

## **State and Central Governance in Telangana's Education Sector: A Dual Approach**

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### **Abstract**

This case study examines the current education system in Telangana State, highlighting its structure, challenges and opportunities for improvement. With a focus on primary, secondary and higher education, the analysis addresses key issues such as enrollment rates, quality of education, infrastructural deficits and disparities in access among different demographic groups. Additionally, the study explores recent policy initiatives aimed at enhancing educational outcomes and fostering inclusivity. By employing qualitative and quantitative data, this research aims to identify critical factors influencing educational equity and access in Telangana, offering insights into potential reforms that could lead to a more robust and equitable educational landscape. The findings underscore the need for a collaborative approach involving government, educational institutions and community stakeholders to drive sustainable improvements in the education system. Telangana's education system has undergone significant transformations in recent years, with a focus on improving accessibility, quality and equity. While notable progress has been made, challenges persist, particularly in rural areas and marginalized communities. Despite significant strides made since its formation, the State continues to grapple with issues such as infrastructural deficits, teacher shortages, and disparities in educational outcomes.

**Keywords:** *Education policy, education reforms, educational institutions, teacher quality, student performance, access to education, equity in education, digital education, vocational training.*

### **Introduction**

The education landscape of Telangana State has undergone significant transformation since its formation in 2014. As one of India's youngest states, Telangana

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faces a unique set of challenges and opportunities that shape its educational framework. With a commitment to enhancing educational access and quality, the state government has implemented various initiatives aimed at improving enrolment rates, especially among marginalized communities. Despite these efforts, numerous challenges persist. Issues such as inadequate infrastructure, teacher shortages, and disparities in educational quality between urban and rural areas continue to hinder progress. Additionally, socioeconomic factors play a crucial role in determining educational outcomes, often leaving the most vulnerable populations at a disadvantage. This study seeks to provide a comprehensive overview of the current state of education in Telangana, analyzing the existing challenges while also highlighting the opportunities for growth and reform. By examining recent policy initiatives, community involvement, and innovative educational practices, this research aims to offer valuable insights into how Telangana can advance its educational agenda to ensure equitable access and high-quality learning for all its citizens.

Telangana became the 29<sup>th</sup> state of India, separated from undivided Andhra Pradesh, on 2 June 2014. It has a geographical area of 1,14,840 sq. km with a population of 3,51,93,978 (2011 Census). It is the 12th largest state in the country in terms of both area and size of population. The state is bordered by Maharashtra and Chhattisgarh to the north, Karnataka to the west, and Andhra Pradesh to the south and the east. The population growth rate has decreased from 18.77% in the previous decade to 13.58% during 2001–11. Only 38.88% of Telangana's population resides in urban areas. However, the urban population has grown by 38.12% during 2001–11, as compared with 25.13% in the previous decade. Hyderabad accounts for around 30% of the total urban population in the state (Government of Telangana, 2016a). Of the total population of the state, Scheduled Castes (SC) constitute 15.44% and Scheduled Tribes (ST) 9.34%. The sex ratio is 988, which is better than the national sex ratio of 943. However, the sex ratio for children declined from 957 in 2001 to 933 in 2011, which is a matter for concern.

**Economic context:** The advance estimate for the Gross State Domestic Product (GSDP) of Telangana for 2015–16 was Rs. 4.69 lakh crore. The GSDP of Telangana for 2016–17 is estimated at Rs. 6,70,756 crores. Average growth of Telangana's economy at constant prices declined from 9.1% in 2005–10 to 5.7% in 2010–15 (PRS, 2016). The share of expenditure on the social sector comprised almost 60% of the total expenditure in Telangana during 2010–13. Out of this, expenditure on education was more than 40% in all the districts across Telangana except Rangareddy, where it was 32% (Centre for Economic and Social Studies, 2015).

The Human Development Index (HDI) of Telangana rose from 0.343 in 2004–05 to 0.513 in 2010–11, thus improving its rank in India from 13 to 10. The projected HDI for 2015–16 is 0.663 (Government of Telangana, 2016a). Telangana's progress in achieving developmental goals and the initiatives by the state government are as follows:

**Poverty and Hunger:** The State has been successful in reducing poverty levels from 44.2 percent in 1993–94 to 8.8 percent in 2011–12. However, malnutrition among children remains a challenge. *Mission Kakatiya* is a flagship programme under which all water bodies will be revived in a phased manner to develop agriculture and reduce rural poverty. The state government has introduced the *Asara* pension scheme covering widows, weavers, toddy tappers, old persons, and AIDS patients, as well as a scheme to provide monthly financial assistance to beedi workers. The government is providing financial assistance of Rs. 51,000 to needy SC, ST, and minority community single girls under the *Kalyana Lakshmi* and *Shaadi Mubarak* schemes (Government of Telangana, 2016a).

### **The Education Sector- Universal Primary Education**

100% Net Enrollment Rate is envisioned to be achieved by 2017. The State has achieved universalization of primary education, but universal access to education is a bigger problem as children belonging to tribal communities, migrating communities and homeless children are still unable to avail free education. In order to improve the educational standards of the minority communities, the state government has proposed to start 70 new residential schools throughout the state (Government of Telangana, 2016a). According to Census 2011, the literacy rate of Telangana is 66.5% which places Telangana at 35<sup>th</sup> position among the 36 states and union territories (UTs) in India, just above Bihar. The female literacy rate (57.99%) is lower than the national average of 65.5 and much lower than the male literacy rate (75.04%).

The present-day education system in India has come a long way, and the age-old traditions have undergone a new makeover. The Government of India is making significant efforts in this field so that the objective of inclusive growth can be achieved soon. A great achievement of the Indian government is the substantial increase in the literacy rate from 18.3% in 1950–51 to 74.04% in 2010–11. Such an achievement is the result of sustained efforts by the Indian government in the education sector. The government is improving the country's education status to enhance the standard of living of the people and also to achieve other goals such as overcoming the problems of poverty and unemployment, promoting social equality, ensuring equal income distribution, etc.

**Table 1: Percentage of Schools by Management Type**

Management Type	Percentage of Schools	
	Telangana	India
Department of Education	8.95	34.21
Tribal or social welfare department	4.1	2.89
Local body	36.24	4.48
Private aided	2.57	16.68
Private unaided	47.44	38.84
Other government managements	0.07	0.29
Central government	0.3	0.90
Unrecognized	0.25	1.06
Madrasa recognized	0	0.43
Madrasa unrecognized	0.08	0.20

Source: Compiled from U-DISE Flash statistics

Education contributes to the individual’s well-being as well as the overall development of the country. Education is not only an instrument of enhancing efficiency but also an effective tool for widening and augmenting democratic participation and upgrading the overall quality of individual and societal life (Goel, 2008). Thus, the importance of education can’t be ignored. The number of girls studying in urban schools is greater than that of boys, but in rural schools, the enrolment of boys is higher than that of girls. Overall, enrolment in rural areas is greater than in urban areas.

**Table 2: Enrolment by Gender and School Location**

School Location	Boys	Girls	Total
Rural	4,69,946	4,60,522	9,30,468
Urban	3,83,740	3,88,548	7,72,288
			17,02,756

Source: Compiled from U-DISE Flash statistics

Enrolment in schools by school management type (classes 9–12): The enrolment of boys and girls by school management type, presented in Table 3, reveals an interesting fact. Girls constitute almost 60.5% of the total students in private aided

schools while in government and private unaided schools, they form only 48% and 47% of the student population, respectively.

**Table 3: Enrolment by School Management Type (Classes 9–12)**

School Management	Boys	Girls
State government	92,286	86,910
Private aided	14,746	22,536
Private unaided	4,89,214	4,39,692

Source: Compiled from U-DISE Flash statistics

**Table 4: Number of Teachers by Academic Qualification**

Qualification	Regular Teachers	Contractual Teachers
Below graduate	2,767	4,06
Graduate	23,588	2,781
Postgraduate	33,113	5,387
M.Phil.	820	88
Ph.D., postdoctoral	0	0
Sub-total	60,288	8,662
Overall total	68950	
Note: This data excludes para teachers.		

Source: Compiled from U-DISE Flash statistics

### Education boards and examinations

There are three state education boards in Telangana for school education:

- 1) Telangana State Board of Secondary Education
- 2) Telangana State Board of Intermediate Education
- 3) Telangana Open School Society

The Directorate of Government Examinations is an independent department functioning under the Department of Secondary Education, Government of Telangana. The Department is responsible for conducting the SSC and OSSC public examinations. The Telangana State Board of Intermediate Education conducts examination at the intermediate level. Apart from these, the Central Board of

Secondary Education (CBSE) has affiliated to it, all Kendriya Vidyalayas, all Jawahar Navodaya Vidyalayas, private schools and most schools approved by the central government of India. CBSE also conducts the final examinations for grades 10 and 12 in March every year for CBSE-affiliated schools. The Council for the Indian School Certificate Examinations also conducts Indian Certificate of Secondary Education (ICSE) and the Indian School Certificate examinations for grades 10 and 12 respectively for its affiliated schools.

### **School Education**

During 2013-14, there were 43,293 schools in the State of which 25,331 were exclusively primary schools, 6883 exclusively upper primary schools, 123 schools having primary with upper primary, secondary and higher secondary, 202 schools with upper primary secondary/ higher secondary classes, 817 schools were run with primary along with upper primary and secondary classes and 9937 schools having upper primary and secondary classes. Teacher pupil ratios for primary, upper primary and high school categories as of 2013-14 for the State stand at 29, 24 and 24 respectively.

**Table 5: Enrolment of Children in Schools**

Years	Pre Primary	Classes I-V	Classes VI-VII	Classes VIII-X	Classes XI-XII	Total
2004-05	217362	3577528	1180486	1297082	4171	6276629
2005-06	323621	3436306	1256075	1393142	4079	6413223
2006-07	423452	3442831	1278285	1466126	3680	3314374
2007-08	419329	3358789	1236830	1541091	4035	6560074
2008-09	426829	3332610	1193274	1588178	4608	6545498
2009-10	255699	3328545	1154606	1583438	11023	6333311
2010-11	231939	3297475	1169852	1547789	8801	6255856
2011-12	225741	3256509	1195855	1544896	11063	6234064
2012-13	231107	3172977	1175147	1534496	15357	6129384
2013-14	183223	3206958	1738259	1025861	24194	6178495

Note: In 2013-14 enrolment is given for (VI-VIII) and (IX-X) classes instead of (VI-VII) and (VIII-X) classes. Source: Commissioner of School Education, Hyderabad.

**Table 6: School Dropout Rates**

Years	Class I-V			Class I-VII			Class I-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2004-05	37.3	37.06	37.17	54.85	55.83	55.25	61.2	61.86	61.47
2005-06	30.37	30.17	30.27	53.5	54.41	53.93	61.4	62.06	61.69
2006-07	32.81	33.34	33.08	43.38	44.29	43.82	63.03	63.56	63.28
2007-08	26.19	25.28	25.75	36.79	37.66	37.22	65.24	65.31	65.27
2008-09	23.74	22.82	23.29	39.29	40.2	39.74	64.59	64.68	64.63
2009-10	23.45	22.09	22.79	31.95	31.59	31.78	55.9	56.76	56.33
2010-11	25.61	24.2	24.92	29.39	28.06	28.75	48.65	47.77	48.22
2011-12	24.28	23.23	23.77	28.11	25.3	26.74	49.42	49.11	49.27
2012-13	24.28	24.56	24.42	33.98	31.35	32.69	42.71	41.59	42.16
2013-14	22.6	22.02	22.32	33.72	31.34	32.56	39.05	37.33	38.21

Note: From 2012-13 dropout rate is given for I-VIII classes instead of I-VII classes

Source: Commissioner of School Education, Hyderabad.

### Intermediate Education

**Table 7: Junior Colleges Functioning Category of Management**

S.N.	Category	No. of Colleges
1	Government Junior Colleges	399
2	Govt. Model Schools	192
3	Private Aided Junior Colleges	43
4	Private Aided Composite Degree Colleges offering Intermediate	27
5	Private Un-Aided Junior Colleges	1608
6	Exclusively Vocational Junior Colleges (Private)	407
7	Exclusively Vocational Junior Colleges (Govt.)	4
8	Incentive Junior Colleges	92
9	Other (APRJC, GOI, Social Welfare, Tribal Welfare, Railways)	205
	Total	2977

Source: Director of Intermediate Education

There are 399 government junior colleges, 4 government vocational junior colleges and 192 government model schools functioning under the administrative control of

the Director of Intermediate Education. The functioning of 43 private aided junior colleges with regard to the grant-in-aid, service conditions and academic matters for all practical purposes are being looked after by Director of Intermediate Education. Besides the government sector, there are 1608 private un-aided junior colleges functioning in the State. The status of junior colleges functioning under various managements is shown in the Table 7.

Conventional courses in Science, Arts, and Commerce, along with vocational courses, are being offered. A total of 29 vocational courses are available across 777 junior colleges in fields such as Engineering & Technology, Agriculture, Home Science, Para-medical, Business & Commerce, and Humanities. In addition to 411 exclusive private and government vocational junior colleges, another 366 junior colleges (both government and private) also offer vocational courses. The enrolment of students in both conventional and vocational streams is provided below:

**Table 8: Enrolment during 2013-14 in Junior Colleges**

Management Type	General	Vocational	Total
Govt.	92585	24883	116468
Pvt. Aided	7837	389	8226
Pvt. Unaided	315608	5012	320620
Total	415030	30284	445314

### **Collegiate Education**

The Collegiate Education department monitors the administrative functions and academic quality in 126 government degree colleges and 69 aided colleges, with an enrolment of 91,966 and 58,291 students respectively in the State. The Government of India introduced the concept of Model Degree Colleges covering 374 districts in the country through the XI Five Year Plan, based on the low Gross Enrolment Ratio in Higher Education. The assistance from the MHRD, Government of India, under RUSA is 65%, and 35% has to be borne by the Government of Telangana.

**Table 9: Details of Universities in Telangana State**

University	Location	Type	Established	Specialization
University of Hyderabad	Hyderabad	Central	1974	General
Telangana University	Nizamabad	State	2006	General
Sri Konda Laxman Telangana State Horticultural University	Hyderabad	State	2014	Horticulture
Satavahana University	Karimnagar	State	2006	General
Woxsen University	Hyderabad	Private	2014	General
SR University	Warangal	Private	2002	General
Rajiv Gandhi University of Knowledge Technologies	Basar, Telangana	State	2008	Technical
Potti Sreeramulu Telugu University	Hyderabad	State	1985	Cultural
Professor Jayashankar Telangana State Agricultural University	Hyderabad	State	2014	Agricultural
Palamuru University	Mahbubnagar	State	2008	General
Osmania University	Hyderabad	State	1918	General
Nizam's Institute of Medical Sciences	Hyderabad	State	1989	Medical
P. V. Narasimha Rao Telangana Veterinary University	Hyderabad	State	2014	Veterinary
Mahindra University	Hyderabad	Private	2020	General
Nalsar University of Law	Hyderabad	State	1998	Law
Mahatma Gandhi University, Nalgonda	Nalgonda	State	2007	General
Kaloji Narayana Rao University of Health Sciences	Warangal	State	2014	Health care
Maulana Azad National Urdu University	Hyderabad	Central	1998	Language
Malla Reddy University	Hyderabad	Private	2020	General
Kakatiya University	Warangal	State	1976	General
Jawaharlal Nehru Technological University	Hyderabad	State	1972	General
English and Foreign Languages University	Hyderabad	Central	1958 (2007)	Language
Institute of Chartered Financial Analysts of India	Hyderabad	Deemed	1984	General
Jawaharlal Nehru Architecture and Fine Arts University	Hyderabad	State	2008	Architecture and Fine Arts
Chaitanya Deemed to be University	Warangal	Deemed	1991 (2019)	UG,PG, Engg, Pharmacy
Dr. B. R. Ambedkar Open University	Hyderabad	State	1982	General
Anurag University	Hyderabad	Private	2002	General
International Institute of Information Technology	Hyderabad	Deemed	1998	Technical

Source: <https://www.tgche.ac.in/>

### **Professional/Technical Education**

The Technical Education Department is responsible for the development of technical education both at degree (Graduate and Post Graduate in Professional Courses) as well as diploma level (Technicians). The Department implements the policies of the Government of Telangana and also coordinates with All India Council for Technical Education (AICTE) in processing the applications for the establishment of Engineering Colleges, M.B.A., M.C.A., B. Pharmacy and Polytechnics and enhancement of sanctioned intake, introduction of new courses etc.,. The Department manages the government polytechnics and monitors the private unaided polytechnics and professional colleges.

**Table 10: Professional Colleges in Telangana**

<b>Particulars</b>	<b>No.</b>
Engineering Colleges	336
Government Engineering Colleges	17
Medical Colleges	17
MCA Colleges	197
MBA Colleges	496
Education Colleges	225
Pharmacy Colleges	168
Law Colleges	18

Source:<http://www.apcollegeadmissions.com/2014/06/universities-and-colleges-in-telangana.html>

### **Linking State Government Initiatives with National Educational Goals: A Need for Cooperative Federalism in Education**

Education in India is a subject under the Concurrent List of the Constitution, which means both the Centre and the states are empowered to legislate and govern on matters related to education. This dual authority is rooted in the belief that while national educational goals ensure standardization, states must retain flexibility to address local needs, diversity, and contexts. However, this shared responsibility has often led to fragmented implementation and policy misalignment between the Centre and the states. Therefore, there is an urgent need to establish stronger linkages between state governments' educational initiatives and national frameworks to ensure

synergy, efficiency, and equity. Over the years, the Central Government has launched a series of landmark education reforms and policies, such as the Right to Education (RTE) Act, National Education Policy (NEP) 2020, and flagship programmes like Samagra Shiksha Abhiyan. These initiatives aim to create a unified and inclusive education system across the country. However, the success of these initiatives largely depends on how effectively states interpret, adapt, and implement them on the ground.

State governments play a crucial role in school education, as they manage most of the public schools, recruit teachers, design state-level curricula, and allocate funds for educational infrastructure. Some states, like Kerala, Tamil Nadu, and Himachal Pradesh, have developed successful models of education, demonstrating how state-led innovations can significantly improve learning outcomes. Telangana's initiatives like *Mana Ooru Mana Badi* and *Digital Telangana* have focused on improving school infrastructure and digital access. Yet, these programmes often operate in isolation from national efforts, lacking a comprehensive framework for integration and mutual learning.

The National Education Policy 2020 presents an opportunity to bridge this gap. It provides a visionary roadmap that requires active state participation. For example, reforms such as mother-tongue-based early education, vocational training in schools, and holistic report cards require coordinated efforts. To implement these effectively, there must be institutional mechanisms for dialogue, planning, and collaboration between the Centre and states.

The concept of cooperative federalism must be applied more robustly in the education sector. Central schemes should allow flexibility for state-specific customization. Simultaneously, states should align their priorities with national goals, particularly in areas like foundational literacy and numeracy, teacher training, and digital learning. Technology can play a transformative role in this integration. Common digital platforms like DIKSHA and Shagun can be customized by states while feeding data and best practices into a national repository. Regular inter-state conferences, joint working groups, and shared funding mechanisms can further strengthen coordination. The concurrent status of education must not be seen as a point of conflict but as an opportunity for shared responsibility.

The future of India's education system lies in building bridges—between policy and practice, Centre and states, and innovation and tradition. A linked, cooperative approach will not only enhance educational outcomes but also strengthen the federal spirit enshrined in the Constitution.

## **Governance Framework: State vs Central**

At the State level, the Telangana Department of School Education (TSED) oversees primary and secondary schooling, while the Telangana State Council of Higher Education (TSCHE) and Telangana Higher Education Council (TGCHE) govern universities and colleges. Schemes such as the/ *Mana Ooru Mana Badi*/ programme, residential institutions under TSWREIS and TTWREIS, and the online admission portal DOST are state-led. State universities face frequent administrative inertia and faculty shortages, with many lecturers still on contract and few full-time vice-chancellors in place until recently.

At the Central level, institutions like Kendriya Vidyalayas, Navodaya Vidyalayas, AIIMS, IIT, NIT, and central tribal universities (e.g., Sammakka Sarakka Central Tribal University launched in 2023) play significant roles in the higher education presence in Telangana. National schemes like Rashtriya Uchchar Shiksha Abhiyan (RUSA) involve central funding routed through the state government to develop infrastructure and academic quality in higher education.

## **Key Challenges**

### *a. Learning Crisis & Digital Divide*

Telangana schools are grappling with a deep learning deficit. ASER 2024 showed only 6.8% of third graders could read a second-grade level text, a sharp decline from 12.2% in 2014. Similar downward trends persist in math and among older learners. Furthermore, just 3.9% of schools recorded student computer use on observed days, and only 21.9% of government schools have internet connectivity - starkly below the national average of 46%.

### *b. Infrastructure & Faculty Shortage*

Despite per-student spending of <sup>1</sup> 55,000–<sup>1</sup> 60,000 annually (and over <sup>1</sup> 1/ lakh for residential students), many government schools still lack basic toilets, labs, and infrastructure. Coupled with lingering teacher vacancies and universities relying on contractual faculty, quality remains compromised.

### *c. Poor Employability*

A growing economy isn't yet matched by job readiness: Telangana records graduate unemployment of 15.8% and postgraduate unemployment at 17.6% - higher than national averages. A disconnect between curricula and industry needs is partly to blame.

## Emerging Opportunities & Reforms

### *a. Skill-Centric Vision*

The government is pivoting toward a skill-centric education system. Curriculum now integrates vocational skills from Class VI, with around 30% skill-based subjects. Partnerships with industry (e.g., Tata Technologies upgrading 65 ITIs) and mandatory student/faculty internships are bridging academic–industry gaps.

### *b. Infrastructure & Budget Prioritization*

Telangana increased its education budget by 11.5% in 2024–25 to <sup>1</sup> 21,292/ crore. It included earmarked funds for university infrastructure, teacher recruitment (over 11,000 vacancies), converting ITIs into advanced technology centres, and providing free electricity to schools.

### *c. Social Welfare & Inclusivity*

Telangana continues to expand residential social welfare schools for marginalized communities - roughly six lakh students study in gurukuls under TSWREIS and TTWREIS. The State also offers scholarships (e.g., Ambedkar Overseas Vidya Nidhi) and multilingual, gender-inclusive policies to widen access.

### *d. Research-Based Policy Support*

The Research Cell for Education Policy at CESS (launched by TSCHE) supports evidence-based policy across access, quality, equity, affordability, and accountability - feeding into governance decisions on reforms and public oversight.

Telangana's educational ecosystem straddles promise and pitfalls. Central and state authorities jointly oversee a complex array of institutions and schemes - from social welfare schools to central universities. Ongoing reforms in skills education, teacher training, infrastructure upgrades, and digital inclusion offer tangible momentum. But the learning crisis, digital access gaps, under-resourced classrooms, and mismatch between education and employability remain formidable barriers.

To fulfil its demographic and economic potential, Telangana must deepen implementation of NEP 2020 directives, ensure robust digital infrastructure, regularize university faculty, and cultivate stronger state–centre coordination - so that inclusive, quality education becomes a reality for millions.

## **Exploring the Education Landscape in Telangana: A Snapshot**

### **Challenges:**

**1. Quality of Education:** There's a significant disparity in the quality of education between urban and rural areas. Many rural schools lack adequate infrastructure and trained teachers.

**2. Dropout Rates:** High dropout rates, particularly among marginalized communities, hinder access to education. Socioeconomic factors often play a significant role.

**3. Access to Higher Education:** While enrollment in higher education has increased, access remains limited for certain demographics due to financial constraints and lack of awareness.

**4. Curriculum Relevance:** The curriculum often does not align with industry needs, leading to a skills mismatch among graduates.

**5. Digital Divide:** The transition to digital learning has highlighted the disparities in access to technology and internet connectivity, particularly in rural areas.

### **Opportunities:**

**1. Government Initiatives:** Programmes aimed at improving infrastructure, teacher training, and financial aid can enhance educational quality and accessibility.

**2. Skill Development Programmes:** Institutions like Young India Skill University are focusing on skill development, which can address employability issues among graduates.

**3. Public-Private Partnerships:** Collaborations between government and private sectors can bring in resources, innovation, and expertise to enhance educational outcomes.

**4. Focus on Inclusivity:** There's a growing emphasis on inclusive education policies that aim to support marginalized groups, which can help reduce dropout rates and improve access.

**5. Technological Advancements:** Leveraging technology for remote learning and resource sharing can help bridge educational gaps, especially in underserved areas.

### **Conclusion**

The education landscape in Telangana presents a complex interplay of challenges and opportunities. While issues such as access disparities, infrastructural deficits, and quality of education continue to hinder progress, there are significant opportunities

for reform and growth. Initiatives aimed at improving teacher training, leveraging technology for learning, and enhancing public–private partnerships can pave the way for a more equitable educational system.

By focusing on inclusive policies and community engagement, Telangana can harness its demographic potential, ensuring that all students receive a high-quality education that prepares them for the demands of a rapidly changing world. Addressing these challenges with strategic interventions will not only improve educational outcomes but also contribute to the state's broader socio-economic development. Telangana's education landscape is characterized by both significant progress and persistent challenges. While the state has made notable strides in expanding access to education and implementing innovative initiatives, it continues to face hurdles such as infrastructure deficits, teacher shortages, and disparities in educational outcomes. By addressing these challenges and capitalizing on the opportunities presented, Telangana can create a strong and equitable education system that empowers its citizens and drives socio-economic development.

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