

### Vocational Training Opportunities

|   |  |
|---|--|
| Were you aware of any of the following entrance examinations? (Mark all that is applicable)                   | <input type="checkbox"/> IIT <input type="checkbox"/> AIEEE <input type="checkbox"/> NEET <input type="checkbox"/> CAT <input type="checkbox"/> RRB(railway) <input type="checkbox"/> Army/Defence exams <input type="checkbox"/> CRPF/CISF <input type="checkbox"/> SSC <input type="checkbox"/> UPSC/Civils <input type="checkbox"/> NIFT <input type="checkbox"/> Bank exams <input type="checkbox"/> PGCET <input type="checkbox"/> EMCET <input type="checkbox"/> ICET <input type="checkbox"/> TTC <input type="checkbox"/> ITI  |
| Which all courses/ skill building subjects are you aware of from the following? (Mark all that is applicable) | <input type="checkbox"/> Fashion designing <input type="checkbox"/> Nursing <input type="checkbox"/> Hotel management <input type="checkbox"/> Painting<br><input type="checkbox"/> Pilot training <input type="checkbox"/> Jewellery designing <input type="checkbox"/> Journalism <input type="checkbox"/> Hardware maintenance<br><input type="checkbox"/> Photography <input type="checkbox"/> TV/News reporting <input type="checkbox"/> Air hostess <input type="checkbox"/> Film making <input type="checkbox"/> Interior designing <input type="checkbox"/> Electrician <input type="checkbox"/> Fitter <input type="checkbox"/> AC and refrigeration repair |

| # | Trainings/jobs undertaken | Type of training<br>a. Paid (Mention Fees)<br>b. Sponsored<br>c. On the job | Distance and mode of transportation |         | Source of information | Reason for Opting<br>a. Easily available<br>b. Improve livelihood options<br>c. Family tradition/occupation |
|---|---------------------------|---|-------------------------------------|---------|-----------------------|---|
|   |                           |   | a. < 5 kms                          | a. Walk |                       |   |
|   |                           |   | b. 5-10 kms                         |         |                       |   |

|  |  |                      |             |   |  |  |
|--|--|----------------------|-------------|---|--|--|
|  |  | d. Family occupation | c. > 10 kms | b. Own transportation<br>c. Public transportation |  | d. Needed money<br>e. Lack of option<br>f. Any other (specify) |
|  |  |                      |             |   |  |  |
|  |  |                      |             |   |  |  |
|  |  |                      |             |   |  |  |
|  |  |                      |             |   |  |  |

| <b>Resources</b>  | <b>Aware (Y/N)</b> | <b>Availed (Y/N)</b> | <b>Details (if any)</b> |
|---|--------------------|----------------------|-------------------------|
| <b>Household</b>  |                    |                      |                         |
| Public Distribution System  |                    |                      |                         |
| Home loans through Government schemes   |                    |                      |                         |
| Any assistance in water & electricity supply through Government                   |                    |                      |                         |
| NREGA or any other Govt. employment scheme  |                    |                      |                         |
| Did you have any coaching or tuition classes                                      |                    |                      |                         |
| <b>Exposure</b>   |                    |                      |                         |
|   | <b>Yes/No</b>      | <b>Details</b>       |                         |
| Did you play any sports?  |                    |                      |                         |
| Did you avail coaching for sports and play at a higher level?                     |                    |                      |                         |
| Did you take part in competitions? (public speaking/debate/poem recitation/essay) |                    |                      |                         |
| Have you attended youth camps and workshops? - if yes, details                    |                    |                      |                         |

|  |               |                |
|--|---------------|----------------|
| Can you talk in Hindi? Is it important to know Hindi for career?   |               |                |
| Can you talk in English? Is it important to know English for career?                                     |               |                |
| <b>Level of independence</b>   |               |                |
|  | <b>Yes/No</b> | <b>Details</b> |
| By what age you started using public transportation independently  |               |                |
| By what age you started making bank transactions independently?  |               |                |
| By what age you started handling legal formalities independently? (E Seva/Panchayat office/Govt. office) |               |                |

**IV.**  
**Awareness**  
**Level**

